

GLOB 5920— METHODS I: PEDAGOGY FOR IMPLEMENTING THE WORLD READINESS STANDARDS FOR LEARNING LANGUAGES

KEAN UNIVERSITY
Instructor: Dr. Gregory Shepherd
Phone: 908 737 3950
Office Hours: by appointment

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Office: 305
Email:gshepher@kean.edu

COURSE DESCRIPTION

This course focuses on the role of assessment in planning and instruction, setting realistic expectations for student performance, and meaningful assessment of language performance in context.

OBJECTIVES

Students will achieve growth toward becoming informed, dynamic professionals by achieving the objectives below:

- A. Demonstrate understanding of proficiency as the organizing principle of standards-based language instruction. (K/D)
- B. Demonstrate understanding of Second Language Acquisition (SLA) theory and the relationship of SLA research to instructional best practices. (K/D)
- C. Use the five goal areas (Five Cs: Communication, Culture, Connections, Comparisons and Communities) of the *World-Readiness Standards for Learning Languages* and the modes of communication as the focus for instructional planning and lesson design. (K/S/D)
- D. Design lessons that reflect an understanding of child and adolescent development and address learner diversity in order to create a supportive learning environment to meet individual learner needs. (K/S/D)
- E. Use the principles contained in the *World-Readiness Standards for Learning Languages* to evaluate, select, design, and adapt instructional resources including technology resources to support instruction. (K/S/D)

ASSESSMENT—Performance analysis

- A. Case study analyses based on selected video clips in the Annenberg series: *Teaching Foreign Languages K-12* and in the *STARTALK Video Collection* (K/S/D)
- B. Standards-based lesson plans and in-class micro lesson presentations (K/S/D)
- C. Rubric-based evaluation of effectiveness of collaboration within/outside of class on projects and tasks (S/D)
- D. Online Workshop: Annenberg series: *Teaching Foreign Languages K-12* (K/D)
- E. Evaluation of authentic print, non-print, electronic and other materials selected for use in lesson planning/ instruction (K/S/D)
- F. Creation of standards-based thematic unit/ electronic portfolio containing artifacts created during the course (K/S/D)

CLASS POLICIES

A. GRADING SYSTEM:

A 93-100	B 83-86.9	C 73-76.9	D 63-66.9
A- 90-92.9	B- 80-82.9	C- 70-72.9	F 0-62.9
B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	

B. LATENESS AND MAKE-UP EXAMS

You may be able to make up missed work if you present documentation of a legitimate emergency to the professor within 48 hours. The general policy is the following: NO LATE WORK WILL BE ACCEPTED AND NO MAKE-UP EXAMS OR QUIZZES WILL BE GIVEN.

C. ATTENDANCE

More than one (1) absence for any reason will result in the lowering of your final grade. If there are extenuating circumstances (e.g. extended hospitalization, etc.) and you wish to have your absence excused, see me within 2 days of the emergency and present documentation otherwise you have no excuse and your grade will be lowered.

D. PLAGIARISM, CONDUCT, ETC.

Students may not submit written material extracted from secondary sources without quoting and attributing the material to its original author. Failure to quote and bibliographically cite these secondary sources in students' written assignments will be identified as plagiarism and will be subject to academic sanctions as called for in University Policy, see <http://www.kean.edu/admin/uploads/pdf/AcademicIntegrityPolicy.pdf> 2) Since the classroom will be our community, it is expected that all members of this community will show respect, compassion and courtesy for each other—this statement is not meant to censor the content of your expression—but intends to raise our awareness regarding the method of said expression, please see <http://www.kean.edu/KU/Code-of-Conduct>. 3) Learning disabled students should self-identify with an official letter from the appropriate University Office. All effort to accommodate learning disabilities will be made by the professor.

E. ADDITIONAL UNIVERSITY POLICIES

The Students Rights and Responsibilities handbook is available at: <http://www.kean.edu/KU/Forms-Policies-and-Publications>. Students are strongly encouraged to register for the University's emergency notification system (www.mir3.com/kean) in order to be informed of campus emergencies, weather notices, and other announcements. All students must have a valid Kean email account. For those who do not already have one, forms are available on-line at <http://www.kean.edu/KU/Forms-OCIS>; click on E-mail Account Request Form.

Americans with Disabilities Statement & Non-Discrimination Statement: Kean University is an affirmative action, equal opportunity institution. Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term. Students may contact Kean Disability Office in Downs Hall Rm. 127 to discuss special needs, 737-4910.

KU Non-Discrimination Policy: Kean University is an affirmative action, equal opportunity institution

F. FINAL GRADE COMPONENTS

1) Participation--20%; 2) Lesson Plans and Peer Evaluations of Lesson Plans--30%; 3) Annenberg Workshop Presentation—15%; 4) Case Study Analyses—15%; 5) Final Project—20%

1. PARTICIPATION in CLASSROOM AND ONLINE ACTIVITIES (20%)

You are expected to study and prepare the assigned readings BEFORE coming to class. In order to participate you will need to be constantly prepared in terms of terminology and content of the readings. Students are expected to demonstrate their preparedness by asking questions about the texts studied and participating in discussions. Come to class OR INTO ONLINE VENUES ready to offer opinions, make arguments with supportive evidence, and pose questions. PREPARATION is particularly essential since this class requires application of knowledge (explicit and tacit) to activities and workshops designed to foster skills development.

2. LESSON PLANS/PEER EVALUATIONS (30%)

THREE steps: 1) Draft three lesson plans using IPA format and the UbD-based template provided on the class website, 2) Evaluate the lesson plan of 3 Peers through discussion and guided by Rubric Tool to be delivered in class and 3) Revise Assessment Plan for use in Final Project. Lesson plans 1-3 should develop a particular theme and use IPA format in design of activity sequences. **In addition, the particular design parameters for this project require the activation of content and lexical knowledge in Lesson #1, a focus on authentic and interactive exchange of knowledge and opinions in Lesson #2 and, in Lesson #3, a multi-step critical thinking-based summative project that is presentational in both writing and speaking.** After receiving feedback from peers and the instructor, Lesson Plans can be improved (re-written and re-designed) and incorporated into the final project.

3. ANNENBERG WORKSHOP PRESENTATION (15%)

Complete assigned workshop (http://www.learner.org/workshops/tfl/session_07/index.html) including linked readings, exercises, and assignments. 1) Prepare a brief summary (300-400 words) of what you learned from the workshop. 2) Prepare and deliver a 10-15 minute presentation in class based on the questions in the "Action Research Project" section of the workshop (follow the four steps in "Action Research Section"--use whatever technology you deem necessary to communicate clearly and succinctly about your workshop learning experience)

4. CASE STUDY ANALYSES (15%)

Review three (3) Case Studies from the Annenburg/CPB WGBH Teaching Foreign Languages K-12: A Library of Classroom Practices by responding to **all the questions in the "Reflect on the Video" and "Look Closer" sections under the "View and Analyze the Video" heading** specific to the case studies of your choice. Make references to specific

portions of the video in your analysis/answers. Be prepared to discuss your findings in class or online.

Found at <http://www.learner.org/libraries/tfl/index.html>

5. FINAL PROJECT (20%)

The Final Project will bring together all three lesson plans from #2 above (modified and improved after peer and instructor feedback) into a thematic unit that establishes clear connections between Outcomes, Assessments and Learning Activities while highlighting the connections between measurable skills, assessment tools and integrated activity planning. In addition to presenting three finalized lessons in a thematic unit, students will complete a series of reflective analyses focused on the mentioned connections and provide justification/arguments supporting key instructional decisions in the thematic unit. ([Templates for Project and Instructions to be delivered on class website](#))

Primary texts (required reading):

American Council on the Teaching of Foreign Languages. (In publication). *ACTFL performance descriptors*. Yonkers, NY: Author. (In Shared Drive)

American Council on the Teaching of Foreign Languages. (2012). *ACTFL proficiency guidelines*. Yonkers, NY: Author. http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf . (with annotated samples <http://www.actfl.org/profguidelines2012>)

Annenberg/Corporation for Public Broadcasting. (2003). *Teaching foreign languages K-12: A library of classroom practices*. <http://www.learner.org/libraries/tfl/index.html>). <http://www.learner.org/libraries/tfl/assessment/index.html>

Curtain, H. & Dahlberg, C. A. (2008). *Language and children: Making the match* (Fourth Edition). Boston: Pearson/Allyn and Bacon.

Shrum, J. & Glisan, E. (2009). *Teachers' handbook: Contextualized language instruction*. (Fourth Edition). Boston: Thomson and Heinle. (Selections Available in Shared Drive)

Suggested Reading:

Bateman, B. & Lago, B. (2007). *Methods of language teaching*. Provo, UT: Brigham Young University.

College of Education, Kean University. (2008). *A guide for compiling a teacher work sample portfolio*. Author.

Goulah, J. (2007). Village voices, global visions: Digital video as a transformative foreign language tool. *Foreign Language Annals*, 40, 62-78.

Guénette, D. (2007). Is feedback pedagogically correct? Research design issues in studies of feedback on writing. *Journal of Second Language Writing*, 16, 40-53.

Hyland, K. (2007). Genre pedagogy: language, literacy and L2 language instruction. *Journal of Second Language Writing*, 16, 148-164.

Phillips, J. K. (2008). Foreign language concepts and the contexts of communication. *Language Teaching*, 41, 93-102.

Savignon, J. & Sysoyev, P. (2005). Cultures and comparisons: Strategies for learners. *Foreign Language Annals*, 38, 357-365.

Shultz, R. (2007). The challenge of assessing cultural understanding in the context of foreign language instruction. *Foreign Language Annals*, 40, 9-26.

Tedick, D. J. (2009). K-12 Language teacher preparation: Problems and possibilities. *Modern Language Journal*, 93(2), 263-267.

Willis, D. & Willis, J. (2007). *Doing task-based teaching*. Oxford UK: Oxford University Press.

Websites

21st Century Skills Map: <http://actfl21stcenturyskillsmap.wikispaces.com/>

ACTFL Integrated Performance Assessment (IPA) Project:
<http://www.actfl.org/i4a/pages/index.cfm?pageid=3565>

Advice for Choosing Instructional Materials:

<http://asiasociety.org/education-learning/chinese-language-initiatives/advice-choosing-instructional-materials>

Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas (Figure 49), Planning for Multiple Intelligences in the Classroom (Figure 44), Multiple Intelligences Grid of Ideas (Figure 45).

<http://www.state.nj.us/education/frameworks/worldlanguages/appendd.pdf>

CPS Libraries: *Spanish Language Literature - S.A.L.S.A.*

Examples of IPAs: http://www.carla.umn.edu/assessment/vac/CreateUnit/e_1.html

ICDL- *International Children's Digital Library*

Methodology for Innovative Instruction in K-12 World Language Programs

<http://www.state.nj.us/education/frameworks/worldlanguages/appendc.pdf>

NJ Core Curriculum Content Standards: <http://www.state.nj.us/education/cccs/>

NJ DOE List of Technology Tools: <http://www.state.nj.us/education/cccs/sr/tech.htm>

NJ World Languages Curriculum Framework <http://www.nj.gov/education/aps/cccs/wl/frameworks/wlo/>

Universal Design for Learning: Strategies for effectiveness in the world language classroom.

<http://www.cast.org/udl/>

CLASS SCHEDULE AND ASSIGNMENTS:

Dates	Topic	Reading	Assignment
Pre-class #1	Shifting beliefs to proficiency 1. Competence vs. performance 2. Different competencies a. Communicative b. Socio-linguistic c. Grammatical d. Discourse e. Strategic 3. Proficiency in varied contexts a. ACTFL Proficiency Guidelines 4. Proficiency using varied functions 5. Proficiency with regard to accuracy	CD Chap. 1 “Setting the Stage” ACTFL Proficiency Guidelines	Case Study Analysis #1 Due COMPONENT #4 ABOVE
Pre-class #2	SLA Theories— 1. Socio-cultural approaches 2. Cognitive approaches 3. Linguistic approaches 4. Egan and layers of educational development 5. Standards-based/student centered instruction 6. Application of SLA theories in the learning environment	CD Chap.2 “Planning for Design” SG Chap 1 “Contextualized Input, Output and Interaction” (pp.11-34)	Case Study Analysis #2 Due COMPONENT #4 ABOVE

Pre-class #3	<p>ACTFL Standards— Standard 1.1—Modes of Communication: Interpersonal Instructional Strategies for Communication Standard 1.1: Interpersonal/<i>two-way</i> communication</p> <ol style="list-style-type: none"> a. Natural approach b. Total Physical Response/TPR storytelling c. Types of questions d. Functional chunks e. Graphic organizers f. Teaching pronunciation and grammar g. Modeling and minimizing direct instruction h. Interactive language activities 	<p>CD Chap. 3 “Language Learning Fundamentals” CD Chap. 6 “Proficiency with Literacy” SG Chap 8 “Developing Oral and Written Interpersonal Communication” (pp. 245-260)</p>	<p>Case Study Analysis #3 Due COMPONENT #4 ABOVE</p>
Pre-class #4	<p>Standard 1.2—Modes of Communication: Interpretive Instructional Strategies for Communication Standard 1.2: Interpretive/<i>one-way</i> communication</p> <ol style="list-style-type: none"> a. Storytelling, story reading, story mapping b. Pre-reading strategies c. Listening and reading for a purpose d. Literacy building strategies e. Age/grade-level reading/listening materials 	<p>CD Chap. 5 “Proficiency with Interactive Tasks” SG Chap. 6 “Interactive Approach to Develop Interpretive Communication” (pp. 182-206)</p>	
Monday, July 24	<p>Standard 1.3—Modes of Communication: Presentational Instructional Strategies for Communication Standard 1.3: Presentational/<i>one-to-many</i> communication</p> <ol style="list-style-type: none"> a. Speaking performances b. Writing/developing a product for a purpose c. Writing as process prewriting/draft/share/edit 	<p>CD Chap. 4 “Strategies for Building Toward Proficiency” SG Chap 3 “Organizing Content” (pp. 97-102)</p>	
Tuesday, July 25	<p>Standard 2—Culture Instructional Strategies for Culture Standard 2: Integrating the Cultural Framework /Products, Practices and Perspectives (3 Ps)</p> <ol style="list-style-type: none"> a. Experiencing culture through authentic materials/cultural practices b. Incorporating 3 P’s (products, practices and perspectives) c. Examples of cultural products/practices d. Story and culture; Art and culture e. Developing global competencies (Global Competency Matrix) f. Computer-based role-playing and simulations 	<p>CD Chap. 9 “Connecting Language and Culture” SG Chap. 5 “Integrating Cultures and Comparisons” (pp. 155-172)</p>	<p>First Lesson Plan Due COMPONENT #2 ABOVE</p>
Wednesday, July 26	<p>Standard 3—Connections Instructional Strategies for Connections Standard 3: Integrated Thematic Planning</p> <ol style="list-style-type: none"> a. Frameworks for curriculum development: <ol style="list-style-type: none"> i. Content-based/content-related ii. Backward Design iii. Project-Based Learning b. Integration of language, culture and content (Unit Plan Inventory) 	<p>CD Chap. 10 “Connecting Language and Content”</p>	<p>Second Lesson Plan Due COMPONENT #2 ABOVE</p>

	<ul style="list-style-type: none"> c. Communicative language functions d. Context-embedded and context-reduced language tasks e. Bloom’s Taxonomy f. Techniques and strategies for accessing content <ul style="list-style-type: none"> i. Common Core State Standards ii. NJ Core Curriculum Content Standards 		
Thursday, July 27	<p>Standard 4—Comparisons Instructional Strategies for Comparisons Standard 4: Similarities and Differences in Language and Culture</p> <ul style="list-style-type: none"> a. Intercultural communicative competence b. Authentic children’s literature/defining works in the target culture c. Thematic cross-cultural units d. Visual and media literacy e. Semantic mapping f. Authentic input <p>Developing global competencies (Global Competency Matrix)</p>	ACTFL Performance Guidelines	<p>THIRD Lesson Plan Due</p> <p>COMPONENT #2 ABOVE</p>
Friday, July 28	<p>Standard 5—Communities Instructional Strategies for the Communities Standard 5</p> <ul style="list-style-type: none"> a. Text, audio and video interaction across cultures/communities <ul style="list-style-type: none"> i. Using Web 2.0 b. Language for real world purposes within and beyond the school setting c. Fostering community interactions <p>ACTFL Performance Guidelines for K-12 Learners Unit plan/lessons with specific linguistic/cultural objectives Developing global competencies (Global Competency Matrix)</p> <p>Addressing Language Learner Diversity</p> <ol style="list-style-type: none"> 1. Diverse learners—Diverse methods 2. Heritage language learners 3. Multiple intelligences 4. Language learning styles <ul style="list-style-type: none"> a. Personal b. Academic c. Expressive d. Emerging 5. Universal Design for Learning <ul style="list-style-type: none"> e. Adaptations based on <i>content, process and product</i> <p>Universal Design for Learning</p> <p>Adaptations based on <i>content, process and product</i></p>	CD Chap. 10 “Managing the Learning Environment”	<p>PRESENTATIONS of Action Research Workshop</p> <p>COMPONENT #3 ABOVE</p>

August 12	Standards-based Instructional Decisions 1. Selecting and using technology tools 2. Selecting and using authentic materials 3. Adapting and designing instructional materials 4. Planning for an entire sequence of instruction a. Critical role of assessment b. Assessment types 5. Connecting student engagement and classroom/learning management	CD Chap. 11 “Learning Tools” and CD Chap. 13 “Digital Tools”	FINAL PROJECT DUE Aug 12