SEU 322  Methods for Teaching Foreign Languages in Secondary Schools

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Fall 2011  Th: 3:00-4:30pm-- or by appt
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SEU 322 010: Thursdays (4:30-7:20pm), DeFrancesco 206
This three-hour course provides pre-service and in-service teachers program models for the instruction of Modern Languages as well as the theoretical and historical background and techniques for implementing them. Modern languages as an integral part of the secondary curriculum will be emphasized as a complement to the use of webbing within the classroom as it applies to modern languages. Field experiences teaching in secondary schools are a required element of this course, which is also recommended for education majors with a concentration in Modern Languages or English as a Second Language.

Required text:

Suggested texts:

COURSE OBJECTIVES: To prepare modern language students for their roles as student teachers and as certified modern language teachers in the K-12 certification program. The more specific goals of this course are:
- To prepare modern language students for their roles as foreign language teachers to promote COMMUNICATION within their community of learners. According to the ACTFL Program Standards (2002), "The heart of language instruction is the ability to teach students to communicate, which can only be possible if teachers themselves exemplify effective communicative skills."
- To prepare modern language teachers to defend the need for contextual foreign language instruction.
- To acquaint the students with correct program models and to place these in their historical context.
- To design contextualized lesson plans and larger units of instruction that promote the development of interpersonal, interpretive and presentational modes of communication
- To integrate these modes of communication meet the 5Cs or standards of our profession (Communication, Culture, Connections, Comparisons and Communities)
(Grammar is not what we teach, it is a tool we use to teach content)
- To select the best features of each of the historical methods for teaching foreign languages to help the student teacher create/develop a personal method of teaching a foreign language.
- To recognize and encourage not only the teaching of culture but also the great need for travel within the target culture/cultures
- To become sensitive to the various learning styles; including the special needs of gifted and special ed. students and to include differentiation into the curriculum.
- To become aware and sensitive to the various needs of heritage language learners.
- To evaluate strategies, software, texts, audiovisual technology, etc. used in FL instruction
- To relate the theoretical foundations of foreign language instruction to their application in the classroom.
- To create and use teaching resources for authentic oral communication
- To integrate technology into your curriculum
STUDENT ATTENDANCE AND PARTICIPATION: As the title of one of our texts suggests, the class and hopefully your future classes as an instructor will become a Community of Learners. You are expected to attend all classes not only for your own benefit, but to support your classmates as you use the class discussions as a forum to improved instruction. Continuity and consistency depend on this very important commitment on your part to your chosen profession. If you have an emergency or a situation that causes you to miss a class, you MUST notify me as soon as you are able. Your absences will directly impact your grade in this course. Please notify me of any information that I need to be aware of such as any special needs or accommodations that might necessary. Your interest and participation on a daily basis is essential for the success of this course. Your attendance and participation is vital to your professional preparation. You will need to actively participate in class discussions by reading, outlining and reflecting on texts and lessons. Additionally, you will need to evaluate all lessons, including your own. After each lesson you present, you will write a reflection based on the evaluations of classmates, instructor and yourself.

Teaching Assignments:
2 Mini-lessons emphasizing contextualized vocabulary (family, foods, parties etc) and the other one focusing specifically on technology-based instruction or on the three modes of communication. They must be between 18- 20 minutes in length to be presented in class, Standards must be addressed and authentic culture must be incorporated.
1 Grammar mini-lesson. This exploratory plan is not designed to teach grammar points in an isolated fashion, but rather expand your teaching horizons as you would be assigned a grammar point; you will have to come up with an appropriate theme.
1 Thematic unit that would be taught over a week or more. All material will be contextualized and instructed to the standards, Authentic culture must be a major theme. Pre-service teacher will present one day of that lesson to class. Rubrics must be included.
1 Internet activity will be devised and presented to the class. This must include authentic culture, including practices, products and perspectives, and will utilize Google Maps

Final exam: You will be submitting a portfolio including all work done throughout the semester. E-Portfolio: Throughout the course, you will be writing chapter journal/outlines of your texts and preparing reflections, collecting resources, information on career placement and ideas that you have developed through the lessons presented in class. Your readings, class discussions and evaluations of lessons will focus on second language acquisition. These and your teaching lesson plans and handouts will be incorporated into an E-portfolio. It’s your responsibility to enter your E-folio in TaskStream. If you have not purchased membership for this semester, please do so at your earliest convenience.

Final Exam. At the end of the semester, I will give you essay questions focusing on assessing your understanding of the second language acquisition process; it will require you to consult the text(s) and incorporate all the pedagogical learning experiences you have had to date.

Grading:
- Attendance & participation: 10%
- Chapter journal/outlines: 30%
- Mini-lessons & Statement of Teaching Philosophy: 20%
- Thematic Unit (45 minutes per student): 15%
- Internet Project: 5%
- Portfolio including final exam essay: 20%
E-MAIL: You must have your KU e-mail account activated because I will send you updates, schedules, and extra credit opportunities through MyKU or D2L. If you do not have a working e-mail account, please take care of this ASAP. If you need help, please email me at arodrigu@kutztown.edu.

PLAGIARISM AND CHEATING: "If a student has plagiarized or cheated in a course, the faculty member may determine that the student be dismissed from the course and given a grade of F. The student forfeits all privileges of withdrawal from the course. The action of the faculty member must be made in consultation with the Department Chairperson and the Dean, and the Registrar must be informed". (See current Undergraduate Bulletin)

IMPORTANT ANNOUNCEMENT:
The goal of the University is to provide the qualified student with disabilities the education necessary to function as a self-sufficient individual. The Office of Human Diversity provides many services for students with disabilities and will work with faculty and students to coordinate reasonable accommodations. If you are a student with a documented learning disability that might affect your performance in this class, please inform the professor privately during the first week and schedule an appointment with the Office of Human Diversity, if it has not already been done (215 Stratton, 610-683-4108).

CLASSROOM ETIQUETTE:

- Cell phones/pagers are to be off and away. If you have an emergency, please let me know.
- Arrive on time. Let me know if there is a situation that makes this difficult.

ADDITIONAL NOTES:

1. You are required to take the OPI (Oral Proficiency Interview) as soon as possible. This is an interview that you will take on the phone at an arranged time so that I can be your proctor. According to the ACTFL Proficiency Guidelines - Speaking (1999) "candidates who teach languages such as French, German, Hebrew, Italian, Portuguese, Russian and Spanish must speak at a minimum level of Advanced-Low. The sooner you get this done the better. Prior to your telephonic interview, you are to set up an appointment with me to schedule a mock OPI test in my office.

2. As you continue to prepare for your future teaching career, Professionalism is a must. Students must wear proper attire when presenting their mini-lessons and thematic units in front of the class. But professionalism is not just about dressing nicely; it’s also visibility and networking. Teacher candidates are strongly encouraged to become members of at least one professional organization (i.e. MLA, PSMLA, NEMLA, ACTFL, etc). During your final semester (student teaching), you will be required to join a professional organization and attend at least one workshop relevant to your profession (why not become a member now before you start student teaching).

3. Half way through the course, you are required to submit a statement of your teaching philosophy which will be graded and added to your final E-portfolio.

4. Students who joined the BS. ED program beginning Fall 2010 are required to complete 10 hours of in-service in the form of classroom observations, after-hours school program, etc.
FALL 2010

*NOTE: This is a tentative schedule. It can be revised if changes are deemed necessary. I will announce changes ahead of time through e-mail, D2L or in class.*

Thursday, Sept. 1st: Introduction to course, syllabus, expectations, professional autobiography (including teaching philosophy statement). National Standards for Teaching a Foreign Language. Article: “Creating Communities of Learners in the Classroom” – Hall 2004. Sign up for mini-lessons; vocabulary mini lessons using realia in your lessons (for Sept 8th). You may bring to class an authentic celebration or festivity associated with your target culture and plan a game to teach the vocabulary.

Thursday, Sept 8: Vocab mini lessons begin. For class, READ Chapter 1 (Teacher’s Handbook) -- Journal Ch 1 due: incorporate the chapter and your experiences as a student and as a teacher. As we begin teaching for the class, I would like you to incorporate those experiences into the journals as well.

Thursday Sept. 15: Read Chapter 2 (Teacher’s Handbook) and write journal (due at the beginning of class). Think about these questions: Why do we teach with the standards? What is the place of grammar in our instruction? How do we promote authentic communication in our classroom? Vocab Mini lessons continue…

Thursday, Sept. 22: Vocab mini-lessons end. Read chapter 7 (Teacher’s Handbook) and write journal reflecting on the main points of the chapter. **Sign up for contextualized grammar mini-lessons.** For 9/29: **Using the technology available, incorporate a specific grammar point (choose a theme from list provided on page 7) and present it in a contextualized, communicative fashion (address authentic culture and as many ACTFL standards as possible).**

Thursday Sept. 29: Grammar mini-lessons begin. **Assessment:** Read chapter 11 (Teacher’s Handbook) and write journal to be collected at the beginning of class. Instructional conversations, the importance of modeling in the foreign language classroom

Thursday, Oct 6. Grammar mini-lessons continue. Read chapter 10 (Teacher’s Handbook) and write journal reflecting on the most relevant points of the chapter.

Thursday, Oct. 13. Grammar mini-lessons end. The L1 in the L2 classroom? For class, write a brief philosophy about using English in the language classroom and substantiate your opinions with experiences and/or readings. Sign up for miscellaneous lessons (you choose the format – song, standards, modes of communication, technology, etc.).

Thursday, Oct 20. Read Chapter 6, Interpersonal Communication (Methods for Teaching Foreign Languages) and write journal to be collected at the beginning of class. Miscellaneous lessons begin

Thursday, Oct 28. Miscellaneous Lessons end. Planning and assessing. Read chapter 3 (Teacher’s Handbook) and write journal reflecting on the most relevant points of the chapter. Think about creative ways of building your thematic unit with rubrics -- class discussion.
Thursday, Nov. 3: Read Chapter 7 (Methods for Teaching Foreign Languages) and write journal/outline. The presentational mode. Evaluation of presentational mode: writing and speaking

Thematic Unit presentations begin: 45-50 minutes total including class discussion and evaluation. All students will submit their peer evaluation to presenter before leaving class. Presenters must incorporate all evaluations into reflection that will be due in one week.

Thursday, Nov 10: Thematic unit lessons continue….

Thursday, Nov 17: Read Chapter 8 (Methods for Teaching Foreign Languages) and write journal/outline: Thematic Unit lessons end.

Thursday, Nov 24: No CLASS ***THANKSGIVING HOLIDAY*****

Thursday, Dec. 1: Read Chapter 12 (Teacher’s Handbook).  
-Class will meet in DF 109. Using the technology available, write a short response (1 page) as to how you would use technology enhanced lessons in your future classroom.

Thursday, Dec. 8: Read Chapter 9 (Methods for Teaching Foreign Languages) and write journal/outline. Professional development. What are available professional development opportunities in this area? What about ACTFL and PSMLA? Develop a list of those that you could attend. Are they affordable?

**Statement of teaching philosophy due. I will give you the essay questions that will be submitted along with your E-portfolio during finals week.

***Final Exam questions and E-folios are due December 16th by 5pm in my office
Standards for Foreign Language Learning

Communication

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Connections

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Comparisons

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Standard 5.1: Students use the language both within and beyond the school setting
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
All lessons must address a theme rather than a grammar issue. All grammar must be contextualized within the content. Possible themes to choose from:

- Greetings
- The Classroom
- The House / Rooms / Furniture
- Household Chores
- Colors
- Animals / Meats
- Personal Hygiene
- Sports / Passtimes
- Maps / Countries / Cities
- Body Parts / Illnesses
- Numbers
- Telling Time
- The Weather
- Days of the Week / Months of the Year / Seasons
- Foods / Meals
- Shopping
- Asking for and Giving Directions
- The Family
- Holidays
- Means of Transportation / Travel