

COLLEGE OF ARTS AND SCIENCES  
DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

MLL 479  
THE TEACHING OF LANGUAGES  
FALL 2006

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COURSE DESCRIPTION:

This course emphasizes the importance of context to teach and learn languages, and that language is used to convey meanings in a variety of contexts. The *Standards for Foreign Language Learning* have renovated the emphasis on context and content even more, and they are presented in this course as the connection between theory and teaching applications. "The movement toward standards, the vision of foreign language as a subject area that can be related to other disciplines and to the world at large, and the advances in modern technology served as cataloysts in bringing context back into language teaching" (*Teacher's Handbook*, p 25). The course allows for reading, discussion, demonstrations and training in the major approaches, methodologies and techniques to teach languages.

The teaching and learning of foreign languages at all levels: elementary school, middle schools, and senior high schools is stressed in this course as well as the study of student's characteristics at all three levels. The significance of interweaving the five standards goal areas in foreign language learning and teaching is also of importance for this course. This course discusses the development of communication in another language under the new perspective of interpretive, presentational and interpersonal modes proposed in the *Standards for Foreign Language Learning*.

COURSE OBJECTIVES:

The purposes of this course are:

- a) To prepare foreign language majors to impart language instruction within a **contextualized** approach to language teaching.
- b) To help participants develop decision-making skills needed to become effective planners of curricula as well as program interpreters;
- c) To help learners acquire the investigative abilities to foster professional growth; and

REQUIRED TEXTS:

Shrum & Glissan. *The Teacher's Handbook. Contextualized Language Instruction*. Third Edition. Heinle & Heinle Publishers. 2005

Curtain & Pesola. *Languages and Children. Making the Mach*. Third edition. Longman, 2004.

Kansas Curricular Standards for Foreign Language. Kansas State Board of Education. Approved August 2000

RECOMMENDED READING MATERIAL

Omaggio Hadley *Teaching Language in Context*. Third Edition. Heinle & Heinle. 2001

Standards for Foreign Language Learning: Preparing for the 21<sup>st</sup>. Century. Lawrence, Kansas. Allen Press Inc. 1996

ADDITIONAL RESOURCES

The *Teacher's Handbook* website at <http://handbook.heinle.com> contains a collection of useful materials and sources of information that foreign language use and consult regularly.

[www.learner.org/resources/series185.html](http://www.learner.org/resources/series185.html)

## STUDENTS OUTCOMES:

- At the end of the semester, participants will:
- Explain and apply the communicative theories, approaches, methodologies and techniques which support contextualization of language instruction. (KSDE Standard 3, Knowledge 1, 2. Performance 1; Standard 4, Knowledge 1,2,3)
  - Explain the pedagogical value of first-hand experiences in the target culture (KSDE Standard 1, Knowledge 5,6)
  - Explain the American Council on the Teaching of Foreign Languages (ACTFL) guidelines and their implications for the development of oral and writing proficiency. (KSDE Standard 2, Knowledge 1). Explain the Standards for Foreign Language Learning and its implications for teaching and assessment.
  - Design three lesson plans for three consecutive days of a teaching unit. Each lesson should include: Student's name, Course number and title and semester; unit title, level, lesson number, Kansas Foreign Language standard (s), benchmark(s), and indicators; knowledge/content needed, procedure, assessment, and homework/follow up activities.
  - Design one teaching unit/learning scenario that contains: unit/scenario title, level, number of lessons, Kansas Foreign Language standards and benchmarks targeted, stage, indicators, knowledge needed, assessment, techniques/strategies, resources.
  - Explain the differences and similarities in the application of theories and the utilization of methods, techniques, resources and materials and technology with children, early adolescents, and young adults to encourage participation and foster their confidence and self-esteem. (KSDE Standard 5, Knowledge 1,2,3; Standard 7, Knowledge 1,2,3)
  - Explain the relationship between foreign languages and content-based instruction, and its implications for teaching at the elementary, middle and senior high school levels. (KSDE Standard 3, Performance 4)
  - Become a member or renew his/her membership in a language professional association such as KFLA, AATSP, AATF, ACTFL, TESOL, FLAM, NNELL.

## CONTENTS

Foreign Language Professional Development

FL as a profession

The role of contextualized input, output and interaction in language learning

Characteristics of young learners

A historical view of context in FL instruction: Standards for Language Learning

Kansas Curricular Standards for Foreign Language

A short story of early language learning in the US

Long term planning for instruction

Planning daily lesson

Creating an environment for communication and classroom games and activities

Elementary and middle school FL

Making connections between language and the Elementary School curriculum

Integrating language, cultures and comparison study in the Middle School Curriculum

Person-to-person communication, the interpersonal standard

Proficiency and ACTFL proficiency guidelines

ACTFL Performance Guidelines for K-12 learners

Role of grammar in teaching languages at the elementary level and the teaching of grammar and the KCSFL Area

Comparisons Standard

One-way communication, the interpretive and the presentational modes

## TEXTBOOKS SELECTION.

There is a good reason for the selection of the two required textbooks that appear in this syllabus. The **Teacher's Handbook** is an excellent manual for foreign language instructors, practitioners and administrators. It is more than a classroom textbook. Its emphasis on **contextualization** allows for an eclectic perspective in tune with the trends in foreign language learning and teaching in the last ten years. The theories, approaches, methods, techniques and resources are discussed in a way that can be easily adapted to the needs of the user: ESOL instructor, FL instructor at any level, FL/ESL administrator, in-service teacher, pre-service teacher.

**Languages and Children**, on the other hand, is an indispensable resource for any foreign language planner, instructor and advocate of Foreign Languages in the Elementary School and Middle School. It couples superbly with

the **Teacher's Handbook** and adds to it the so much needed guidance for FLES, the youngest field in FL instruction. **Languages and Children** has proven to be most valuable to all people involved in foreign languages. I sincerely believe that the careful reading and the serious discussion of the material presented in these two textbooks, in addition to the other class activities planned for this course, will make this class the most rewarding experience and the most important required course for your teacher education preparation.

## EVALUATION

Class observation journal/diary	35%
Textbook Assignment/In class assignment	35%
Teaching Unit/Lesson Plans (oral presentation)	30%

### **Class observation journal/diary**

As the student observes in the HS classroom, she should take note of discipline, lesson design, and others as specified in the form that will be provided.

### **Teaching Unit/Learning Scenario/Lesson Plans:**

Design one teaching unit/learning scenario/thematic unit that contains: unit/scenario title, level, number of lessons, Kansas Foreign Language standards and benchmarks targeted, stage, indicators, knowledge needed, assessment, techniques/strategies, resources (bring to class the resources such as CD, picture file, authentic text)

Design three lesson plans for three consecutive days of the teaching unit/learning scenario above. Each lesson should include: Student's name, Course number and title and semester; unit title, level, lesson number, Kansas Foreign Language standard (s), benchmark(s), and indicators; knowledge/content needed, procedure, assessment, and homework/follow up activities.

Prepare an oral presentation (10 minutes) of the unit/scenario including the three lessons, for the whole class. Make copies of your unit/scenario and the lesson plans for each one of your classmates and your instructor.

**IMPORTANT NOTICE: Required component. You are required to complete this component prior to receiving your grade for the course. Failure to satisfactorily complete this component will result in lowering of your final grade by 1 letter grade.**

**Professional Development Component: Join a national or state professional foreign language association.**

**American Council on the Teaching of Foreign Languages ([www.actfl.org](http://www.actfl.org))**

**American Association of Teachers of Spanish and Portuguese ([www.aatsp.org](http://www.aatsp.org))**

**Kansas Foreign Language Association (<http://kfla.lawrence.com>)**

**American Association of Teachers of French ([www.aatf.org](http://www.aatf.org))**

**National Network for Early Language Learning (NNELL)**

**Foreign Language Missouri Association**

**Go to the corresponding website for more information on how to join.**

**The instructor reserves the right to make changes to this syllabus as deemed necessary for the progress and satisfactory achievement of purposes and goals of the course.**

MLL 479.The Teaching of Languages. Fall 2006

NOTE:

TH = Teacher's Handbook.

LC = Languages and Children.

FL = Foreign Languages.

TL = Target language.

SFLL = Standards for Foreign Language Learning.

KCSFL = Kansas Curricular Standards for Foreign Language

ACTFL = American Council on the Teaching of Foreign Language

HS = High School. MS = Middle School

**Week 1**

August 21 Introduction to the class  
Discussion of syllabus and course requirements  
Class topic: FL as a profession. TH Preliminary chapter (1)

August 23 HS/MS class observation

**Week 2**

August 28 Class topic, The role of contextualized input, output and interaction in language learning TH Chapter 1 (11).  
**Assignment due: read TH preliminary chapter and do Task one, two and three (9)**

August 30 HS/MS class observation

**Week 3**

September 4 Labor Day  
September 6 HS/MS class observation

**Week 4**

September 11 HS/MS class observation  
September 13 Class topic Characteristics of young learners, LC Ch 1 (1)  
**Assignment due: TH Case study two (34-35)**

**Week 5**

September 18 HS/MS class observation  
September 20 Class topic: A historical view of context in FL instruction: SFLL. TH Ch 2 (40)  
A short story of early language learning in the US, LC Ch 17 (406)  
**Assignment dues: 1) In LC (23) choose between 1 and 2 and present to class.  
2) Class observation journal/diary turned in to instructor**

**Week 6**

September 25 HS/MS class observation  
September 27 Class topic: Integrated thematic planning for curriculum and unit LC Ch 7 (131)  
Long term planning for instruction TH Ch 3 (80)  
**Assignment to do in class: with classmate in same language do TH Episode one (57) and present to class and discuss similarities and differences between a learning scenario and a thematic unit**

**Week 7**

October 2 HS/MS class observation  
October 4 Class topic: planning daily lesson LC Ch 7 (151)  
Designing a daily lesson plan TH Ch 3 (85)

**Week 8**

October 9 HS/MS class observation  
October 11 Mid-term grades due

**Assignments due: 1) TH Episode three. Compare the KCSFL with the Nebraska Standards Framework. Describe similarities and differences. 2) Class observation journal/diary turned in to instructor.**

**Week 9**

October 16

Class topic: creating an environment for communication LC Ch 2 (24)  
Classroom games and activities LC Ch 14 (331)

October 18

Class topic: Key concepts for success: elementary and middle school FL. LC Ch 18 (419)  
Making connections between language and the Elementary School curriculum TH Ch4 (119)

**Assignment to do in class: TH Episode one (120) in pairs by language**

**Week 10**

October 23

We won't meet for class. Instead we will be attending the Kansas October 25 World Language Association Annual conference in Overland Park on October 27 and 28

**Week 11**

October 30

Class topic: Integrating language study in the Middle School Curriculum TH Ch 5 (127)  
Integrating Cultures and Comparison into MS language instruction TH Ch 5 (133)

**Assignment due: present the summary and analysis of at least two sessions the student attended at the KSWLA conference.**

November 1

**Assignment due Do TH Episode Two (146) and present to class**

**Week 12**

November 6

Class topic Person-to-person communication, the interpersonal standard LC Ch 3 (39) Partners and small groups LC Ch 6 (98)

November 8

Class topic, Developing interpersonal communication TH Ch 8 (214), proficiency, ACTFL proficiency guidelines, TH Ch 8 (216), Implications of OPI for language instruction, TH Ch 8 (222), ACTFL Performance Guidelines for K-12 learners LC (481)

**Week 13**

November 13

Class topic, Role of grammar in teaching languages at the elementary level, LC (24) (95) (286) (139), the teaching of grammar TH Ch 7 (189), KCSFL Area Comparisons Standard 4: The student develops insight into the nature of language and culture.

November 15

**Assignment due, TH Episode one # 2 (256) present to class**

**Week 14**

November 20

**Assignment to do in class, TH Episode one (206)**

November 21

Thanksgiving recess

**Week 15**

November 27

Class topic, one-way communication, the interpretive and the presentational modes, LC Ch 4 (61)

November 29

Class topic, the development of interpretive communication, TH Ch 6 (154)

**Week 16**

December 4

**Assignment to do in class, TH Episode (180) two in pairs by language**

December 6

**Presentation of teaching unit/scenario/thematic unit to class and turn it in to instructor**

