

Teaching Second Languages (FLED 333)

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Time: Tuesday/Thursday 12:30-1:45	Location: 305 CCC
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Office Hours: T 9-10 a.m., R 10-11 a.m., and by appointment	D2L: https://uwsp.courses.wisconsin.edu/

Course Description:

This course provides an introduction to the theory and practice of teaching foreign languages. We will discuss theories and research findings of Second Language Acquisition (SLA) that inform language pedagogy. In addition, students will learn how to implement theoretical understandings of second language acquisition to create pedagogically sound lesson plans.

FIELD EXPERIENCE

As part of this course, students will be required to participate in 30-60 hours of pre-teaching field experience (Levels II & III). Each student will be placed with a world language teacher in their respective language. The purpose of this practicum is to expose students to classroom interaction in preparation for their student teaching assignments.

REQUIRED TEXTS

1. Shrum, J. & E. Glisan (2002). *Teacher's Handbook: Contextualized Language Instruction (World Languages)* (5th edition). New York: Heinle.
2. Selection of articles & readings on D2L

Evaluation Criteria:

Practicum Reflections (R 2, 9)	15 %	3 Lesson Plans (R 1-3)	15 %
Teaching Analysis (R 5-8)	15 %	Assessment (R 4, 10-13)	15 %
Idea Files (R 3)	10 %	Article Reviews/Textbook Review	10 %
Class Participation	10 %	Final Exam	10 %

I use the +/- system when assigning grades. Your grades will be calculated in D2L. You have access to your grade at all times via D2L.

Ranges for Letter Grades					
A	> 92 %	B-	80 – 83 %	D+	68 – 69 %
A-	90 – 91 %	C+	78 – 79 %	D	64 – 67 %
B+	88 – 89 %	C	74 – 77 %	D-	60 – 63 %
B	84 – 87 %	C-	70 – 73 %	F	< 59 %

Assignments:

PRACTICUM REFLECTIONS – 15 %

As part of this class, you will need to complete at least 30-60 hours of pre-practice teaching field experience in school settings. Observing other teachers and reflecting on your own approach to teaching serves as a major component for training to enter the teaching profession. During your practicum, you are expected to write extensive journal notes. Based on your notes, you will

provide a comprehensive description of the students in one of the classes you observe. Make sure to discuss prior academic knowledge of the students, special needs students, etc. Specifically, I want you to discuss how you need to structure instruction in order to support students' development of communicative proficiency in the target language in meaningful cultural context(s). I also want you to comment on how teaching practice should be evaluated and changed in order to meet students' varied learning needs. This paper should not be more than 3 pages single-spaced.

I will use Rubrics 1 through 4 to evaluate this assignment. A-level work has to be scored at a 4 for all but one rubric. B-level work has to be scored at a 4 in at least 2 rubrics and may not be lower than a level 3. C-level work has to be at least a level 3 in all rubrics.

3 LESSON PLANS – 15%

In the course of the semester, we will discuss how lesson plans for foreign language classes should be constructed. Each of you is working with a textbook throughout this semester (see Textbook Review). Using the materials you gather for your idea files and the textbook you are assigned to, you have to write 3 lesson plans. With each lesson plan, you need to demonstrate how to utilize a textbook effectively while teaching in the target language.

I will use Rubrics 1-3 from edTPA to evaluate your lesson plans. A-level work has to be scored at a 4 for all three rubrics. B-level work has to be scored at a 4 in 1 out of 3 rubrics and may not be lower than a level 3. C-level work has to be at least a level 3 in all three rubrics.

TEACHING ANALYSIS – 15 %

The new edTPA stipulates that you are able to analyze effective teaching. From the video clips we will be watching throughout the semester, two students will be assigned a teaching segment. Together with your partner, you will have to analyze this video clip as outlined by edTPA (Task 2). I will use rubrics 5, 6, 7 and 8 to evaluate this assignment.

ASSESSMENT – 15 %

The edTPA stipulates that you are able to assess students' learning effectively with an eye both on the progress of a class as well as individual learners. With a partner, you will receive a sample assessment. You will evaluate the class using assessment tools available and write up your results in the edTPA format. Additionally, you will provide commentary on the kind of feedback you would provide the class and three specific students in your class. Finally, you will provide a statement on how this sample assessment will inform teaching in the immediate future. I will use rubrics 5, 6, 7 and 8 to evaluate this assignment.

A-level work has to be scored at a 4 for 3 out of 4 rubrics. B-level work has to be scored at a 4 in 2 out of 4 rubrics and may not be lower than a level 3. C-level work has to be at least a level 3 in all four rubrics.

IDEA FILES – 10%

One of the major projects this semester will be "Idea Files" that you create based on materials you develop and collect throughout the semester. Based on the 5 Cs developed by the American Council for Teachers of Foreign Languages, you will include 5 activities each on the

Communication and Cultures standards (=25), 2 activities for the remaining three standards (=6), and 10 activities on other topics that may include (but are not limited to) grammatical topics, culture units, classroom management, or songs. Additionally, you will include 2 activities that meet each of the following Wisconsin Standards for Teacher Candidates: technology, diversity, management, instruction, communication, and assessment. You need to submit a total of 26 entries in your idea file, which means that practically every entry satisfies more than 1 category. Finally, you will create a table of contents that outlines what categories each activities meets.

Your idea file will be evaluated using the following rubric. I will also use Rubric 3 from the edTPA handbook to inform my evaluation of this project.

7 points	8 points	9 points	10 points
The entries are neat and word-processed. They show a superficial understanding of the standards being studied and do not exhibit creativity. It was handed in late.	The entries are neat and word-processed. They show a basic understanding of the standards being studied without much creativity. It was handed in late.	The entries are neat, word-processed, and on time. They show a sound understanding of the standards being studied and do exhibit some creativity.	The entries are neat, word-processed, and on time. They show a deep understanding of the standard being studied and a lot of creativity.

ARTICLE REVIEW/TEXTBOOK REVIEW – 10 %

Students will write 2 article reviews over the course of the semester. At two points during the semester, you will choose an article of interest to you related to our class. You will read your articles carefully and then write a 1 page review. These reports should be typed in Word using Times New Roman, 12-point font, and 1 inch margins. More details about these reviews will be available as these assignments come up in the course of the semester.

Students will also be assigned a textbook to work with in this class. Similar to the article reviews, you will have to review your textbook for strengths and weaknesses. We will take time during the semester to listen to presentations about the textbooks you are working with.

NOTE ABOUT ACADEMIC WRITING: Here are some specific aspects you need to focus on in terms of editing your writing.

- write a strong thesis statement for your paper
- begin each paragraph with a topic sentence
- end each paragraph with a summary sentence
- include transitions between sentences and at the beginning of each paragraph
- avoid the over-use of the verb ‘to be’
- avoid the use of the passive voice
- choose specific subjects and verbs for each sentence

CLASS PARTICIPATION – 10%

Your regular attendance and participation in this class is expected and required, especially since the heart of the course is the discussions that arise in it. I expect that you will complete assigned readings before class and come prepared to discuss the material in a thoughtful manner that reflects your consideration of the readings. You are allowed two (2) absences without penalization.





Your attendance, preparedness, and participation are evaluated with the following rubric:












12 points	14 points	16 points	18 points	20 points
Student is rarely prepared for class and rarely participates. Student has been absent in excess. When working in groups, the student is distracting and often off-task.	Student is seldom prepared for class and/ or seldom participates. When he/ she does participate, his/ her offerings are irrelevant to the topic at hand. Student has been absent frequently. When working in groups, the student contributes minimally.	Student is adequately prepared for class and/ or participates only when called on. He/ she does participate, his/her offerings are usually relevant to the topic at hand, but not always. Student has been absent. When working in groups, the student sometimes contributes.	Student is often prepared for class and often participates, but not always. When he/she does participate, his/her offerings are usually relevant to the topic at hand. Student has not been absent more than twice. When working in groups, the student usually contributes.	Student is always prepared for class and participates regularly to discussions. His/her offerings to discussions are insightful and valuable to the class as a whole. Student has not been absent more than twice. When working in groups, the student is a valuable team member.








FINAL EXAM – 10%










The final exam will be a comprehensive exam of concepts and terms covered during the semester. The exam will require you to be familiar with all the important terms we covered in class and in the readings. Both response papers and in-class discussions should prepare you well for this exam, so take both your preparation for class as well as the work we do in class very seriously.






CLASS SCHEDULE

Date	Topic // Reading	Readings	Assignments
9/6	What is SLA?	 VanPatten: Intro & Ch. 1	RP (Response Paragraph + key terms) submitted on D2L
9/11	Second Language Acquisition	 Lightbown: Ch. 2	RP (Response Paragraph + key terms) submitted on D2L
9/13		 Own Article on Second Language Acquisition  Classroom Practices: Mapping Planet Earth	edTPA Lesson Plans: Topic RP discuss one concrete example, how your own language learning experience relates to the video

9/18	Input and Output	 VanPatten: Ch. 2  VanPatten: Ch. 4  Classroom Practices: Fruit of the Americas	<p>RP (Response Paragraph + key terms) submitted on D2L</p> <p>RP discuss one concrete example, how your own language learning experience relates to the video</p>
9/20	Language processing	 VanPatten: Ch. 3  Classroom Practices: Interpreting Literature	<p>RP (Response Paragraph + key terms) submitted on D2L</p> <p>RP discuss one concrete example, how your own language learning experience relates to the video</p>
9/25		 Shrum: Understanding the Role of Contextualized Input, Output, and Interaction in Language Learning (pp. 11-42)  Classroom Practices: Food Facts and Stories	<p>RP (Response Paragraph + key terms) submitted on D2L</p> <p>RP discuss one concrete example, how your own language learning experience relates to the video</p> <p>edTPA Teaching Analysis: make notes about how you plan to address this video segment</p>
9/27	L2 Learner Language	 Own Article on Learner Language  Classroom Practices: Communicating about Sports	<p>RP (Response Paragraph + key terms) submitted on D2L</p> <p>RP discuss one concrete example, how your own language learning experience relates to the video</p>
10/2	No Class	---	---
10/4	Factors Affecting L2 Acquisition	 Shrum: Addressing Diverse Needs of Learners in the Language Classroom (pp. 322-357)  Classroom Practices: Chicken Pox	<p>RP (Response Paragraph + key terms) submitted on D2L</p> <p>RP discuss one concrete example, how your own language learning experience relates to the video</p> <p>IdeaF Bring first 5 Idea Files to class</p>

10/9	Observing Teaching	 Lightbown: Ch. 5  Classroom Practices: Exploring New Directions	<p>RP (Response Paragraph + key terms) submitted on D2L</p> <p>RP discuss one concrete example, how your own language learning experience relates to the video</p> <p>edTPA Describe 2 special needs students (e.g., ESL, student with writing problems, etc.) from your practicum and how you would accommodate these students</p>
10/11	Planning Instruction	 Shrum: Organizing Content and Planning for Integrated Language Instruction (pp. 70-103)  Classroom Practices: U.S. and Italian Homes	<p>RP (Response Paragraph + key terms) submitted on D2L</p> <p>RP discuss one concrete example, how your own language learning experience relates to the video</p> <p>edTPA Draft: Teaching Analysis</p>
10/16	Teaching Culture	 Shrum: Integrating Cultures and Comparisons into Middle School Language Instruction (pp. 140-171)  Huth (2007) (D2L) (optional)  Classroom Practices: Routes to Culture	<p>RP (Response Paragraph + key terms) submitted on D2L</p> <p>RP discuss one concrete example, how your own language learning experience relates to the video</p> <p>IdeaF Bring second 5 Idea Files to class</p>

10/18	The 5 Cs	<p> ACTFL Standards: The 5 Cs (D2L)</p> <p> Shrum: Contextualizing Language Instruction to Address Goals of the Standards for Foreign Language Learning (pp. 43-69)</p> <p> Classroom Practices: Standards and the 5 Cs</p>	<p>RP (Response Paragraph + key terms) submitted on D2L</p> <p>RP discuss one concrete example, how your own language learning experience relates to the video</p> <p>IdeaF Bring third 5 Idea Files to class</p>
10/23	Instructed SLA	<p> Shrum: Using a Story-Based Approach to Teach Grammar (pp. 206-230)</p>	<p>RP (Response Paragraph + key terms) submitted on D2L</p>
10/25		<p> Shrum: Developing Oral and Written Presentational Communication (pp. 277-321)</p>	<p>RP (Response Paragraph + key terms) submitted on D2L</p>
10/31	K-6 Programs & Curriculum	<p> Shrum: Connecting Language Learning to the Elementary School Curriculum (pp. 104-139)</p>	<p>RP (Response Paragraph + key terms) submitted on D2L</p> <p>edTPA Lesson Plans: Write all of the Objectives</p> <p>edTPA Lesson Plans: Complete the header of the lesson plan outline</p>
11/1	Teaching with Technology	<p> Swaffar & Vlatten (1997) (D2L)</p> <p> Shrum: Using Technology to Contextualize and Integrate Language Instruction (pp. 409-434)</p>	<p>RP (Response Paragraph + key terms) submitted on D2L</p> <p>edTPA Draft: Lesson Plans</p>
11/6		<i>Discussion about Technology</i>	---
11/8	Teaching Through a Particular Lens	<p> Classroom Practices: Music and Manuscripts</p>	

11/13		 Workshop 8: Engaging with Communities (D2L)	RP discuss one concrete example, how your own language learning experience relates to the video edTPA Second Draft: Teaching Analysis Sample Lessons using TPR, Grammar-Translation, ALM, etc.
11/15	No Class -- Prepare Presentations	---	edTPA Second Draft: Lesson Plans
11/20	Textbook and Lesson Plan presentations		Presentations in class
11/27			
11/29	Classroom Management	 Workshop 6: Valuing Diversity in Learners (D2L)	RP discuss one concrete example, how your own language learning experience relates to the video edTPA Draft: Practicum Reflection IdeaF Classroom Management activities
12/4	Assessment	 Shrum: Assessing Standards-Based Language Performance in Context (pp. 358-408)  Workshop 7: Planning for Assessment (D2L)	IdeaF Bring 2 assessment activities to class
12/6		---	edTPA Draft of Assessment Assignment
12/11	Promoting Foreign Languages & Evaluations	<i>School District Debate</i>  Shrum: Preliminary Chapter (pp. 1-10)	Notes for debate

<p>12/13</p>	<p>Last Day of Class</p>	<p>---</p>	<ul style="list-style-type: none"> - Ideas Files due - Lesson Plans due - Assessment due - Practicum Reflections due - Teaching Analysis due
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