University of Wisconsin-Whitewater

Department of Curriculum and Instruction

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

**Fall 2012**

**Tuesday and Thursday 9:30-10:45 Winther 2010**

Instructor: Dr. Wallace Sherlock

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Office Hours: Tuesday 11:00 – 12:00 and 1:00 – 2:30

Thursday 11:00 – 12:00 and 1:00 – 2:30

***Course Description***

This course aims to prepare K-12 teachers of foreign languages by familiarizing them with the theoretical foundations of language learning and teaching, and by giving them an opportunity to prepare instructional and curricular materials that align with the Wisconsin Model Academic Standards. 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.

***Prerequisites***

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

***Required Texts and Materials***

1. Omaggio Hadley, A. (2001). *Teaching Language in Context* (third edition).

Boston: Heinle & Heinle. (available in the UW-W textbook rental)

2. Curtain, H. and C.A. Dahlberg (2004). *Languages and children:Making the match*

(third edition). Boston: Allyn and Bacon. (UW-W textbook rental)

3. *Wisconsin’s Model Academic Standards for Foreign Languages*. (1997 revised 2001). Madison: Wisconsin Department of Public Instruction. (DPI web page)

4. A commercial textbook intended for the language you are preparing to teach.

(These may be obtained from the university library.)

***Grading Policy***

Assignments 40% A= 93 – 100; A- = 90 - 92

Textbook Unit Plan 30% B+=88-89; B=83-87; B- = 80-82

Mid-term exam 10% C+=78-79; C=73-77; C- =70-72

Final exam 10% D = 60 - 69

Statement of Philosophy 10% F = < 60

***Additional Requirements for graduate students***

1. Graduate students will explore content in greater depth by choosing one of the three integrated skill areas (listening/speaking, reading/writing or listening/writing) for an instructional methods project that supplements the methods presented in the course.
2. The supplemental methods project will demonstrate greater intensity and rigor than expected from the undergraduate students by requiring the student; 1) to write an annotated bibliography of research literature specifically addressed to the development of the chosen skills; 2) to create supplemental instructional materials in the chosen skills at the elementary, middle and secondary school levels that extend and enrich the unit plan assignments of the course. Graduate students will make their projects available to the class.
3. The supplemental project will be self-directed in the choice of the skills, the choice of the textbook that the materials supplement, the review of the literature, and the creation of original materials according to the personal professional development interests of the graduate student.

***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, 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. If you cannot attend class for personal reasons, please notify the instructor in advance if possible. Unauthorized and unexcused 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.

###### Conceptual Framework

Our conceptual framework, The Teacher is a Reflective Facilitator, is the underlying structure in our teacher preparation program at UW-Whitewater. This structure gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles.

***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. Statement of Philosophy (Wisconsin Teacher Standard #9)

##### Theory

2. The student will demonstrate an understanding of the principles of proficiency-oriented communicative language teaching.

a. Textbook 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* by naming the major areas of language use (“5Cs”) and describing the content standards for each area.

a. Textbook Unit (WTS #7,8)

b. Mid-term 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 (WTS #7,8)

b. Mid-term Exam (WTS #7,8)

##### Practice

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

a. Textbook Unit (WTS #1,3,4,7,8)

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

a. Textbook Unit (WTS #1,3,4,7,8)

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 computer technology; the use of manipulative resources.

1. Instructional planning assignments (WTS #1,4,5,7)
2. Textbook Unit (WTS #1,4,5,7)

##### Professional Development

8. The student will be aware of teaching resources.

a. Textbook Unit (WTS #7)

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

a. Instructional planning assignments (WTS #10)

# SECNDED 427/627 Fall 2012

# Tentative Schedule of Topics

**Part 1 Examining a model textbook unit: *Paso a Paso, Capítulo 2***

*Week #1* **9/4, 6** Paraphernalia and Principles

*Week #2* **9/11, 13** Model Textbook Unit: Objectives and Standards

*Week #3* **9/18, 20** Model Textbook Unit: Performance Tasks

*Week #4* **9/25, 27** Model Textbook Unit: Content and Methods

### *Week #5* 10/2, 4 Model Textbook Unit: Instructional Planning

### *Week #6* 10/9, 11 Model Textbook Unit: Assessment

### *Week #7* 10/16, 18 Mid-term exam and Reflective Essay (Assignment #7)

### Planning a Textbook Unit

**Part** 2 **Developing a textbook unit**

### *Week #8* 10/23, 25 Planning Performance Tasks from Content

Information gaps and performance prompts

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*Week #9* **10/30, 11/1** Writing Performance Tasks

Collaborative grouping and Jigsaws

### *Week #10* 11/6, 8 Planning Instructional Tasks - Methods

### Music and Art

*Week #11* **11/13, 15** Planning Instructional Tasks - Methods

Games

*Week #12* **11/20** Individual Consultations

*Week #13* **11/27, 29** Planning Formative and Summative Assessment *Openers* and *Closers*

*Week #14* **12/4, 6** Presentations of the Textbook Units; Final Review

### Tuesday: Textbook unit due. Phase 3 Portfolio due.

### Thursday: Statement of Philosophy due.

Week #15 12/11 Final Examination

Week #16 12/18 The Final Examination session will begin at 7:45 and

end at 9:45 in Winther 2010 in accordance with the

published university schedule. We will discuss the Final Exam and Textbook Units.