Syllabus - FORL 385 B
Methods in the Teaching of Foreign Languages in the Secondary School

Professor: Kevin Elstob
FORL 385B - Section 1
W: 4.00. pm - 6..40 pm (Eureka 102)

Office: Mariposa 2013
Phone: (916) 278-6565
Email:kelstob@csus.edu

Office Hours:
Tues: Noon-3pm
and by appointment

Special needs - Students with Disabilities
In order to ensure equal access and opportunity to pursue their educational goals, CSUS Services to Students with Disabilities (SSWD) offers support services for students with visual, hearing, mobility impairments, specific learning disabilities, psychiatric disorders, and/or other types of disabilities. For more information call 916-278-7825.

If you have a documented disability and verification from SSWD, and wish to discuss academic accommodations, please contact me as soon as possible.

TEXTS – same as for FORL 385 A in the Fall
- Teaching Language in Context, 3rd edition - Alice Omaggio Hadley, Heinle and Heinle
- Foreign Language Teacher's Guide to Active Learning - Deborah Blaz, Eye on Education
- A Collection of Performance Tasks and Rubrics Foreign Languages - Deborah Blaz, Eye on Education
- Foreign Language Framework for California Public Schools
- World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve

NEW TEXTS (Articles) – all can be downloaded from the SacCT (Blackboard) site for this class: http://online.csus.edu
- Stephen Krashen: Theory of Second Language Acquisition
  http://www.sk.com.br/sk-krash.html

- The Language Educator: “The Common Core Framework and World Languages: A Wake-Up Call for All”

- ACTFL: Alignment of the National Standards for Learning Languages with the Common Core State Standards:
  http://www.actfl.org/sites/default/files/pdfs/CrosswalkFinalAligningCCSSLanguag eStandards.pdf

- Getting Smart: "The Next Generation of World Language Learning"
Course Description
This course includes discussion of the required texts, study of current instructional strategies in the teaching of foreign languages, evaluation of methods specific to goals and objectives, analysis of documents that support the teaching of foreign languages, study of techniques and technology associated with second language acquisition and evaluation of source materials available to teachers of foreign language. 3 units.

Course Objectives
To facilitate learning so that students will demonstrate understanding of second language acquisition theory as well as the required teaching skills in order to be able to deliver well-prepared and challenging lessons in the foreign language classroom.

STUDENT OUTCOMES OF THE COURSE – Teacher Preparation Expectations
After successful completion of this course in methodology, students will be able to:

1) Demonstrate understanding of the theories of second-language acquisition
2) Demonstrate understanding of the principles and priorities in methodology by applying them in planning and teaching
3) Develop effective lessons based on the principles of the National Standards for Foreign Language Learning in the 21st Century, the Foreign Language Framework for California Public Schools, the California State Standards for Foreign Language Learning and the ACTFL Guidelines
4) Demonstrate understanding of communicative competence and apply strategies to achieve this goal in planning and delivering daily lessons
5) Demonstrate and apply instructional strategies related to real-world language in context
6) Develop effective assessment strategies for courses in foreign language
7) Develop appropriate instructor goals and student outcomes for courses in foreign language
8) Demonstrate understanding of cultures, literature, and cross-disciplinary concepts
9) Demonstrate understanding of language, linguistics, comparisons
10) Demonstrate understanding of the need for on-going professional development
11) Demonstrate the requisite knowledge to use technology to support and enhance instruction

TEACHER PREPARATION – ASSESSMENT
Students will be assessed based on the following criteria:

1) Demonstrate knowledge and understanding of the State Standards, Foreign Language Framework for California Public Schools, National Standards for Foreign Language learning in the 21st Century and the ACTFL Guidelines. (Assignments from the texts, journal article summaries, class discussions, demonstration lesson, observation summary, final written lesson plan.

2) Demonstrate ability to write a challenging lesson plan, incorporating instructional strands and supportive activities based on a proficiency-oriented program of study in the foreign language. (Practice in writing lesson plans and assessment of plans; final lesson plan as one summative assessment)
3) Demonstrate the ability to conduct all levels of a language class in the target language with ease and confidence. (Lesson plan and demonstration lesson, practice in delivering segments of a lesson to the class)

4) Demonstrate the ability to use appropriate and varied language with accuracy and fluency (Practice lessons and demonstration lesson, class discussions that reveal student’s ability to express herself/himself with ease in the target language)

5) Demonstrate knowledge of the descriptive aspects of language (linguistic code or grammar) and practical use of the target language in context. (Class discussions, written assignments, demonstrations lessons)

6) Demonstrate an understanding of how to validate the language of the heritage and native speaker (Class discussion, demonstration lessons, written assignments)

7) Demonstrate that the candidate is prepared to teach students to use the target language to obtain and exchange information in a variety of authentic contexts, real-world language experiences based on the fundamentals of the National Standards, the 5Cs-Communication, Cultures, Connections, Comparisons, Communities. (Class discussions, practice lesson plans, demonstration lesson, final lesson plan)

8) Demonstrate the ability to enable students of language to develop proficiency in the four language skills of listening, speaking, reading, and writing. (Class discussions practice lessons, written assignments)

9) Demonstrate the ability to bring students to an in-depth understanding of the cultures and societies in which the language they are studying is spoken. (Class discussions, practice lessons, demonstration lesson, written assignments)

10) Demonstrate the knowledge of the nature of language and methods of learning a language and convey this to students. (Class discussions, practice lessons, written assignments, demonstration lesson)

11) Demonstrate an understanding of and sensitivity to multicultural issues as they present themselves in the class and school community, and to be able to identify and incorporate multicultural issues in the planning of semester, unit, and daily lessons. (Class discussions, practice lessons, written assignments, demonstration lesson)

**ATTENDANCE**
Due to the fact that there are only 7 class meetings in the semester, it is important that students attend every class meeting. If you should have an extreme emergency arise and cannot attend class, please contact Professor Elstob immediately. Attendance and punctuality are factors in determining the final grade in the course. ( - 25 points for each absence)

**Saclink Account**
We will use SacCT to post grades and the homework schedule.
DATES OF CLASS MEETINGS, AGENDA, and ASSIGNMENTS

JANUARY 28 – (4 pm to 5.15pm)

Introduction to 385B – practice: setting the stage, comprehensible input, guided practice, individual practice, extension and assessment

Assignments - due: 2/4
• Article 1
  o Read the two blog entries (see links on SacCT):
    ▪ “Comprehensible Input and Output” by Judie Haynes
      • http://www.everythingsesl.net/inservices/comprehensible_input_output_70140.php
    ▪ “Comprehensible Classroom” by Martina Bex
      • http://martinabex.com/
  o Put together a short series of questions you would ask your students IN SPANISH that you would use to give them input (textual or auditory) that is one step above our current level of linguistic competency – use something that you are working on in your classroom. now

FEBRUARY 4

Goals and Objectives of Second-Language Acquisition, the Standards and Framework, Meaningful Interaction, and Comprehensible Input

"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." Stephen Krashen

Strategies and Discussion
Meaningful interaction in the target language, 'comprehensible input' in low anxiety situations, real world conversations

Assignments - due: 2/11
• Homework 1
  o Read Chapter 6 – “Developing Oral Proficiency” in Teaching Language in Context – Alice Omaggio Hadely
  o Answer questions 1 and 4 pages 272-273
• Article 2
  o Read “Stephen Krashen’s Theory of Second Language Acquisition"
  o Answer questions on the Krashen Questionnaire (in-class handout, but also available online at SacCT)
FEBRUARY 11
Oral Proficiency: talking in context, personalized questions, communication tasks and role-play.

“You can't learn how to speak French in a vacuum - at some point you just have to get out there and speak it.” Frenchabout.com

“When learning the word “cama” do not think of this as meaning "bed”. It does not mean bed. A Spanish person does not think of cama as meaning bed. Instead, associate “cama” with an image of a bed.” http://www.wikihow.com/Speak-Spanish-Fluently

Strategies and Discussion
Instruction and assessment to promote oral proficiency

Assignments - due: 2/18
• Homework 2
  o Read Active Learning – pages 125 – 159 and Performance Tasks and Rubrics – pages 1-16
  o Read Chapter 7 – “Developing Oral Proficiency” in Teaching Language in Context – Alice Omaggio Hadely
  o Answer questions 2 and 4 page 338
• Article 3
  o Read “The Language Educator: “The Common Core Framework and World Languages: A Wake-Up Call for All)” - (available online at SacCT)
  o Answer the Questions on the Common Core Questionnaire

FEBRUARY 18
Writing Proficiency: writing in realistic contextualized situations to carry out communicative tasks - functions, and evaluations.

“I can write the saddest lines tonight. I loved her, sometimes she loved me too.” Pablo Neruda
“Poem 20” from Twenty Poems of Love (1924)

“Good writing is rewriting” - Truman Capote

Strategies and Discussion: Writing and assessment rubrics

Assignments - due: 2/25
• Homework 3
  o Read Chapter 8 – “Teaching for Cultural Understanding” in Teaching Language in Context – Alice Omaggio Hadely
  o Answer questions 3 and 4 pages 384-385
• Article 4
  o Read “ACTFL: Alignment of the National Standards for Learning Languages with the Common Core State Standards” - (available online at SacCT)
  o Answer the Questions on the Alignment of Standards Questionnaire
FEBRUARY 25

Teaching culture as the fabric of language – Assessing cultural understanding

“Culture is the whole complex of distinctive spiritual, material, intellectual and emotional features that characterizes a society or a group. It includes creative expressions, community practices and material or built forms.”

Our Creative Diversity: The UN World Commission on Culture and Development Report

Strategies and Discussion

Embedding culture - relationships between products, practices, and perspectives in a given culture or community using the National Standards to design opportunities for students to experience and explore culture in meaningful ways

Assignments – due 3/4

• Homework 4
  o Read Chapter 9 – “Classroom Testing” in Teaching Language in Context – Alice Omaggio Hadely
  o Answer questions 1 and 3 page 451

• Article 5
  o Read “The Language Educator: “Getting Smart: The Next Generation of World Language Learning” - (available online at SacCT)
  o Answer the Questions on The Next Generation of World Language Learning Questionnaire

MARCH 4

How do we know what they know?

I was thrown out of college for cheating on the metaphysics exam; I looked into the soul of the boy next to me. Woody Allen, from the movie Annie Hall,

Every piece of the puzzle that doesn’t fit gets you closer to the answer. Cynthia Copeland Lewis, Really important stuff my kids have taught me, 1994

Experience is a hard teacher because she gives the test first, the lesson afterwards.

Vernon Law

Description of a grade: An inadequate report of an inaccurate judgment by a biased and variable judge of the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite material.


Strategies and Discussion

Evidence of student learning and mastery of subject matter: theory and practice of the effective teacher of foreign language – terms to know and review
MARCH 11

Second Language Acquisition Teaching and Learning

“Culture is the whole complex of distinctive spiritual, material, intellectual and emotional features that characterizes a society or a group. It includes creative expressions, community practices and material or built forms.” from Our Creative Diversity: The UN World Commission on Culture and Development Report

Strategies and Discussion

A continuum of learning - that is predictable with sequential stages of language development, in which the learner progresses from no knowledge of the new language to a level of competency closely resembling that of a native speaker

Assignment due 3/18:

• Observation of a World Language Class (High School, Junior High, or College).
• Use this form to guide your observation.
  o [Link to observation form](http://education.ky.gov/curriculum/wlang/Documents/10AdministratorsWalkThroughofWLClassrooms.pdf)

MARCH 18

Discussion:

On-Site Class Observation.

Closing Observations and Potluck and thought for the Future! 

“You live a new life for every new language you speak.”

Czech proverb
## GRADING (Method of Assessement)

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<th>POINTS</th>
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<tr>
<td>1 Observation of World Language Class (High School, Junior High, or College)</td>
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<td>For details see “Course Content” section of SacCT</td>
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<td>5 article or blog readings with questionnaire (40pts x 5)</td>
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<td>For details see “Course Content” section of SacCT</td>
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<tr>
<td>4 Homework Exercises from our Textbook readings (50pts x 4)</td>
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<td>For details see “Emploi du temps” section of SacCT</td>
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<tr>
<td>Participation and Attendance (7 class meetings) (50 pts x 7)</td>
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<td>1 Demonstration Class</td>
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**What you need to get a good grade**

Your overall effort in doing homework and participating in class are essential

A - a very good, almost error-free understanding and knowledge of vocabulary, grammar, sentence structure, and oral comprehension and proficiency (90-100 %);
B - a good understanding and knowledge of vocabulary, grammar, syntax, and good oral skills but errors occur throughout homework and tests (80-89 %);
C - knowledge and ability at this level reflects some understanding and knowledge of most materials presented, but confusion exists in the overall understanding of some concepts presented (70-79%)
D - little understanding and knowledge of vocabulary, grammar, syntax, and oral comprehension and proficiency. (60-69%)
I - you who have to stop coming to classes and turning in work can get an incomplete, but in order to receive this grade you must complete a written contract with the instructor.
U - unofficial drops (equivalent to an F) are given to you who do not attend class or no longer attend class, turn in assignments, or take tests.