TEACH_ED355/MSED455: Foreign Language Methods

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Course Outline

Abbreviations for Standards:

FLCS - Foreign Language Content Standards
CLAS - Core Language Arts Standards
TS – Technology Standards

April 2

April 9
Theories of Language Learning --Teaching a Language
FLCS: #1A, 1B, 1C, 1D & 1G. CLAS: #3D, 3C & 3H

Reading: Shrum & Glisan (S & G) - CH 1 (pp.1-15); CH 2 (pp.28-32, 33-37). Omaggio (OM) pp.462-466.
Discussion Questions: What is input? How do we as teachers provide comprehensible input? What are the advantages of an either bottom-up or top-down approach?
Ask if you can see the lesson plans that your mentor uses. Ask to see the course goals. Also observe at least two class periods taking notes on: (1) openings, transitions, and closings and (2) the kinds if activities students are engaged in (i.e., speaking, listening, writing, reading) and with whom (themselves, classmates, teacher). As you do your observations, use S&G - Episode Two, pp. 15 & 16 as an additional guide. Discuss and reflect – Case Study 1 pp. 16 & 17, Case Study 2 pp. 18 & 20. Look at examples on pp. 37-44. Read Episode 1 p. 37 and prepare to brainstorm objectives for teaching the past tense.

April 16
Interpretive and Interpersonal Communication -- Reading
FLCS: #1C, 3B, 7A, 7C, 7D, 7E, 1G, 8G & 9A. CLAS: #1A, 1B, 1E, & 1F

Reading: S&G CH 6 (pp.119-136). OM CH 5 (209-224, skim examples).
**Discussion Questions:** How is reading an interpretive and interpersonal activity? What are the advantages of using authentic texts? What implications do the reader-and text-based factors have for teaching reading? Prepare to discuss OM p. 225 #1 and p. 226 #7

**Journal/Observation Focus:** What do students read? Is reading and end in itself or does your mentor use it as a springboard for other activities?

**Assignment:** Reading lesson due. Develop a lesson for an age and level appropriate literary classic, including vocabulary and comprehension questions. Themes could center on heroes, myths, or legends.

April 23  
**Interpretive and Interpersonal Communication -- Listening**  
**FLCS:** 2A, 3A, 6B, 2C, 2D, 6D, 1E. & 6E.  **CLAS:** #2F.

**Reading:** OM CH 5 (pp.189-201). Refer to S & G CH 6 (118-136).

**Discussion Questions:** What implications do the text-and-reader-based factors have for teaching listening? How do we as teachers act on the implications on page 132 S & G? For Discussion & Reflection – p.p. 138 -139. (Questions on top of page 140).  

**Journal/Observation Focus:** What kinds of listening input do students receive, as part of a structured activity or not? How are they required to act on this input? In your classes observe the strategies the teacher uses when students fail to understand what has been said.

**Assignment:** OM #4 p.226. Develop a listening plan for a song, poem or a short story.

April 30  
**Oral Proficiency and Feedback Correction Strategies**  
**FLCS:** #1F, 2A, 2B, 2C, 2J, 5A. 5B. 5C, 8F, 9A, 9B, 9C.  **CLAS:** #9A, 9B, & 9C.

**Reading:** S&G CH 8 (pp.172-179; 207-210). OM CH 6 (235-273).

**Discussion Questions:** How do we develop and encourage oral proficiency in our students? What type of feedback is most effective and why?

**Journal/Observation Focus:** How does speaking in the target language occur in the classrooms you observe? How does the teacher encourage speaking?

**Assignment:** Develop a speaking lesson plan stressing a cultural aspect of the target language. Examples on pp. 206-209 in S. & G.

May 7  
**Oral Proficiency - Cooperative Learning**  
**FLCS:** #1E, 1G, 1H, 3B, 3C, 6A, 6B, 6C, 6D, 6E, & 9A.  **CLAS:** #1G, 2E & 3,D  
**TS:** #1A, 3A, & 2B.

**Reading:** S&G CH 8 (pp.179-207).

**Discussion Questions:** What are some of the advantages to using cooperative learning activities? What preparation does the teacher have to do for these activities?

**Journal/Observation Focus:** What examples of cooperative learning activities have you observed? Which seem to be the most effective?
**Assignment:** Develop a cooperative learning lesson focusing on art. Use S & G pp. 210 - 211 as a guide and also OM p. 273 #6. Include a technology component.

**May 14**

**Incorporating Writing into Language Learning**

FLCS: # 1A, 1D, 3C, 8B, 9A & 9D. CLAS: #2A, 2B, 2D & 2G. TS: 1A, 2B, 3A

**Reading:** S&G CH 9 (pp.219-226; 229-246). OM 7 (283-314; 321-322).
**Discussion Questions:** How can students improve their writing skills? How does word processing programs affect the teaching of composition?
**Journal/Observation Focus:** What do students write? When? In response to what? How are they evaluated? For discussion and Reflection S & G p. 247

**Assignment:** Develop a writing lesson focusing on geography. Include a technology component. Use S & G Episode 2, p. 247 as a guide.

**May 21**

**Integrating Grammar into the Language Curriculum**

FLCS: #2B, 2C, 2J, 4A, 4B, 4C, & 4D, 8A, 8D, 8G, 8H & 9A. CLAS: #2A & 2C

**Reading:** S&G CH 7 (pp.146-163). OM CH 3 (105-130).
**Discussion Question:** How is the story-based approach to grammar instruction both implicit and explicit? S & G Case Study 2, pp.113-114. Discussion of the five approaches to the teaching of grammar.
**Journal/Observation Focus:** How is grammar taught in your observation classrooms?

**Assignment:** Develop a grammar lesson focusing on history. What approaches were used? Support your approach/approaches.

**May 28**

**Technology in the Classroom**

FLCS: #3A, 3B, 5A, 7E, 10A, 10B, 10C, &10D CLAS #1A, 1C, 1E, 1F & 3G. TS: #1A,1B, 2A, 2B, 3D, 8A, 8C, 8D, & 8D.

**Reading:** S&G CH 12 (pp.319-348). OM CH 7 (305-307).
**Discussion Questions:** What are the advantages to using different types of technology (video, audio, overhead projector, the internet, e-mail, and software) in the teaching of foreign language?

**Assignment:** Final Project Update. In class we will examine several websites on Foreign Languages with a focus on “Why Take a Language” and “Careers for the Future” As a reference guide refer to “Bringing the Standards for Foreign Language to Life”. Develop activities for a unit on careers.

**June 4**

**Classroom Management -- discipline, homework, expectations, student-teacher relationships.**


**Discussion Question:** How does the physical environment, instructional practices
and managerial dimensions affect discipline in the classroom?

**Journal/Observation Focus:** Observe strategies your mentor uses for minor misbehavior.

**FINAL PROJECT DUE!**

The following sessions will meet during the fall quarter, 2003: Dates to be announced.

**Teaching to Different Abilities and Learning Styles**

**FLCS:** #1F, 1G, 1H, 5A, 5C, & 5D. **CLAS:** 1D, 1F, & 1G.


**Discussion Questions:** Why would one student react positively to a certain activity or presentation while another student might react negatively? What are some of the strategies for meeting the needs of students with different learning styles and abilities?

**Journal/Observation Focus:** How does your mentor provide for different learning styles and abilities?

**Assignment:** S & G Episode One, p. 281. Apply to holiday celebrations typical to the country where the target language is spoken.

**Assessment, Portfolios and Grading (including point system)**

**FLCS:** 1C, 1D, 4A. **CLAS:** 3A, 3B, 3D.

**Reading:** S & G (pp. 291-310)

**Discussion Questions:** What are the four basic principles language teachers need to follow in the development of classroom tests?

**Journal/Observation:** How does your mentor grade? How does he or she test? How is his or her grade book maintained? What additional activities could be used to determine a student’s grade?

**Assignment:** Survey several teachers on how they manage attendance, homework, make-up work and parental involvement.

**Rubrics and Alternatives to Paper and Pencil Testing, and Viewing of Films as a Teaching Tool**

**FLCS:** 1E, 1F, 1H, 7E, 8D, & 8F.

**Reading:** Selected readings from: Blaz, Deborah. *Performance Tasks & Rubrics.* (2001) Eye on Education, Inc. View film depicting a political or social issue pertaining to the target country.

**Discussion Questions:** What alternatives do you think you would use in your classroom? Why?

Alternative activities to paper and pencil testing will be examined as well as rubrics.
for listening, speaking and writing activities. We will examine activity packets for Lion King, Beauty and the Best. Toy Story and Aladdin. (The activities focus on listening and grammar. 

**Assignment:** Prepare pre-viewing and post-viewing activities for the film you have chosen. As a guide go to: [http://www2.b.c.edu/~rusch](http://www2.b.c.edu/~rusch) (an excellent resource for art and foreign films).