Methods in the Teaching of Foreign Languages
in the Secondary School
EDTE 385
Department of Foreign Languages
Dr. Kathy Moore

The Methods Course is based on the organizing principles of the California State Framework, the National Standards for the Learning of Foreign Languages in the 21st Century, the American Council on the Teaching of Foreign Languages Guidelines and current research in methodology in foreign language instruction. The teacher preparation candidates are required to demonstrate evidence of their learning based on the following criteria:

1) Demonstration of high proficiency in the language which allows them to conduct their classes solely in the target language (Advanced low based on the ACTFL Guidelines)

2) Demonstration of the ability to teach in a proficiency-oriented program and a commitment to the highest level of teaching which enables their students to demonstrate communicative ability in the target language

3) Demonstration of the ability to conduct their classes in the target language with ease and confidence, using the language with accuracy and fluency on every level of language learning, beginning to advanced

4) Demonstration of the knowledge of the nature of language, basic linguistics and a thorough understanding of the structural rules and practical use of the target language.

5) Demonstration of the candidate's understanding of the cultures and societies in which the target language is spoken; validation of the language of the heritage and native speakers

6) Demonstration of the ability to prepare challenging lessons using current accepted methodology with attention to critical thinking and evidence of student learning

7) Demonstration of the requisite knowledge to use technology to support and enhance instruction.

The teacher candidate studies current methodology and is instructed in the absolute need to teach in the target language using authentic language in context, providing real-world experiences for students. The candidate prepares practice lessons and a final demonstration lesson based on the CTC criteria as indicated above and in the course syllabus. The texts that are used in the course have been chosen because they are exemplary works that incorporate and emphasize the criteria necessary for effective preparation of teachers of language.

Throughout the course, students are given ample opportunity to demonstrate their learning through class discussions, weekly assignments, study of the texts, professional journal reviews, demonstration lessons, written lesson plans, etc. The assessment plan is based on the criteria outlined above and students are held accountable for each element in the learning process.
METHODS IN THE TEACHING OF FOREIGN LANGUAGE IN THE SECONDARY SCHOOL
EDTE 385

Dr. Kathy Moore
Mariposa Hall 2029
Telephone: 278-6513
kcmoore@csus.edu
Office hours: Tuesdays 3:00 - 4:30
Thursdays 12:00 - 1:30
& by appointment

TEXTS:  
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, 1999

Foreign Language Framework
for California Public Schools

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.

GOALS OF THE COURSE
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 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 and the ACTFL Guidelines
4) demonstrate understanding of communicative competence and apply strategies to achieve this goal in planning 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, literatures and cross-disciplinary concepts
9) demonstrate understanding of language, linguistics, comparisons
10) demonstrate understanding of the need for ongoing 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 *Foreign Language Framework for California Public Schools, the National Standards for Foreign Language Learning in the 21st Century*, the ACTFL Guidelines (Assignments from the texts, journal article summaries, class discussions, demonstration lesson, 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 himself/herself with ease in the target language)

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

6) Demonstrate an understanding of how to validate the language of the heritage speaker and native speaker (Class discussions, 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 to convey this to students. (Class discussions, practice lessons, written assignments, demonstration lesson)

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

ASSIGNMENTS
Students are responsible for all assigned work. Assignments include, but are not limited to, the following:

Written assignments based on chapters assigned in the text - range of points depending on assignment
Participation in class discussions - 100 points
Journal articles: 50 points each
Demonstration lesson: 75 points
Summative Assessment - Detailed lesson plan: 100 points
All written work must be done in a professional manner, typed. All assignments must be turned in on time, presentations given on assigned dates. **There are no extensions and late work will not be accepted. NO EXCEPTIONS!**

**METHOD OF ASSESSMENT**

The final grade in the course is based on completed assignments, attendance, punctuality and participation in the class discussions. All points are converted to a percentage according to the following scale:

- **A** 91 - 100%
- **A-** 90%
- **B+** 89%
- **B** 88 - 81%
- **B-** 80%
- **C+** 79%
- **C** 78 - 71%
- **C-** 70%
- **D+** 69%
- **D** 68 - 61%
- **D-** 60%
- **F** 59% - below

**CLASS MEETINGS AND ACTIVITIES**

**SEPTEMBER 2**

Overview of course and discussion of the syllabus and required assignments
Discussion: The personal philosophy of teaching and the mission statement
Second language learning: my personal experience

Assignment: Epilogue - (Text) **Planning Instruction for the Proficiency-Oriented Classroom**
Read: Epilogue and prepare written assignment pages 466, #6
**Active Learning** - Read pages 1 - 22

**SEPTEMBER 9**

Discussion: Defining “Powerful Teaching & Learning”
American education and the teaching of foreign languages: a brief historical perspective
ACTFL, MLA, CLTA, FLAGS
Student teacher competencies
Epilogue - Planning Instruction for the Proficiency-Oriented Classroom

Strategies: Tips on Classroom Management

Assignment: Chapter 1 On Knowing a Language: Communicative Competence, Proficiency, and Standards for Foreign Language Learning Define “language proficiency”; P. 42 #1,2,3
**Active Learning** - Read pages 23 - 90
SEPTEMBER 16

Discussion: The California Foreign Language Framework
The National Standards - an overview
ACTFL Proficiency Guidelines

Strategies: Planning effective lessons based on State Framework and National Standards
The “Es of Teaching”
The lesson plan format for a foreign language classroom

Summary: Chapter 1 and highlights from text Active Learning, pages 23 - 90

Assignment: Chapter 2: On Learning a Language: Some Theoretical Perspectives
Framework - Read pages 1 - 25

SEPTEMBER 23

Discussion: Developing instructional strategies that work - Target language instruction
The importance of context and authentic language
Framework - Rationale, Proficiency, Content

Summary: Chapter 2

Assignment: Review of Chapters 1, 2 Comparing language learning theories p. 81 #5
Framework - Read pages 26 - 45

SEPTEMBER 30

Due: First journal article

Discussion: Reviewing the National Standards-knowing how, when and why to say what to whom

Strategies: Key instructional progress markers based on the Standards - 5 Cs

Assignment: Chapter 3: On Teaching a Language: Principles and Priorities in Methodology
Page 130 #3
Framework - Read pages 46 - 55
Bring textbook used at school site to class. Be prepared to discuss its features.

OCTOBER 7

Discussion: Making the textbook work for you and your students - using ancillaries and other resources

Strategies: The importance of teaching correct pronunciation

Summary: Chapter 3

Assignment: Chapter 4: The Role of Context in Comprehension and Learning
Active Learning - pages 91-124
OCTOBER 14

Strategies:  Developing the personal notebook - a student guide
            Vocabulary development
            Supporting special needs students and the trend toward inclusion

Further discussion on the Language Learning Continuum
and material from Active Learning, pages 91 - 124

Assignment: Continue study of Chapter 4
Written assignment on Chapter 4 - pages 169 - 170, questions 1 & 3

OCTOBER 21

Due: Second journal article
Discussion: More about context and authentic language-teaching strategies
            as it relates to second language acquisition theory
Summary:: Chapter 4
Presentation: Demonstration Lesson

Assignment: Chapter 5: A Proficiency-Oriented Approach to Listening and Reading
Page 225 Questions #1 & 3
Active Learning, pages 173 - 180

OCTOBER 28

Strategies: Maintaining the goals of the National Standards and Framework - teaching grammatical structures
            “Cloze exercises”, music as a teaching tool
            The effective use of technology and materials to enhance instruction in a foreign language classroom.

Summary: Chapter 5
Presentation: Demonstration Lesson
Assignment: Chapter 6: Developing Oral Proficiency
Page 272 #1 & 4

NOVEMBER 4

Strategies: More about classroom management and effective instruction
            Introduction to effective assessment practices in the foreign language classroom

Summary: Chapter 6
Presentation: Demonstration lesson
Assignment: Chapter 7: Becoming Proficient in Writing
Page 338 #2, #4
Active Learning - pages 125 - 159
NOVEMBER 11  (Holiday - assignment due next class meeting)

Strategies: Authentic Assessment - the student evaluation, rubrics

Summary: Chapter 7

Presentation: None

Assignment: Chapter 8: Teaching for Cultural Understanding
Pages 384 - 385 #3 & 4

NOVEMBER 18

Due: Third journal article

Strategies: Teaching culture as the fabric of language
Assessing cultural understanding

Summary: Chapter 8

Presentation: Demonstration lesson

Assignment: Chapter 9: Classroom testing
Page 451 #1 & 3

NOVEMBER 25

Discussion: Evidence of student learning
Developing assessment strategies that work

Summary: Chapter 9

Presentation: Demonstration lesson

Assignment: Preparation of the Final Detailed Lesson Plan
Active Learning - pages 180 - 193

DECEMBER 2

Discussion: Theory and practical application: The effective teacher of foreign language
Terms to know

Presentation: Demonstration lesson

DECEMBER 9

Due: Final written lesson plan
Closing observations and potluck!
JOURNAL ARTICLES

☐ Choose an article to read and analyze. Articles may be chosen from any professional journal dealing with foreign language teaching, language issues, educational themes. You must read at least one article dealing with each of these topics:

1) Classroom management
2) Methods of assessment
3) Teaching for communicative competence

Kindly indicate which topic your article addresses.

☐ The following journals are highly recommended: MODERN LANGUAGE JOURNAL, FOREIGN LANGUAGE ANNALS, HISPANIA, AATF JOURNAL (American Association of Teachers of French), JOURNAL OF AMERICAN EDUCATION, TODAY'S TEACHER. There are many, many others from which to choose as well. Many journals are on the world wide web.

☐ Write a 1 1/2 to 2 page summary of the article. Discuss the highlights of the article, what you learned and how you would apply this learning in your teaching.

☐ Journal summary must be typewritten.

☐ Include the title of article, author, title of journal/magazine, volume and number. Kindly include a copy of the article.

☐ There are three journal summaries due during the course. The due dates are indicated in the course syllabus.

DEMONSTRATION LESSONS

✦ Prepare a lesson of 25 minutes using the elements of lesson design studied in the course. Choose a vocabulary, reading, grammar point, etc. from any language level (I, II, III, IV) and include the instructional strand and related activities to support your teaching - written, communicative, whole class, etc.

✦ Include a homework assignment

✦ Prepare the visual aids necessary to support your teaching; you must have at least 3 visuals

✦ Include a short listening activity

✦ Lesson is to be given in the target language

✦ Provide Dr. Moore with a copy of your lesson plan

✦ Make note of the date you have chosen for your demonstration lesson

Assignments Based on the Text

The primary source text is Teaching Language in Context by Alice O'Maggio Hadley. There will be a written assignment to discuss and turn in based on the material in each chapter. Each assignment is worth from 50 - 75 points. Due dates are indicated in the syllabus. Late work is not accepted!