University of Wisconsin-Whitewater

Department of Curriculum and Instruction

**Methods of Teaching Foreign Languages and ESL (SECNDED 427/627)**

**Fall 2002**

**(Tuesday and Thursday, 3:20 – 4:45 pm. Winther 2016)**

Instructor: Dr. Wallace Sherlock

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Office Hours: Monday 9:00 to 12:00 and Thursday 10:00 to 12:00

***Course Description***

This course aims to prepare K-12 teachers of foreign languages and English as a Second Language (ESL) by familiarizing them with the theoretical foundations of language learning and teaching, and by giving them an opportunity to practice classroom teaching techniques. The course is based on a proficiency-oriented approach to language teaching that views performance outcomes as the primary goal of instruction, and that views language acquisition as a complex developmental process in which the teacher facilitates the student’s progress toward becoming an independent language learner. For those students seeking middle/secondary licensure, the course includes a seven-week field study experience in a public middle or secondary school under the joint supervision of a cooperating teacher and the course instructor.

***Prerequisites***

Admission to Professional Education or to the School or Graduate Studies.

***Required Texts and Materials***

For foreign language minors and majors:

1. Lightbrown, P. M. & Spada, N. (1999). *How Languages are Learned.* Oxford:

Oxford University Press.

2. Blaz, Deborah. (1999). *Language Teacher’s Guide to Active Learning*. Larchmont, NY: Eye On Education.

3. Omaggio Hadley, A. (1993). *Teaching Language in Context* (second edition).

Boston: Heinle & Heinle.

4. *Wisconsin’s Model Academic Standards for Foreign Languages*. (1997). Madison: Wisconsin Department of Public Instruction.

5. A textbook intended for the language and level you are preparing to teach.

For ESL minors:

1. Peregoy, Suzanne F. and Owen F. Boyle. (2001). *Reading, Writing, & Learning*

 *in ESL. A Resource Book for K-12 Teachers*. New York: Longman.

2. Ford, C. M. (1997). *101 Bright ideas: ESL activities for all ages*. Addison-Wesley.

3. An academic content area textbook (math, science, social studies).

4. (Other readings will be provided in class)

***Grading Policy: SECNDED 427***

Total of all short assignments (10) 40%

 Unit Plan 40% Final Exam (Essay 10%; Exam 10%) 20%

Additional Requirements for Graduate Students will be determined on an individual basis in consultation with the instructor.

***Accessibility***

Please inform the instructor if you need any special accommodations in the syllabus, instruction, or assessments of this course in order to allow you to participate fully. The confidentiality of all requests will be honored.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, misconduct, Religious Beliefs Accommodations, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin; and the “Student Academic Disciplinary Procedures” [UWS Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17]).

***Attendance Policy***

 Due to the participatory nature of the course and the intensive class schedule (each class meeting is 1.25 hours), attendance at all class meetings is required. If you intend to take part in a university-sponsored event, notify the instructor in advance in order to plan an alternative assignment for the missed class. Unauthorized absences will result in a grade reduction; one absence will result in a reduction of one half letter grade; two absences will result in a reduction of one letter grade; more than two absences may result in a failing grade.

***Course Aims, Goals and Performance Objectives***

##### Reflection

1. In order to examine his or her own assumptions about second language learning and teaching, the student will describe in detail the methods and materials used in his or her second language education and will evaluate those methods and materials in light of the theory and practice obtained in this course.

 a. Reflective questionnaire (Wisconsin Teacher Standard #9)

 b. Final Examination essay (WTS #9)

##### Theory

2. The student will demonstrate an understanding of the principles of proficiency-oriented communicative language teaching as they are derived from second language acquisition (SLA) research.

 a. Textbook Unit or Thematic Unit (WTS #2,3,7)

 b. Final Exam (WTS #2,3,7)

3. The student will demonstrate familiarity with the *Wisconsin Model Academic Standards for Foreign Languages* or the *TESOL ESL Standards for Pre-K-12 Students* by naming the major areas of language use and describing the content standards for each area.

 a. Textbook Unit or Thematic Unit (WTS #7,8)

 b. Final Exam (WTS #7,8)

4. The student will demonstrate familiarity with the *ACTFL Proficiency Guidelines For K-12 Learners* by describing the three communicative modes and the six categories of proficiency assessment.

 a. Textbook Unit or Thematic Unit (WTS #7,8)

 b. Final Exam (WTS #7,8)

##### Practice

5. The student will demonstrate the ability to organize instruction using a standard textbook and supplementary resource materials.

 a. Textbook Unit or Textbook Unit (WTS #1,2,3,8)

6. The student will prepare original curricular and instructional materials.

 a. Textbook Unit or Thematic Unit (WTS #1,2,3,8)

7. The student will demonstrate classroom presentation techniques including: modeling instructions; micrologs; leading choral repetition; backward build-up; oral error correction; comprehension checking; communicative drills; communicative dictation; short narrative presentations; organizing pair and group work; the use of audio-visual and computer technology.

1. Micro-teaching exercises (WTS #4,5,6,7,8)
2. Textbook Unit or Thematic Unit (WTS #4,5,6,7,8)

##### Professional Development

8. The student will be aware of teaching resources.

 a. Internet activity (WTS #9)

9. The student will be aware of the local, regional, and national foreign language teachers’ professional organizations and their publications.

 a. Internet activity (WTS #9)

# SECNDED 427 Fall 2002

# Tentative Reading Schedule

**Reading assignments are due on the Tuesday of the week when they are listed. Additional assignments will be given in the course of the semester.**

Week #1 9/3,5 Course overview

 Assignment: obtain a textbook in your foreign language (or ESL).

Week #2 9/10,12

 Read: L&S Chapter 1; Blaz, pp.1-25 or P&B Chapter 3 (first half)

Week #3 9/17,18

 Read: L&S Chapter 2; Blaz, pp. 25-48 or P&B Chapter 3

Week #4 9/24,26

 Read: L&S Chapter 3; Blaz, pp. 49-72 or P&B Chapter 4 (first half)

Week #5 10/1,3

 Read: L&S Chapter 4; Blaz, pp. 73-96 or P&B Chapter 4

Week #6 10/8,9

 Read: L&S Chapter 5; Blaz, pp. 97-120 or P&B Chapter 5 (first half)

Week #7 10/15,17

 Read: L&S Chapter 6; Blaz, pp. 121-144 or P&B Chapter 5

Week #8 10/22,24

 Read: L&S Chapter 7; Blaz, pp. 145-168 or P&B Chapter 6 (pp. 201-221)

Week #9 10/29,31

 Read: Blaz, pp. 169-193 or P&B Chapter 6 (pp. 221-225)

Week #10 11/5,7

Week #11 11/12,14

 Tues.

Consultations on Thursday

Week #12 11/19,21

 Consultations

Week #13 11/26 (Thanksgiving Day)

 Consultations

Week #14 12/3,5

 Presentations and activities

Week #15 12/10,12

 Presentations and activities

**Final Examination: Thursday, December 19, 2002 3:15 - 5:15pm, 2016 Winther Hall**

## Bibliography

American Council on the Teaching of Foreign Languages, Inc. *Foreign Language Annals*. Yonkers, NY.

Blaz, Deborah. (1999). *Language Teacher’s Guide to Active Learning*. Larchmont,

 NY: Eye On Education.

Brown, H. Douglas. (1994). *Principles of Language Learning and Teaching*, 3rd edition. Englewood Cliffs, NJ: Prentice Hall Regents.

Celce-Murcia, Marianne and Sharon Hilles. (1988). *Techniques and Resources in*

 *Teaching Grammar*. New York: Oxford University Press.

Chamot, Anna Uhl and J. Michael O’Malley. (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. Reading,

 MA: Addison-Wesley.

Cross, David. (1995). *A Practical Handbook of Language Teaching*. Hertfordshire, UK: Phoenix ELT.

Curtain, Helena and Pesola, Carol. (1994)*. Languages and Children: Making the Match*. Second Edition. White Plains, NJ: Longman.

Ford, Claire Marie. (1997). 101 Bright Ideas: ESL Activities For All Ages. Addison-

 Wesley.

Heath, Inez Avalos, and Cheryl J. Serrano, eds. (1999). *Annual Editions: Teaching English as a Second Language*. Guilford, CT: Dushkin/McGraw- Hill.

Hedge, Tricia. (1988). *Writing*. (Resource Books for Teachers Series.) New York:

 Oxford University Press.

Lee, James F. and Bill VanPatten. (1995)*. Making Communicative Language Teaching Happen*. New York: McGraw-Hill.

Lessow-Hurley, Judith. (2000). *The Foundations of Dual Language Instruction*. New

 York: Longman.

Nuttall, Christine. (1989). *Teaching Reading Skills in a foreign Language*, 2nd edition. Oxford: Heinemann.

Oller, J. W. (Ed.). (1993). *Methods that work: Ideas for literacy and language teachers*. Boston: Heinle & Heinle.

Omaggio-Hadley, Alice. (1993). *Teaching Language in Context*, 2nd edition. Boston: Heinle and Heinle.

Raimes, Ann. (1983). *Techniques in Teaching Writing*. New York: Oxford

 University Press.

Richards, Jack C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.

Shrum, Judith L. and Eileen W. Glisan. (1994)*. Teacher’s Handbook: Contextualized Language Instruction*. Boston: Heinle and Heinle.

Silberstein, Sandra. (1994). *Techniques and Resources in Teaching Reading*. New

 York: Oxford University Press.

Yule, Georg. (1998). *Explaining English Grammar*. New York: Oxford University

 Press.

Wajnryb, Ruth. (1992). *Classroom Observation Tasks: A resource book for language teachers and trainers*. Cambridge: Cambridge University Press.

*Wisconsin’s Model Academic Standards for Foreign Languages*. (1997). Madison:

 Wisconsin Department of Public Instruction.

Course Plan

Lesson

1. Intro to the syllabus; INTASC portfolio; assign questionnaire

Part 1 The Essential Process

Week 1

1. Russian microlog, vocab; Discuss re: questionnaire “What is language and how is it learned?” (history of methods)

Assign: vocab matching/selecting alternatives/writing alphabet

1. Microlog, vocab, drills; Discuss re: questionnaire “How should language be taught?”

Assign: fill in the blanks from a word bank (etc.)

Week 2

1. Microlog, drills, activities (storybook input listening for tense and/or other structures). Discuss input >output theory

Assignment: prepare a dialog for presentation to the class (and a comprehension activity).

1. Dialogs and comprehension activities for each pair or group. Discuss sequence activities in mini-unit “What was the performance task? (learn alphabet and a basic dialog) Did you succeed?” derive the 6 principles of language learning. 3Ps are presentation, practice, performance.

Part 2 Unit planning from a textbook

Week 3

1. Introduction to the textbook unit. Show a unit and lessons in Spanish and ESL; discuss how to write micrologs

Assign: write a microlog based on your textbook.

1. Practice micrologs; Discuss how to prepare vocab props

 Assign: vocab props

1. Practice using vocab props; Discuss how to write drills

Assign: write choral, substitution and transformation drills

1. Practice drills; Develop a unit rubric and scoring scheme

Assign: