EDCI 560
METHODS OF TEACHING FOREIGN/WORLD LANGUAGES
Fall 2009
Tuesday 7:20 – 10:00 PM – Enterprise Hall #274

Instructor: Melissa S. Ferro

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COURSE OUTLINE

Course Description: Examination of past and current approaches, strategies, and techniques for teaching foreign/second languages. Students demonstrate teaching strategies; develop lesson and unit planning skills, and evaluate foreign/second language resources available in the field. The course includes a field experience component and meets Virginia licensure requirements for foreign language teachers.

Required Textbook: Must be purchased by 2nd class meeting.
Shrum, J. & Glisan, E. (2005). *Teacher's handbook: Contextualized language instruction.* 3rd ed. Boston: Heinle and Heinle

Required GMU Email and Online Access to BlackBoard:
http://courses.gmu.edu

Recommended Readings:
Delpit, L. (2006).   *Other people's children: Cultural conflict in the classroom.* New York: The New Press.

Course Delivery:
This course is highly interactive by design. It is predicated upon **learning by doing** and **discovery learning**. Assessment is based on performance-based assignments. This class will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, student-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection. Two options are offered on the mid term exam. Students are encouraged to select a project that has particular relevance to their own respective teaching circumstance. Rubrics are provided for the field experience report, the TAR project, the midterm project, the unit/lesson plan, and the preparation and participation grade.

Students with Special Needs:
Students with disabilities that affect their ability to participate fully in the course or who require special accommodations are encouraged to speak with the instructor so that appropriate accommodations might be arranged.

GSE Syllabus Statements of Expectations
The Graduate School of Education (GSE) expects that all students abide by the following:
Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing.
See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Relationship to GSE Program Goals, National Standards, and Professional Organizations: ACTFL/NCATE

Domain	Language, Linguistics, Comparison	Cultures, Literatures, Cross-Disciplinary Concepts	Language Acquisition Theories, Instructional Practices	Integration of Standards into Curriculum & Instruction	Assessment of Languages and Cultures	Professionalism
Standard Number			3.a. 3.b.	4.a. 4.b.		

The EDCI 560 relationship to the GSE program goals include:

1. ***Knowledge base for teaching in the second language classroom***. Learn the fundamental concepts of the knowledge base pertaining to second language acquisition/learning, and the teaching of other second and foreign languages; psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.

2. ***Utilization of research***. EDCI 560 students should be able to understand and critically evaluate second language learning theories and engage in

systematic investigation of the knowledge base to inform their own or others teaching practices.

3. *Classroom teaching*. EDCI 560 students should be able to plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.

4. *Curriculum*. Students will develop the skills needed to design, implement foreign/second language teaching strategies.

The *EDCI 560* relationship to National and State Standards include:
The ACTFL Standards for Pre-K-12 Students
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
National Board for Professional Teaching Standards (NBPTS)Virginia Standards of Learning (SOLs)

The EDCI 560 relationship to professional organizations include:
EDCI 560 follows the guidelines and recommendations made by the *American Council on the Teaching of Foreign Languages* (ACTFL), the *National Association for Bilingual Education* (NABE)*,* and the *National Association for Multicultural Education* (NAME). ACTFL along with NABE and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations.

Course Objectives: Students completing EDCI 560 will ....

- Be able to demonstrate ability to teach a foreign/second language using a synthesis of both older and more recent innovative methods
- Be able to use instructional strategies which accommodate methods of teaching foreign/second languages
- Demonstrate ability to organize a detailed lesson plan for foreign/second language teaching, including all three communicative modes (interpersonal, interpretive, and presentational) while focusing on the end goal of oral proficiency and performance.
- Plan and demonstrate 2 mini lessons: 1 based on a method/approach and 1 on an instructional strategy

Course Requirements:
1. Students are expected to attend all class meetings, arriving on time and with all relevant course materials. Please notify your instructor if you cannot attend a class.
2. Students must organize course materials by purchasing a large 3" 3-ring binder or by doing so electronically
3. Students must visit BlackBoard at least once a week to access course documents and materials in preparation for each class meeting
4. Please place cell phones on vibrate mode or turn them off completely
5. Please refrain from eating in class except during the 10-minute break

Graded Projects:
1. **10 hours of field experience & paper *(Pre-Service)*** **(10 points)**
   Teacher Action Research Project *(In-Service)* **(10 points)**
2. **Two teaching simulations - one based on a particular method/strategy and the second based on a specific technique/skill** **(30 points)**
3. **Midterm Project -** **(20 points)**
4. **Final Project -** **(25 points)**
5. **Homework, Class Participation and attendance** **(15 points**)

Using the designated ratings scale, requirements 1-5 will be added to calculate a final course grade.

GRADE	SCORE
A	95 - 100 points
A-	90 - 94 points
B+	87 - 89 points
B	84 - 86 points
B- or below	Not an acceptable passing grade for CRIN-FLL

Students are encouraged to attend professional conferences:

- Greater Washington Area Teachers of Foreign Languages (GWATFL) – 3 Oct, Washington, DC (see: ***http://www.gwatfl.org***)
- Foreign Language Association of Virginia (FLAVA) – 9 -10 Oct, Richmond, VA (see: ***http://www.flavaweb.org/flava_conferences.php***)
- American Council on the Teaching of Foreign Languages (ACTFL) – 20-22 Nov, San Diego, CA (see: ***http://www.actfl.org/i4a/pages/index.cfm?pageID=4894***)

Useful Foreign/Second Language Websites

(1) American Council on the Teaching of Foreign Languages (ACTFL)
www.actfl.org
(2) Northeast Conference on the Teaching of Foreign Languages (NECTFL)
www.nectfl.org
(3) National Capital Language Resource Center (NCLR*C)*
http://www.nclrc.org
(4) Fairfax County Public Schools (Foreign Languages)
http://www.fcps.12us/DIS/OHSICS/forlang/
(5) WGBH Teaching Foreign Languages Library: www.learner.org
(6) Foreign Language Association of Virginia (FLAVA)
www.flava.org
(7) Greater Washington Association Teachers of Foreign Languages (GWATFL)
www.gwatfl.org
(8) National Standards: 5 Cs :
http://www.actfl.org/i4a/pages/index.cfm?pageid=3324
(9)   Dr. Haley's course exemplars' site:
http://cehd.gmu.edu/people/faculty/mhaley/exemplars
(10) Dr. Haley's research website: http://gse.gmu.edu/research/mirs

EDCI 560 FALL 2009 SCHEDULE

Week/Date	Topic(s)	Assignment for Next Class
# 1 Sep 1	Introduction/Orientation Review syllabus	**1.)** Tomlinson Article **2.)** S&G – Preliminary Chpt. Prepare **type-written** answers for Tasks 1, 2, 3, on p. 9 **3.)** S & G – Chpt 1 **4.)** Log on to BB and to www.learner.org
# 2 Sep 8	Second Language Acquisition	**1.)** S & G Chpt 3 **2.)** Write paragraph on language learning experiences **3.)** Post summary of SLA article on BB **4.)** Organize course content
#3 Sep 15	Planning for a Standards-based Classroom	**1)** Bring a text **2.)** Write 2 objectives **3.)** Create a "To Do" list **4.)** Omaggio-Hadley Ch 3 (on e-reserves)
#4 Sep 22	Methods and Approaches	**1.)** Shrum/Glisan – Chapter 2 pp. 40-57; Chpt 6 pp. 154-161, 176-179 **2.)** View WGBH "Person to Person" video **3.)** Bring VA State FL/WL Standards
#5 Sep 29	Standards-based Teaching	**1)** Create 1 activity for each of the 3 Communicative Modes. **2.)** Post summary of "standards" article on BB **3.)** Read Prensky Article (Dig. Natives) **4.)** TAR plans / Field Exp. Plans
#6 Oct 6	Modes of Communication	**1)** Create a 1-day lesson plan—submit on BB **2.)** S & G Chpt 12 **3.)** Begin work on mid-term project
NO CLASS OCT 13		
#7 Oct 20	Technology Preview	Work on mid-term project
#8 Oct 27	**Mid-Term Projects Due**	**1)** Shrum/Glisan – Chapter 10 **2)** Search WWW for articles and Best Practices on Classroom Management and Discipline
#9 Nov 3	Classroom Management	**1.)** Work on field experience reports /or/ TAR projects **2.)** Read Shrum and Glisan pp. 133-145 and 342-344
#10 Nov 10	**Field Experience / TAR Reports Due**	Shrum/Glisan—Chapter 11- pp. 355-372, 378-398
#11 Nov 17	Diverse Learners	Post WGBH Video Responses on BB
#12 Nov 24	Virtual Class on BB	**1.)** Post WGBH Video Reflections on BB **2.)** Review S & G Chpt 11
#13 Dec 1	Assessment Practices	Work on Unit Lesson Plan / **Bring rough draft to next class**
#14 Dec 8	Assessment	Work on Unit Lesson Plan
#15 Dec 15	**Final Projects Due**	

SEP 1   **Introduction / Orientation / Review BB Site / Course Outline**

Overview of foreign language teaching / Starting off the school year – planning and prepping.

ASSIGNMENT For Next Class: (1) Read Tomlinson Article "Deciding to Teach Them All." (available on BB). **(2)** Shrum/Glisan (S & G)– Preliminary Chapter, pp. 1-8. Prepare type-written answers to Task 1, 2, and 3 on page 9 (Note: you can access many of these organizations on BB) **(3)** Read S & G, Chapter 1 pp. 11-30 (Brief review of SLA) **(4)** Log on to course BlackBoard (BB) site) **(5)** Log on to www.learner.org
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SEP 8   Second Language Acquisition (SLA) Research: Some theoretical background. Krashen: acquisition and learning, input hypothesis, socio-affective filter / Vygotsky: social learning theory, scaffolding, ZPD; **Teacher Action Research: In-Service Teachers**

ASSIGNMENT For Next Class: **(1)** S & G - Chpt 3. **(2)** Using the chart on p. 68 as a guide, how did you learn a second language? Was it under the old paradigm, the new paradigm, or both? Prepare a type-written 1-page response to what you liked or disliked about your own second language learning experiences. **(3)** Use BB to access "Web Links"/ "Research Resources" and find one article on any topic of SLA of your choice. Read the article and post a one paragraph summary and the full citation on BB (see link to "Discussions"). Be prepared to share summaries in class. **(4)** Organize course content—use a 3 ring binder or do so electronically.
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SEP 15   Planning for Instruction in a Standards-Based Classroom Planning, Prepping, Setting goals, Writing Objectives, Creating a Community of Learners Environment. View WGBH video on Standards—introduction to 5Cs and communicative modes

ASSIGNMENT For Next Class: (1) Bring an elementary or secondary (middle or high school) foreign language textbook to class. **(2)** Write (type-written) 2 performance-based objectives. These are to be shared in class and handed in. **(3)** Create a "to do" list of things that successfully help start off the school year. **(4)** Read Omaggio-Hadley Chapter 3 "On Teaching a Language: Principles and Priorities in Methodology pp. 86-130 (available on e-reserves) **(5)** Read syllabus on both formal and informal teaching demonstrations

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SEP 22 Guest Speaker: Cecilia Abare Teaching the Target Language - choice of methodology/pedagogy. Older methods and approaches for teaching foreign languages.   How does the curriculum dictate decision?   Share and discuss objectives assignment. View WGBH video, "Meaningful Interpretation" on the Interpretive Mode.

   ASSIGNMENT For Next Class: **(1)** Shrum/Glisan – Chpt 2 pp. 40-57 and Chpt 6 pp. 154-161; 176-179. **(2)** View WGBH Video "Person to Person" on the Interpersonal Mode. Take notes on how can texts be used with different age groups and language levels of learners? Provide examples from the video. **(3)** Print (or create an e-copy) of the Virginia State Foreign/World Language Standards and bring them to the next class.

MUST SIGN UP FOR "INFORMAL" TEACHING DEMONSTRATION

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SEP 29 National, State, Local Standards: Their impact on teaching. The Three Communicative Modes: Interpersonal/Presentational/Interpretive. View WGBH video, "Delivering the Message," on the Presentational Mode.
INFORMAL TEACHING DEMONSTRATIONS: Groups 1 & 2

   ASSIGNMENT For Next Class: **(1)** Write (type-written, to be handed in) one activity for <u>each</u> of the three communicative modes. Remember to include objectives! **(2)** Use BB to access "Web Links"/ "Research Resources" and find <u>one article</u> on "standards-based teaching and learning". Read the article and post a one paragraph summary and the full citation on BB (see link to "Discussions"). **(3)** Read Prensky "Digital Natives, Digital Immigrants" article (available on BB). **(4)** In-service teachers: provide your puzzlement for your teacher action research project / Pre-service teachers provide plans for your classroom observations.

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OCT 6   Methodology, Lesson Plans and The Standards. Review and share communicative modes' activities. Technology and Today's Language Learners—Marc Prensky video. Discuss mid-term project options and rubrics.
INFORMAL TEACHING DEMONSTRATION: Group 3

   ASSIGNMENT For Next Class: (1) Write a standards-based lesson plan for one day that includes 2 performance-based objectives, 1 activity for each of the three communicative modes, a warm-up activity, a closure, and homework assignment (use the lesson plan template in the syllabus). ***Submit these on BB under "Discussions" no later that 7:20 pm on Oct 13th.*** **(2)** Shrum and Glisan Chpt 12 (technology). **(3)** Begin work on mid-term projects—**Due October 27th**.

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NOTE: NO CLASS OCT 13:

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OCT 20 – Guest Speaker: TBA (technology)
Technology Resources for FL/WL teachers.   Feedback on lesson plan assignments. Review formal teaching demonstrations.
INFORMAL TEACHING DEMONSTRATION: Groups 4 and 5

ASSIGNMENT For Next Class: Work on Mid Term Projects

MUST SIGN UP FOR FORMAL TEACHING DEMONSTRATION

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OCT 27 : MID-TERM PROJECTS DUE—to be shared in class.   Classroom management overview and FL TEACH Case Study.   Tomlinson revisited: the diverse needs of today's learners.

ASSIGNMENT for Next Class: (1) Search the Internet for resources on classroom management. Review and print web pages and prepare to discuss in class **(2)** Shrum/Glisan – Chapter 10 **(3)** Continue work on Field Experience Reports (pre-service teachers) or TAR projects (in-service teachers) **DUE DATE on Field Experience and TAR projects is Nov 10th.**

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NOV 3 Guest Speaker: Ashley Tremper
Classroom Management and Planning to Meet the Diverse Needs of Today's Language Learners. Share findings from web search on classroom management strategies. Classroom management vignettes.
FORMAL TEACHING DEMONSTRATIONS: Groups 1 and 2

ASSIGNMENT for Next Class: (1) Work on field experience reports /or/ TAR Projects **(2)** Read Shrum and Glisan pp. 133-145 and 342-344
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NOV 10   Field Experience Reports and TAR projects shared in class. Teaching target language cultures. View WGBH video, "Rooted in Culture"

ASSIGNMENT for Next Class: (1) Shrum/Glisan Chapt 11 pp. 355-372, 378-398

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NOV 17
Multiple Intelligences and Brain-Compatible Teaching and Learning. / Dr. Haley's
MIRS web site. Using MI Theory in your lessons.
FORMAL TEACHING DEMONSTRATIONS: Groups 3 & 4

　　　　ASSIGNMENT for Next Class: Go to www.thandbook.heinle.com. Click
on Chapter 10: "Addressing Student Diversity in the Language Classroom".
Then click on "View and Discuss" and do "B" and "C". To complete these
activities, you will have to access and watch two videos on www.learner.org and
post your answers to the questions for "B" and "C" on BB (see thread on
"Discussions" for WGBH Video Responses." **Video responses are due on BB
on Nov 24th by 7:20 pm.**
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NOV 24
Virtual Class on BB:
　　　　ASSIGNMENT for Next Class: **(1)** Review all posts to WGBH video
responses. Write a one paragraph reflection about what you learned by viewing
the videos and reading the responses of your classmates. **Post your reflection
on BB under "Discussions" WGBH Video Reflections" no later than
December 1 at 7:20 pm. 2.)** Review Shrum and Glisan Chpt 11. **(2)** Review
final project guidelines and rubrics and bring questions to the next class.

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DEC 1 Assessment Practices. Proficiency Testing. Alternative Assessments.
View WGBH video on Planning for Assessment
FORMAL TEACHING DEMONSTRATIONS: Group 5

　　　　ASSIGNMENT for Next Class: Work on Final Projects. **Bring a rough
draft to the next class.**

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DEC 8   Assessment Workshop: Formative and Summative Assessments.
Final project writer's workshop and peer feedback.

　　　　ASSIGNMENT for Next Class: Work on final projects and any
outstanding work (if you have pre-approved due date extensions).

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DEC 15　　All work is due. GMU Course Evaluations. End of Semester
Celebration.

ADDITIONAL DETAILS

1. Field experience arrangements for Pre-Service teachers will be made on an individual basis. Please do NOT attempt to make your own placement!

2. Pre-service teachers may substitute part of their field experience requirement by viewing WGBH videos and completing the accompanying activities. You may substitute up to 5 hours (5 videos) for this option.

3. The differences between an "Informal" and "Formal" teaching demonstrations are the later (Formal) requires a printed lesson plan (one copy for everyone), a handout, and you will have longer to prepare for it.

GUIDELINES, TEMPLATES, & RUBRICS

Guidelines for Informal Teaching Demonstration
Fall 2009

1. Given a specific program model and topic/theme, you and your partner(s) will prepare and present a **15 minute** standards-based lesson in class. At the end of your demonstration the class will take 5 minutes to ask questions and give feedback.
2. You and your partner(s) will sign up for a specific date to prepare and present your lesson. You will not however be given a program model or topic/theme in advance; this information will be given to you on the night of your demonstration.
3. It will be your responsibility to bring the necessary materials (markers, pens, transparencies, sentence strips, poster paper, etc), visuals, and manipulatives for your demonstration.
4. You will be given class time to create a simple agenda, performance objectives, a warm-up and one other activity of your choice.
5. When preparing your lesson, you will need to consider students' diverse learning styles, multiple intelligences and proficiency levels. How can you differentiate instruction so that all students' diverse needs and proficiency levels are accommodated?
6. You and your partner(s) may choose one, two or any combination of methods/approaches/strategies to present your lesson.
7. We will be your students. You and your partner(s) can assign us different proficiency levels and ages.
8. Teaching responsibilities can be divided, or you may wish to team teach.

GUIDELINES FOR METHODS AND STRATEGIES _FORMAL_ TEACHING DEMONSTRATIONS

1. Prepare a lesson plan using the template provided. Read at least three articles on the method/approach or instructional strategy you have chosen. Try to find at least one source by the original developer (if possible).

2. You will work with one or two other people as a team for your teaching demonstration. You have **30 minutes.** Plan your time carefully. You have a maximum of 10-15 minutes for each person to teach. Your team may take another 5 minutes to provide background information about the method and we will take 5 minutes at the end of your demonstration to give you feedback and ask questions from the class.

3. The demonstration may include:
   - Background information about the method
   - The type of class your particular demonstration is intended for, e.g., level of proficiency, grade level, type of class, etc.
   - Skills you are teaching and basic objectives of the lesson
   - Special teacher-made materials; props and realia are <u>strongly</u> encourage
   - Possible follow-up activities to the lesson you have presented
   - How you might conduct assessment of the lesson you have presented, if appropriate
   - Others you can think of....

4. **<u>BE CREATIVE!</u>**

5. Try to spend less time talking about the method, more time demonstrating it. You may decide to introduce your lesson by describing the method first or you may wish to immerse us in the experience and explain after the demonstration.

6. We will be your students. You may assign us whatever roles and ages you wish.

7. As a team, you may try any combination of team teaching, or each of you may demonstrate a separate activity. If you wish, you may divide teaching responsibilities by proficiency level of students. Remember that you do not have a lot of time (maximum 30 minutes).

8. Prepare a handout for the class AND your lesson plan. It can be short. It might be a summary of some points you have made or it might be sharing something from the lesson you have developed that class members might like to use in their own teaching.

EVALUATION of your teaching demonstration will be based upon the following criteria:

- ❑ Quality of lesson plan
- ❑ Usefulness of handout
- ❑ An accurate summary of the method chosen
- ❑ Faithfulness to the general philosophy and techniques of the method chosen
- ❑ Evidence of preparation
- ❑ Use of teacher-developed materials
- ❑ Flexibility in response to students' spontaneity
- ❑ Efficient use of time
- ❑ Class rapport, warmth, and enthusiasm of teacher
- ❑ Creativity

FORMAL TEACHING DEMONSTRATIONS:
Methods and strategies to be demonstrated

Methods and Approaches Demonstration
- ❑ Audiolingual Method (ALM)
- ❑ Cognitive Approach
- ❑ Direct Method (such as Berlitz, Jespersen, de Sauze)
- ❑ Total Physical Response (TPR)
- ❑ Natural Approach (Terrell and Krashen)
- ❑ Total Physical Response Storytelling (TPRS)

Instructional Strategies Demonstration
- ❑ Cooperative Learning
- ❑ Games or other Interactive Activities
- ❑ Grouping
- ❑ Computer Assisted Learning
- ❑ Alternative Assessment
- ❑ Proficiency Testing

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LESSON / UNIT PLAN TEMPLATE
FOREIGN/WORLD LANGUAGES

Teacher_____ School_____

Grade(s)_____ Language(s)_____ Level(s)_____

Date_____ Number of Students _____

Time/Period_____

THEME / TOPIC OF LESSON / UNIT: _____

<u>**PLANNING PHASE**</u>

Performance-based Objectives—*As a result of this lesson/unit, students will be able to:*

    1.

    2.

    3.

Alignment with Standards:

    National:

    State:

    Local:

Assessment of Learning:

    Pre-teaching Assessment:

    On-going/Formative Assessment:

    Post-Lesson Assessment:

Materials Needed:

_____
_____
_____
_____

<u>**TEACHING PHASE**</u>

Lesson Outline

Theme or Topic: _____

    Warm up Activity: _____

    Vocabulary: _____

    Verb(s): _____

    Grammatical structure(s): _____

    Cultural perspectives: _____

Daily Lesson Plan
   Activity 1
   Transition
   Activity 2
   Transition
   Activity 3
   Transition

Presentation and Practice
Three Modes Employed:
   Interpersonal Activities:

   Presentational Activities:

   Interpretive Activities:

Methods/Approaches/Strategies Used:

_____
_____
_____
_____

CLOSURE:
   Review of this lesson:

   Preview for next lesson:

Expansion / Extension for learners
   This lesson could be expanded (in content) by:

   This lesson could be extended (in scope) by:

Other Activities or Lesson Details
   Accommodations made for varied learning needs:

   Assessment:

   Technology:

   Homework:

   Follow-up:

LESSON / UNIT PLAN TEMPLATE
FOREIGN/WORLD LANGUAGES

REFLECTION PHASE

SELF EVALUATION:
Learning Objectives and Assessments
1. Were the class objectives met? How or how not?
2. Formative assessment results:

Efforts to Accommodate:
What were the results of my efforts to accomodate:
    Visual learners _____
    Auditory learners _____
    Kinesthetic learners _____
    Specials needs learners _____
    Heritage/Native speakers _____
    Multiple Intelligences _____

What worked well?

What didn't work well?

What will you do differently as a result of this plan?

How might this lesson be improved?

One important thing I learned was:

How did I use my pre and post teaching assessment data to inform my understanding of what the students learned? How will I use the assessment information to inform future instruction?

For the next class:

For longer reaching goals:

Created by: Dr. Marjorie Hall Haley - 2001 - George Mason University
Updates and assessment components by Dr. Rebecca Fox, Spring 2008 – GMU
Revised by: Melissa S. Ferro – Summer 2008 – GMU

EDCI 560
Teaching Foreign/World Languages
in PK-12 Settings

Teaching Demonstration

Presenter(s)_____

_____

Method/Strategy_____ **Date**_____

5=Excellent 1=Poor	1	2	3	4	5
Target Language Proficiency					
Quality of Lesson Plan					
Usefulness of Handout					
Accurate Summary					
True to Method/Strategy					
Evidence of Preparation					
Use of Teacher-Developed Materials					
Flexibility in Response to Students					
Efficient Use of Time					
Class rapport, warmth, enthusiasm					
Creativity					

Comments:_____

_____

Recommendations:_____

_____

GUIDELINES FOR MID-TERM PROJECT
Due October 27, 2009

Option A

Using The Internet and Its Resources Successfully

Objectives:
This project will provide you with the opportunity to use the Internet as a primary resource for locating and analyzing materials and activities to be used with second language learners.

Participate in the creative process of developing strategies and gathering materials and resources for teaching communicatively

Tasks:
1. Identify and critique curriculum materials and resources available on the Internet
2. Locate materials pertaining to PreK-12 student populations. Identify age, grade, and language proficiency appropriateness
3. Select no fewer than five (5) URL web sites on the Internet.
4. Write a two-page analysis (critique) for each of the five sites of your findings. This should include methodology and curriculum approaches. Samples of suggested materials will be useful.
5. In your analysis, mention how these sites will be of particular use to you, i.e., with whom, age, level of proficiency, grade, etc.
6. Include one or two pages from the web sites that help demonstrate their usefulness.

Evaluation:
1. Critiques are clear, concise, and will help enhance methodology
2. Web sites selected represent a wide variety
3. No less than 5 references are made to content of this course to support analysis (i.e.—you must refer to at least 5 course readings)
4. Analyses include usefulness as well as limitations

Analytic Scoring Rubric – Mid Term Project Option A
EDCI 560 – Fall 2009

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	9-11 points F
Fulfillment of task			
Clearly and concisely identifies and critiques curriculum materials and resources available on the Internet	Identifies and critiques curriculum materials and resources available on the Internet	Partially identifies and critiques curriculum materials and resources available on the Internet	Does not identify and/or critique curriculum materials and resources available on the Internet
Completion of task requirements			
Selects no fewer than 5 URL web sites on the Internet that represent a wide variety Includes one or two pages from each web site to help demonstrate usefulness	Selects 5 URL web sites on the Internet Includes one page from each web site to help demonstrate usefulness	Selects less than 5 URL web sites on the Internet Does not include one page from each web site to help demonstrate usefulness	Does not select 5 URL web sites on the Internet Does not include one page from each web site to help demonstrate usefulness
Appropriateness and usefulness of materials selected			
Locates materials pertaining to preK-12 student populations Clearly and concisely identifies age, grade and language proficiency appropriateness Clearly and concisely mentions usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)	Locates materials pertaining to preK-12 student populations Partially identifies age, grade and language proficiency appropriateness Partially mentions usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)	Locates some materials pertaining to preK-12 student populations Identifies only age, grade or language proficiency appropriateness Mentions only one or no aspects of usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)	Does not locate materials pertaining to preK-12 student populations Does not identify any age, grade or language proficiency appropriateness Does not mention usefulness of sites (i.e. with whom, age, level
Analysis			
Writes a two-page analysis of findings including usefulness of each web site as well as limitations Makes reference to 5 course readings to support analysis	Writes less than a two-page analysis of findings including usefulness of each web site as well as limitations Makes reference to five course readings to support analysis	Writes less than a two-page analysis of findings and/or does not include limitations Makes reference to less than 5 course readings to support analysis	Does not write a two-page analysis of findings Makes no reference to course readings to support analysis

Student name:_____   **Score:**_____

Comments/Feedback:

Option B

Using Technology to Enhance the Foreign/Second Language Classroom

Create a WebQuest, Interactive PowerPoint / SmartBoard Activity, Blog, Wiki, Podcast, or Other Technology-based Project

1. Prepare a technology-based lesson that employs a course outline topic of your choice and apply it to a teaching setting. <u>The lesson time should be no less than 30 minutes.</u> The purpose of the project is to focus on one course topic (such as standards-based teaching; alternative assessments; or diverse learners) and illustrate its implications for teaching through the use of technology.

2. Your product/project should be interactive in the sense that the language learners are active participants in the lesson (No "Death by PowerPoint" projects please!)

3. Prepare a printed guide to your product/project to help a novice teacher use it. Include the following:
   - An introduction that describes the student population and their diverse needs.
   - A section that explains how your project can be adapted to the context of a lesson or thematic unit plan.
   - A section that provides step-by-step details of how to use your product/project
   - Include a least 3 references to course readings to support your choice of technology and your course topic.
5. Submit your project in both electronic and in paper format.

6. Mid term projects are due on or before **October 27, 2009**

Analytic Scoring Rubric – Mid Term Project Option B
EDCI 560– Fall 2009

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	9-11 points F
Fulfillment of task			
Prepares a 30 minute WebQuest, Wiki, Blog, Interactive PowerPoint or other technology-based project	Prepares a 30 minute WebQuest, Wiki, Blog, Interactive PowerPoint or other technology-based project	Prepares a WebQuest, Wiki, Blog, Interactive PowerPoint or other technology-based project that is less than 30 minutes.	Does not prepare a 30 minute WebQuest, Wiki, Blog, Interactive PowerPoint or other technology-based project
Completion of task requirements			
Project is based on a course outline topic	Project is partially based on a course outline topic	Project is not based on a course outline topic	Project is not based on a course outline topic
Projects clearly applies to a teaching setting	Projects mostly applies to a teaching setting	Projects partially applies to a teaching setting	Project does not apply to a teaching setting
Submits project on both CD and in paper format	Submits project on both CD and in paper format	Submits project on either CD or paper format	Does not submit project on either CD or paper format
Appropriateness and usefulness of materials selected			
Describes the teacher/student population and their needs	Partially describes the teacher/student population and their needs	Does not clearly describe the teacher/student population and their needs	Does not describe the teacher/student population and their needs
Analysis			
Prepares a printed guide of the product to help a novice use it	Partially prepares a printed guide of the product to help a novice use it	Partially prepares a printed guide of the product to help a novice use it	Does not prepare a printed guide of the product to help a novice use it
Provides clear adaptation to a lesson/unit plan	Provides a partial adaptation to a lesson/unit plan	Provides a partial adaptation to a lesson/unit plan	Does not provide any adaptation to a lesson/unit plan
Refers to course topics to add support to project	Partially refers to course topics to add support to project	Does not refer to course topics to add support to project	Does not refer to course topics to add support to project
Includes 3 or more references to course readings	Includes 3 references to course readings	Includes less than 3 references to course readings	Does not include references to course readings.

Student name:_____   **Score:**_____

Comments/Feedback:

EDCI 560 – Fall 2009

<u>FINAL PROJECT</u>
This project is <u>required</u> for the licensure portfolio!

<u>GUIDELINES FOR UNIT LESSON PLAN</u>
Foreign/Second/World Languages K-12

Purpose: To demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction. **3.a.** To develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse learners. **3.b.** Demonstrate an understanding of the goal areas, the *Standards of Foreign Language Learning*, Virginia standards for foreign/world languages, and can integrate these into frameworks into curricular planning. **4.a.** Integrate the *SFLL* and state standards into language instruction. **4.b.**

Process: Follow the outline below for planning a unit/lesson plan. This plan should cover 5 days and each day's plan must include *preparation, presentation, practice, evaluation,* and *expansion* Use the lesson plan template provided in the syllabus. Choose one theme or topic and the level/age/grade/content you want to teach. Include this in the title.

Assessment Criteria: The four assessment criteria used will be
1. Instructional Practices That Reflect Learner Diversity
2. Integrating Standards in Instruction
3. Five separate lessons
4. Assessments and Follow-up Activities

DUE DATE: December 15, 2009

Analytic Scoring Rubric Unit Lesson Plan – EDCI 560 – Fall 2009
ACTFL NCATE Unit Standards 3a., 3b., 4a., 4b.
[Required for Portfolio and ACTFL NCATE accreditation]

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
23-25 points A	20-22 points B	17-19 points C	15-16 points F
Instructional Practices That Reflect Learner Diversity			
Demonstrates instructional practices that address the needs of diverse learners, including learning styles or multiple intelligences	Demonstrates some instructional practices that address the needs of diverse learners, including learning styles or multiple intelligences	Demonstrates few instructional practices that address the needs of diverse learners, including learning styles or multiple intelligences	Does not demonstrate instructional practices that address the needs of diverse learners, including learning styles or multiple intelligences
Integrating Standards in Instruction			
Integrates SFLL and state standards into instruction, including the 3 modes of communication	Integrates some SFLL and state standards into instruction, including the 3 modes of communication	Integrates few SFLL and state standards into instruction, including the 3 modes of communication	Does not integrates SFLL and state standards into instruction, including the 3 modes of communication
5 Separate Lessons			
Covers 5 days with 1 separate lesson plan for each day, clearly describing theme/topic or lesson, overall instructional objectives for lesson and methods used	Covers 5 days with 1 separate lesson plan for each day, but lacks clear description of theme/topic or lesson, overall instructional objectives for lesson and methods used	Covers fewer than 5 days with 1 separate lesson plan for each day, clearly describing theme/topic or lesson, overall instructional objectives for lesson and methods used	Does not cover 5 days with 1 separate lesson plan for each day, clearly describing theme/topic or lesson, overall instructional objectives for lesson and methods used
Assessments and Follow-up Activities			
Explains assessments and follow-up activities	Some explanations about assessments and follow-up activities	Few explanations about assessments and follow-up activities	Does not explain assessments and follow-up activities

Student name:_____   Score:_____

Comments/Feedback

GUIDELINES FOR FIELD EXPERIENCE
COURSE TITLE: TEACHING FOREIGN/SECOND LANGUAGES
IN PK-12 SCHOOLS (EDCI 560)
INSTRUCTOR: Melissa S. Ferro   CLOCK HOURS: 10

COURSE DESCRIPTION:
Study of theories and methods of foreign/second language teaching, with practical application to the classroom. Field experience required for those seeking initial teacher certification.

FIELD EXPERIENCE OBJECTIVES: <u>PRE-SERVICE TEACHERS</u>
1. To observe the application of foreign/second language teaching strategies and methods embodied in the classroom procedures of the cooperating teachers at K-16 levels.
2. To learn and become familiar with successful and innovative practices.
3. To gain valuable insight into student responses to each type of activity.
4. To get to know students at a given age and grade, areas of strength and weakness, and general learning pace.
5. To become familiar with special foreign/second language resources and activities in the particular school: (a) SmartBoard or similar technology, computer laboratory, its functioning and specific software available for use; (b) videos, interactive online workbooks, multimedia CD-ROMs or any other types of multimedia relating to language; (c) special foreign/second language classrooms, i.e., electronic, transition immersion, self contained, as well as those decorated with posters, interactive bulletin boards, and learning centers.

Method: As a requirement of the GMU Graduate School of Education, participants will engage in 10 hours of school-based field experiences. Students will engage in observations, interactions with students and in teacher interviews in the school setting. A short written report, should consist of **three principle parts** and be a **total of 3-4 pages, dougle-spaced, 12 point font**. Guidelines and suggested report format are listed below

Part I -- INTRODUCTION – Use this section to introduce where you observed, demographics of the school community, etc. Follow the list below as a guidepost for things you may wish to observe. <u>It is not necessary to try and cover all 20 items.</u>

1. Observe how the teacher handles multiple learning styles
2. Seating arrangements
3. Discipline problems
4. Daily routine
5. What percentage of time is devoted to each of the 4 skills?

6. Describe the way the teacher began the class. Did it lead into the lesson effectively? Why or why not?
7. Combined classes
8. Homework – how was it assigned and checked?
9. Amount, if any of students' L1 used
10. Variety of activities
11. Use of daily lesson plan
12. Use of visuals and/or technology
13. Works with accelerated and slower students
14. Use of textbook(s)
15. Classroom appearance
16. How the teacher creates a community of learners
17. Were the objectives of the day's lesson given to the students? If yes, what were the objectives and how were they given?
18.Was the atmosphere conducive to motivating students to participate actively? Explain.
19. How did the teacher keep the students on task?
20. Describe the rapport between teacher and students

PART II – INTERVIEWS WITH TEACHER(S) – plan to conduct at least two interviews with teacher(s). Use the following questions as guides (add your own as appropriate).
1. What instructional approaches work well for this age group?
2. In terms of classroom management, what strategies are most effective for your students?
3. What are some effective methods/strategies/assessments for working with students from many different countries?
4. What are the areas of weakness or difficulty for students at your grade level and what do you do to overcome these difficulties?
5. In what ways do you assess student progress?
6. How would you describe your teaching style?
7. How has your teaching style changed since your started your career?

PART III – REFLECTION - Summarize your learning from each observation and interview. This provides you the opportunity to connect ***theory to practice.*** As you think and write about these school-based experiences, refer to the course content, readings, and discussions. Synthesize this information and apply it to the class content as well as your future (or current status) as an foreign/second language teacher.
****
SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE:

1. Ask to conference with the teacher **both** before and after your observation to discuss the day's lesson and to ask questions. While this is NOT possible for each visit, a minimum of 3 times is expected.

2. Work with individual students or small groups to gain confidence and make some initial contact with students.

3. Seek advice and guidance in preparing for teaching assignment from faculty supervisor and cooperating teacher.

4. As student teaching time approaches, begin to plan in written form some general format for each week's work, including types of exercises in logical sequence, with an attempt at varying the activities sufficiently, along with games, visuals, and innovative strategies.

Note: Pay strict attention to the above guidelines. Remember, you are a guest in these schools and classrooms. Appropriate attire and conduct are mandatory. Professional courtesy is essential. If you must cancel a scheduled visit, call as soon as possible to let the teacher know.

These teachers are **not** on display. They have willingly agreed to make themselves available to you. Try to be helpful and lend assistance where possible. This is to be an **interactive** experience - not passive.

FIELD EXPERIENCE REPORTS ARE DUE NO LATER THAN NOVEMBER 10, 2009.

Analytic Scoring Rubric
PRE-SERVICE Teacher Field Experience and Report
EDCI 560 – Fall 2009

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
9-10 points A	8 points B	7 points C	0-6 points F
Fulfillment of requirements			
Meets all requirements	Meets most requirements	Meets some requirements	Does not meet requirements
Hours of Field Experience requirements			
Completes 10 hours of field experience	Completes 8-9 hours of field experience	Completes 6-7 hours of field experience	Completes fewer than 5 hours of field experience
Familiarity with student cognitive, linguistic and social development and needs			
Illustrates a clear familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Illustrates a partial familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Illustrates a limited familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Does not illustrate a familiarity with students at a given age and grade, areas of strength and weakness and general learning pace
Written Analysis			
Organizes paper in a thoughtful manner Clearly describes resources and activities in a world/second language classroom Provides a clear description of application of world/second language teaching strategies and methods and student response to those strategies and methods	Paper lacks some clarity Partially describes resources and activities in a world/second language classroom Provides a partial description of application of world/second language teaching strategies and methods and student response to those strategies and methods	Paper is not well-organized Provides a limited description of resources and activities in a world/second language classroom Provides a limited description of application of world/second language teaching strategies and methods and student response to those strategies and methods	Paper is not well-organized. Does not describe resources and activities in a world/second language classroom Does not provide a description of application of world/second language teaching strategies and methods and student response to those strategies and methods

Student name:_____   **Score:**_____

Comments/Feedback:

GEORGE MASON UNIVERSITY
Graduate School of Education

Field Experience Reporting Form

Name: **Semester/Year** Fall '09

School:

Course: EDCI 560

Instructor: Melissa S. Ferro   **Clockhours:** 10

School site/class/grade	**Teacher**	**Date**	**Hours on site**

Use this form as a way of keeping track of your required 10 hours of field experience.
Return this form when you submit your written report.

FIELD EXPERIENCE OBJECTIVES: <u>IN-SERVICE TEACHERS</u>
<u>Details for Teacher Action Research</u>
In-service Teachers Only

In order to satisfy VA's requirement of 10 hours of field experience for this course, you will **(a)** observe and collaborate with colleagues in your school **(5 hours)**, submitting a brief one-page reflective summary and **(b)** conduct an action research project **(5 hours)** in your own classroom. Refer to http://www.gse.gmu.edu/research/tr for additional resources.

<u>Instructions for Observations and Reflective Summary:</u>
- Use the list from "Part 1" on page 25-26 of this syllabus to guide your observations.
- Write a 1-page reflective summary that illustrates how your observations will impact your practice (i.e. classroom management, instructional methods, use of technology, assessment practices, etc…)

<u>Instructions for Teacher Action Research</u>

- ❖ Develop a research question (puzzlement) based on your own curiosity about teaching and learning in your classroom
- ❖ Examine your underlying assumptions about teaching and learning
- ❖ Systematically collect data from and with your students
- ❖ Share and discuss data and research methodology with fellow teacher researchers
- ❖ Analyze and interpret data
- ❖ Write about your research
- ❖ Share your findings with students, colleagues, and classmates
- ❖ Assume responsibility for your own professional growth

Sample "puzzlements" – 1.) How do I get my students to do their homework? 2) How can I be sure that I'm reaching <u>all</u> my students? 3) How can I move toward more learner-centered instruction without losing control? 4) How can I motivate my students more to <u>want</u> to learn?   5) What can I do to ensure that I accommodate all my students' learning styles?

****

REFLECTIVE SUMMARIES (OF 5 HOUR OBSERVATIONS) AND TAR PROJECTS ARE DUE ON NOVEMBER 10, 2009.

PLEASE SEE YOUR INSTRUCTOR TO PRE-ARRANGE ANY EXTENSIONS BEFORE NOVEMBER 3, 2009.

Outline for TAR Paper

Title Page:
ACTION RESEARCH TITLE
Your Name
George Mason University
EDCI-560 (semester and year)
Submitted: (date)

Body of Paper:
- Introduction including the rationale

- Puzzlement

- School Setting, Program, and/or Class Description

- Methodology: Participants, Data collection procedure, data collection instruments, research procedures

- Results/Analysis

- Conclusion or Discussion

- References

- Appendices: Instruments developed and used, surveys, questionnaires, etc.

EDCI 560 – Fall 2009
Analytic Scoring Rubric
IN-SERVICE Teacher Field Experience and TAR Project Report

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
9-10 points A	8 points B	7 points C	0-6 points F
Fulfillment of requirements			
Meets all requirements	Meets most requirements	Meets some requirements	Does not meet requirements
Hours of Field Experience requirements			
Completes 5 hours of field experience Completes a thoughtful written summary	Completes 4 hours of field experience Completes written report summary that lacks some clarity	Completes 3 hours of field experience Partially completes written report summary	Completes fewer than 3 hours of field experience Does not complete written report summary
TAR Project: Familiarity with student cognitive, linguistic and social development and needs			
Puzzlement question and examination of underlying assumptions illustrate a clear familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Puzzlement question and examination of underlying assumptions illustrate a partial familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Puzzlement question and examination of underlying assumptions illustrate a limited familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Puzzlement question and examination of underlying assumptions do not illustrate a familiarity with students at a given age and grade, areas of strength and weakness and general learning pace
TAR Project: Written Analysis			
Organizes paper in a thoughtful manner Clearly describes analysis and interpretation of data Provides a clear description of application of world/second language teaching strategies and methods and student response to those strategies and methods	Paper lacks some clarity Partially describes analysis and interpretation of data Provides a partial description of application of world/second language teaching strategies and methods and student response to those strategies and methods	Paper is not well-organized Provides a limited analysis and interpretation of data Provides a limited description of application of world/second language teaching strategies and methods and student response to those strategies and methods	Paper is not well-organized. Does not describe analysis and interpretation of data Does not provide a description of application of world/second language teaching strategies and methods and student response to those strategies and methods

Student name:_____   **Score:**_____

Comments/Feedback:

Analytic Rubric
Class Attendance, Homework, and Participation
EDCI 560 – Fall 2009

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
15 points A	13-14 points B	11-12 points C	0-10 points F
Class Attendance			
Attended all classes or missed 1 class, arriving on time	Missed 2 classes. Arrived late.	Missed 3 classes Arrived late.	Missed more than 3 classes. 3 or more late arrivals.
Homework			
Completed written and reading assignments on time Organized course materials and brought relevant materials to every class meeting	Completed most written and reading assignments on time Organized course materials and brought relevant materials to most class meetings	Completed few written and reading assignments on time Partially organized course materials and/or brought relevant materials to few class meetings	Did not complete written and reading assignments on time Did not organize course materials and/or did not bring relevant materials to class meetings
Participation			
Engaged in meaningful class discussions	Engaged in class discussions	Rarely engaged in class discussion	Did not engage in class discussions
Participated actively in class activities	Participated in most class activities	Rarely participated in class activities	Did not participate in class activities
Provided constructive feedback to class members	Provided some constructive feedback to class members	Rarely provided constructive feedback to class members	Did not provide constructive feedback to class members

Student name:_____   **Score:**_____

Comments/Feedback

STUDENT BIOGRAPHICAL INFORMATION

Please Print <u>clearly!</u>

Name:_____

E-mail address:_____

Home phone:_____ Work phone:_____

Home
address:_____

_____

GMU Program:_____ Academic Advisor_____
Year admitted:_____ Expected completion year_____

Currently teaching?_____ If yes, where, what, and for how long?
_____

Language(s) you speak/read/write_____
Level(s) of proficiency_____

Travel experience?_____ Where?_____
For how long?_____

Career goals:_____

What you hope to gain from this
class:_____

_____
_____

Favorite leisure/pastime
activities:_____

_____

Materials Release Form
for
EDCI 560
Fall 2009
Dr. Marjorie Hall Haley / Instructor: Melissa S. Ferro

In this course, I will be electronically collecting and storing work samples of your projects and/or papers as performance evidence for program accreditation, which is conducted every seven years by the National Council for the Accreditation of Teacher Education (NCATE) programs. If you agree to let me use your materials for this purpose, please sign below. Pease note that every precaution will be taken to protect your anonymity.

1. I, _____, give permission for

      (please print your name)

materials produced to meet the requirements of this course **to be used as work samples for the NCATE** review process.

2. Please replace my name with a code on my papers and projects.

    YES   NO

_____ _____
  Signature
                                    Date

Tel. No. _____ (Home or cell phone)

Email address _____