

# CURRICULUM AND INSTRUCTION IN FOREIGN (WORLD) LANGUAGES

ED 361

MORAVIAN COLLEGE, FALL 2010

**Instructor:** Jeffrey Jacoby  
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**Office hours:** By appointment only  
**Class hours:** Wednesdays, 6:30 – 9:30  
**Required text:** Omaggio Hadley, A. (2000). *Teaching language in context* (3rd ed.). Boston: Heinle & Heinle.  
NCLRC, The Essentials of Language Teaching; online source:  
<http://www.nclrc.org/essentials/index.htm>

## COURSE OBJECTIVES

### Students will:

- ◆ recognize the ACTFL Standards for Foreign Language Learning and Proficiency Guidelines for K-12 Learners, and their application to world language curricula;
- ◆ recognize and discuss the significance and impact of the No Child Left Behind Act and PSSA testing on language education;
- ◆ review the history of foreign language methodology;
- ◆ investigate and apply foreign language methodologies as they relate to teaching for the development of oral proficiency;
- ◆ investigate and apply foreign language methodologies as they relate to the skills of listening, reading and writing;
- ◆ develop strategies for teaching culture;
- ◆ prepare materials for the foreign language classroom;
- ◆ integrate technology in the foreign language classroom;
- ◆ apply techniques of classroom management;
- ◆ develop assessments;
- ◆ develop portions of a portfolio;
- ◆ create a reflective journal of their fieldwork experiences;
- ◆ discuss and develop techniques and methods applicable to instruction and assessment of students with special needs in the foreign language classroom;
- ◆ investigate sources for professional development.

## COURSE REQUIREMENTS

- ◆ completion of all textbook and instructor assignments;
- ◆ class participation and responsibility for all material presented in class;

- ◆ completion of fieldwork experience to include: required observation and classroom hours, field experience journal, written lesson plans and classroom application, attend a Parent Night or participate in a professional development activity;
- ◆ development of a thematic unit of study to include all communicative modes;
- ◆ review and report on an article from a current foreign language journal;
- ◆ exploration and evaluation of foreign language software/technology and review of a lesson in which technology was integrated;
- ◆ compilation of a list of foreign language websites and development of a classroom project using the Internet
- ◆ exploration of accommodations, modifications, and best practices for working with students with exceptionalities
- ◆ micro-teaching

## EVALUATION

- ◆ 20% Completion of all textbook and instructor assignments and class participation
- ◆ 10% Observations during fieldwork experience to include lesson plans
- ◆ 10% Professional journal report
- ◆ 10% Internet site report & project design
- ◆ 5% Foreign language software review or technology review
- ◆ 20% Fieldwork experience to include fieldwork journal
- ◆ 20% Written unit
- ◆ 5% Micro-teaching

**NOTE:** All course requirements must be completed to receive credit for the course. Unexcused late course work will lose 10% of its value for each weekday that it is late. Arrangements for any lateness that students wish to be excused must be made in advance and approved by the instructor. **Violation of the scholastic integrity policy of Moravian College will result in a grade of zero.**

## ATTENDANCE

You are expected to attend all class sessions. If it is necessary for you to miss class for a valid reason please contact me in advance. You will be responsible for any material you have missed, as well as class announcements. An unexcused absence will result in a 10% deduction from the class participation grade.

## PARTICIPATION

It is expected that all students will actively participate in class discussion and activities. Class attendance and class participation are not the same thing. Please complete all readings and reflections to enrich our class discussions.

## **PORTFOLIO ENTRIES**

You will begin to collect materials that can be used in the portfolio that is developed during student teaching.

## **FIELDWORK JOURNAL**

You will keep a journal of all fieldwork experiences. There should be an entry for each visit. In the first entry, please provide an introductory paragraph or two describing the classroom, the students, the level of instruction, the text and other supplementary materials used. Include any available information pertaining to students with special needs and/or English language learners who are in the class. If during your visits a test or quiz is given, describe the assessment and for what skill area(s) it is intended. You should also comment on questioning strategies used, teaching methods, discipline, use of group work, use of the target language, and the general atmosphere of the classroom. You should participate in the classroom instruction (group work, mini-lesson, etc.) as prescribed in the guidelines established by Moravian College.

## **JOURNAL ARTICLE REVIEW**

This will be a synopsis of one article that may deal with any aspect of the course. The summary is to be a one- to two-page, word-processed paper. A personal reaction to the article should be included. Please include a complete citation of the article, at the top of the first page.

## **WORLD LANGUAGE SOFTWARE OR TECHNOLOGY REVIEW**

Option 1: Preview at least one FL software program. It should be a program with which you are not already familiar. Write a two-page summary of the program to include identity, objective, features, and use in the curriculum. Include your personal observations.

Option 2: Based on your observations of the use of technology in a classroom observation, write a two-page summary of the lesson and how technology was worked into it. Include your personal observations and include what you think are the pros and cons of such an application of technology.

## **WORLD LANGUAGE LEARNING INTERNET PROJECT**

Browse the Web to discover sites that would be helpful to the foreign language teacher and the development of foreign language curricula. Create a list of websites and develop a classroom project using the Internet. Guidelines for the project will be provided.

## WRITTEN FOREIGN LANGUAGE UNIT

This thematic unit will focus on using language in context and will address the four skills of language learning: listening, speaking, reading and writing. These skills may also be referred to as interpersonal, interpretive and presentational communicative modes. Cultural concepts should be included. To be included for each lesson and assessment is evidence that demonstrates provisions and modifications for learners with special needs (i.e. class management techniques; support for reading, writing, speaking, listening; monitoring of student progress and frequent formative evaluation; reflections to possibly be shared with IEP team, etc.). Unit plan will consist of eight lesson plans for teaching days, plus at least two assessments. Further guidelines will be provided at a later date.

## MICRO-TEACHING

A lesson of your choosing will be presented to the class to be accompanied by a lesson plan and any materials needed by the students.

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## ED 361 SCHEDULE OF MEETINGS

**9/1/10**      **Course overview. Explanation of assignments and course evaluation. Getting acquainted.**

Discussion topics: What are the characteristics of a good teacher? What issues, not including subject matter, does a teacher need to deal with in the classroom? What should a world language teacher be teaching in the classroom? How should a world language teacher be teaching in the classroom?

What is teaching for proficiency? What are the ACTFL proficiency guidelines? What are the state and national standards? What are the ACTFL performance guidelines for K-12 learners? What do you know about No Child Left Behind, PSSA testing, the Keystone Exams, or other states' exams?

Language learning profile.

**Assignment due 9/8:** Read and be prepared to discuss Chapter 1. Pay particular attention to the National Standards for Foreign Language Learning and the definition of communicative competence and proficiency.

- Using the information in the text and Appendix A (p. 469) write out the answers to questions 1 and 4, pp. 42-43.

- Using the online source *The Essentials of Language Teaching*, read and be prepared to discuss the content of two sections: **What language teaching is** and **Teaching Goals and Methods**

**9/8/10 Chapter 1 – On Knowing a Language: Communicative Competence, Proficiency, and the Standards for Foreign Language Learning**

Discussion of Chapter 1, as well as of **NCLRC** reading. To include sharing of assignment responses.

**Assignment due 9/15:** Read and be prepared to discuss Chapter 2. Compare and contrast responses to questionnaire on p. 53. Prepare responses for, and be prepared to discuss, questions 3, 4, and 5 on p. 81 in the text.

**9/15/10 Chapter 2 – On Learning a Language: Some Theoretical Perspectives**

Discussion of Chapter 2 and sharing of assignment responses

Presentation: The 5 Cs: The Standards for Foreign Language Learning

Discussion - Teaching world languages to English language learners: The importance of maintaining the target language in instruction

**Assignment due 9/22:**

- Read Chapter 3; prepare responses for questions 1, 2, 4 & 5 on p. 130.
- Read and be prepared to discuss: *The Essentials of Language Teaching - Teaching Goals and Methods: Guidelines for Communicative, Learner-centered Instruction*

**9/22/10 Chapter 3 – On Teaching a Language: Principles and Priorities in Methodology**

Discussion of Chapter 3 and sharing of assignment responses.

Discussion of NCLRC *Teaching Goals and Methods*. Students will apply theories to the teaching of a grammatical concept in a classroom situation.

Review of Moravian College lesson plan format

**Assignment due 9/29/07:** Read the articles provided in class and prepare a 1-2 page reaction to the studies. How useful do you find the information? How useful do you think practicing teachers would find it? What components of the articles are most relevant?

## **9/29/10      The Intersection of Foreign Languages and Special Education**

Discussion of articles related to FLLD and the needs of Special Education students in the world language context.

Presentation: IDEA, NCLB, IEPs, SDI, 504s, and what they mean for second language educators; and how we must make world languages study accessible to all students.

### **Assignment due 10/6:**

- Read Chapter 4 and prepare answers for questions 1 & 3 on pp. 169-170.
- Be prepared to discuss the questions on pp. 149-150 in light of the review of research studies in the chapter.

## **10/6/10      Chapter 4 – The Role of Context in Comprehension and Learning**

Discussion of Chapter 4 and assignment responses.

- *Special topic – Best practices in teaching a second language, and how these serve English language learners in your classroom*

Discussion: The 5 Cs and the Thematic Unit: topic and rationale

### **Assignments due 10/13:**

- Lesson plan 1, with summary for class discussion
- Read Chapter 5. Prepare answers to questions 1, 6, & 7 on pp. 225-226. Prepare answers to questions 3 & 5 as they relate to your fieldwork experience. Be prepared to share your work for #3 with the class.
- On NCLRC site, read the sections on *Teaching Reading* and *Teaching Listening*.

## **10/13/10      Chapter 5 – A Proficiency-Oriented Approach to Listening and Reading**

Discussion of Chapter 5 and all assignments due.

Presentation: The Communicative Modes

### **Assignment due 10/20:**

- Internet Project Report, with summary to be shared with class.
- Read Chapter 6
- Prepare a response to either question 1 or 2 on p. 272.
- Prepare a response to question 4 on pp. 272-273.

- Prepare responses to questions 5 and 6 on p. 273 by relating answers to your fieldwork.
- Be prepared to discuss error correction in class. While not required in writing, consideration of questions 7 and 8 on p. 273 may prove useful.

## **10/20/10 Chapter 6 – Developing Oral Proficiency**

Discussion of Chapter 6 and sharing of assignment responses

Wrap-up of unfinished topics from previous meetings

### **Assignment due 10/27/09:**

- Fieldwork journal for an intermediary evaluation; Journal should be up to date
- Unit topic and rationale
- Lesson 1 of Thematic Unit with Micro-teaching

## **10/27/10 Micro-teaching and Thematic Unit Progress Check**

Students present Micro-teaching of 1<sup>st</sup> Lesson from Unit (or other)

Conferences with students about their progress so far with design and development of Thematic Unit.

Time provided to continue working on the unit

### **Assignment due 11/3/09**

- Read Chapter 7 and prepare responses for questions 1, 2, and 3 on p. 338.
- Lesson Plan 2 for Thematic Unit

## **11/3/10 Chapter 7 – Becoming Proficient in Writing**

Discussion of Chapter 7 and assignment responses

Writing Strong Performance Objectives

### **Assignment due 11/10/09**

- Read Chapter 8 and prepare responses for questions 1-4. Your response to question 1 should come in the form of a 2-3 min. speech that you would give if you were afforded the opportunity to speak briefly at a school board meeting.

- Question 5 will be handled as a group *in class* on 11/11/09. The carry-over of the discussion we have (question 6) will be due on 11/18/09 as part of your fieldwork journal.
- Read the entire section *Teaching Culture in The Essentials of Language Teaching*

## **11/10/10 Chapter 8 – Teaching for Cultural Understanding**

Discussion of Chapter 8 and assignment responses, including mock school board meeting speeches

Presentation: Portfolio entries

### **Assignment due 11/17/09:**

- Read Chapter 9 and be prepared to discuss question 1 (p. 451) in class.
- Design activities as described in items 3 and 4 on p. 451.
- Bring a copy of a test or quiz from your fieldwork to class.
- Lesson Plans 3 and 4 for Thematic Unit

## **11/17/10 Chapter 9 – Classroom Testing and Assessment**

Discussion of Chapter 9 and sharing of assignment responses

Analysis and discussion of assessment items.

### **Assignment due 12/01/09:**

- Professional journal report with summary to be shared in class.
  - Please email the report to me by Wednesday morning
- Read and reflect on the PA W.L. Standards document. Assignment to be provided.

## **11/24/10 NO CLASS – THANKSGIVING BREAK**

## **12/1/10 Professional Journal Reports**

Summaries of professional journals reports

Review and discussion of PA Standards for World Language instruction

### **Assignment due 12/9/09:**

- Thematic Unit



**12/8/10      Unit Presentations**

**Assignment due 12/15/09**

- Fieldwork Journal

**12/15/10      Fieldwork Journal**

**NOTES:**

- 1) This syllabus is subject to change.
- 2) Students can expect to work 6-10 hours per week outside of class preparing for this course. These hours do not include preparation for fieldwork.
- 3) Students with disabilities who believe that they may need accommodations in this class are encouraged to discuss their concerns with me for a possible referral as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

Mr. Jacoby has been a Spanish teacher at the secondary level for eleven years in a Title I high school of over 2,700 students. In the course of his decade of public school service he has served a diverse population of students including English language learners and students with special needs. He is also a certified program specialist for teaching English as a second language. To remain current with best practices for teaching all students in his content area Mr. Jacoby maintains membership in the American Council for the Teaching of Foreign Languages, and reads print and electron communications from ACTFL, CASLS, and NCLRC. To better serve students with special needs and ELLs Mr. Jacoby has taken additional coursework and continues to participate in local workshops and in-service opportunities that deal with those student populations.