

FL 497 ~ METHODS IN FOREIGN LANGUAGE TEACHING ~ SPRING 2016

Professor: Dr. Alvarado-Brizuela

Office: 203 Wesleyan Hall (enter through 209)

Office Hours: M thru F 8:00-8:50am; M & T 1:00-2:00pm (and by appointment)

Office phone: 256.765.4405.

e-mail: aalvaradobrizuela@una.edu

Required textbook: Shrum, Judith L. and Glisan, Eileen W. Teacher's Handbook: contextualized language instruction. 4th ed. 2010.

Course Description: FL 497 – Methods in Foreign Language Teaching is a comprehensive class that focuses on the theories, state standards, and applications of best practices in the teaching and learning of foreign languages at primary, middle, and secondary levels. Topics covered include foreign language curricula and standards-based instruction, preparation and presentation of lesson material, classroom management, professional organizations, discovery and use of resources and technology, and professional behaviors. Coursework includes on-site observations, practice exercises, lesson plan development, teaching demonstrations, informal assessments, and development of a teaching portfolio that includes a teaching philosophy.

Outline of Course Topics:

- I. The profession
 - Expectations for language teachers
 - Language policy and education standards for K-12
- II. Contextualized input, output, and interaction in language learning
 - Individual (cognitive) achievement and collaborative (social) achievement
 - Motivation for L2 learning
- III. Standards for foreign language learning
 - Evolution of context in foreign language instruction
 - Standards for foreign language learning in the 21st century (SFLL)
 - Proficiency standards for Pre K-12 and the curriculum
 - Use and application of standards at the post-secondary level
- IV. Integrated language instruction
 - Lesson planning and development of thinking skills
 - Teacher feedback and evaluation
 - Content-based instruction, State framework, and the curriculum
- V. Language learning and the Elementary School curriculum
 - Language acquisition, from L1 to L2
 - History and evolution of Foreign Languages in Elementary Schools
 - Standard: making CONNECTIONS between language and the K-6 curriculum
- VI. Language learning and the Middle School curriculum
 - Language instruction in the Middle School
 - Standard: integrating CULTURES and COMPARISONS in Middle School language instruction

- VII. Language learning and the High School curriculum
 - Implementing a content-based approach in the High School classroom
 - Standard: promoting COMMUNICATION as a tool to create global COMMUNITIES
- VIII. Interactive approaches to develop interpretive communication
 - Listening, reading, and viewing in the interpretive mode
 - Comprehension and interpretation of authentic language
 - Integration of authentic texts across instructional levels
- IX. Story-based approach to teach grammar
 - The deductive and inductive dichotomy
 - Principles of story-based language teaching
 - Analyzing and selecting authentic texts to teach grammar
- X. Oral and written interpersonal communication
 - Proficiency perspective
 - Interpersonal communication through speaking and writing
 - Student-teacher and student-student interactions
 - Developing interpersonal speaking through literature and culture
 - Writing and feedback in interpersonal communication
- XI. Oral and written presentational communication
 - Presentational communication: L1 vs L2
 - Presentational writing and speaking as a process
 - Presentational communication in the classroom
 - Feedback and evaluation of oral and multimedia presentations
- XII. Diverse learners' needs in the language classroom
 - Learners' personality types and learning styles
 - Teachers' personality types and teaching styles
 - Differentiated instruction for diverse learners' needs
- XIII. Assessment of standards-based language performance in context
 - Planning and purposes of tests
 - Alternative assessments: empowering students
 - Oral interviews and proficiency assessments
- XIV. Technology: contextualization and integration in language instruction
 - Connecting technology with the standards
 - Exploring, selecting, and using multimedia technology to enhance communication
 - Empowering students through web-enhanced technologies

Activities Required of Students: students are required attend class and to actively participate in class discussions; they will complete 15 hours of foreign language classroom observations and write 3 observation reports that focus on what they observed in relation to the textbook and discussion of the methods class (see grading rubric); they will create two lesson plans that follow the requirements of the Alabama Course of Study (see grading rubric); they will perform in-class teaching demonstrations, complete a midterm and a final exam, and create a teaching portfolio (see grading rubric) that includes a teaching philosophy in which they advocate for learning languages other than English and their cultures, as well as the creation and promotion of global communities.

Course Objectives and Assessment:

Conceptual Framework Ref.	Alabama Standard		Assignments or Tasks	Methods of Assessment
Professionalism Diversity	(2)(b)2.(ii)	Ability to ask questions and compare answers to interpret literary and cultural texts from both native and target cultures for the purpose of interpreting and reflecting on the perspectives of both cultures.	Students will read a selection of texts in the target language and determine which is best for teaching grammar. Students will analyze and discuss the text to ensure reading and cultural comprehension. Students will create a story-based grammar lesson or activity to demonstrate in the class.	Students' knowledge of the texts, their cultural implications, and their use and application to teach grammar will be evaluated and critiqued by other students, as well as the instructor, through classroom demonstrations, discussions, and informal assessment.
Professionalism Diversity	(2)(c)1.(i)	Knowledge of the nature of language acquisition at various developmental levels and the meaning of target language input and output including their effect on the developing language system.	Students will observe children interacting with their L1 and students learning an L2 at different proficiency levels. Students will write a report of their observations in both language acquisition settings and they will compare and contrast their impressions.	Students' reports of observations will be evaluated using a rubric (see rubric for observation reports); discussion and informal assessment will also take place in the class. *Written observation report and a short reflection of class discussion must be included in the teaching portfolio (see rubric for teaching portfolio)
Professionalism Diversity	(2)(c)1.(ii)	Knowledge of strategies for creating meaningful and communicative activities for diverse learning styles that include negotiation of meaning and meaningful interaction.	Students will observe foreign language classes in K-12 and specifically identify the learning styles addressed in each class. Students will write a report of their observations and create at least three	Students' reports of observations will be evaluating using a rubric (see rubric for observation reports); students' activities will be evaluated and critiqued by other students, as well as the instructor,

			activities that also address diverse learning styles in the classroom.	through classroom demonstrations, discussions, and informal assessment. *Written observation report and a short reflection of class discussion must be included in the teaching portfolio (see rubric for teaching portfolio)
Professionalism Collaboration Diversity	(2)(c)2.(i)	Ability to develop a variety of instructional practices that include target language input and output with opportunities for all students to have meaningful and communicative interaction that reflects student language learning outcomes.	Students will create a lesson plan that will address all four language skills for different proficiency levels. Students' lesson plan must focus on oral communication and cultural interaction.	Students' lesson plan will be evaluated using a rubric (see rubric for lesson plan). *Lesson plan and a sample of materials needed (if any) must be included in the teaching portfolio (see rubric for teaching portfolio)
Professionalism Collaboration Diversity	(2)(c)2.(ii)	Ability to develop articulated program models that address student developmental levels as well as diverse learning styles.	Students will reflect on their own learning and teaching styles and create a lesson plan that will address different learning styles and developmental levels.	Students' lesson plans will be evaluated using a rubric (see rubric for lesson plan). Activities from lesson plan will be evaluated and critiqued by other students, as well as the instructor, through classroom demonstrations, discussions, and informal assessment. *Lesson plan and a sample of materials needed (if any) must be included in the teaching portfolio (see rubric for teaching portfolio)
Professionalism Assessment	(2)(d)1.(i)	Knowledge of National and State standards for the learning	Students will analyze traditional tests for	Students' knowledge and analysis of the

		of languages other than English and what these frameworks imply for curricular planning.	foreign languages to identify the national and state standards it fulfills and/or it should fulfill.	standards will be evaluated through informal assessment, midterm exam, and final exam.
Professionalism Diversity	(2)(d)1.(ii)	Knowledge of strategies to integrate national and state standards into instruction.	Students will create a lesson plan that clearly states and incorporates national and state standards. Students will demonstrate the specific activities that fulfill the standards in the class.	Students' lesson plans will be evaluated using a rubric (see rubric for lesson plan). Activities from lesson plan will be evaluated and critiqued by other students, as well as the instructor, through classroom demonstrations, discussions, and informal assessment. *Lesson plan and a sample of materials needed (if any) must be included in the teaching portfolio (see rubric for teaching portfolio)
Professionalism Assessment	(2)(d)1.(iii)	Knowledge of instructional resources such as textbooks, authentic materials, and technology.	Students will evaluate materials such as textbooks, magazine and/or newspapers in the target language, and online resources for teaching foreign language in K-12 and compare and contrast their application the in the classroom.	Students' assessment of teaching materials will be evaluated through in class presentations of their findings, informal assessment, and in the midterm exam.
Professionalism	(2)(d)2.(i)	Ability to integrate national and State standards into curricular planning.	Students will create a lesson plan that clearly states and incorporates national and state standards. Students will demonstrate the specific activities that	Students' lesson plans will be evaluated using a rubric (see rubric for lesson plan). Activities from lesson plan will be evaluated and

			fulfill the standards in the class.	critiqued by other students, as well as the instructor, through classroom demonstrations, discussions, informal assessment, and final exam. *Lesson plan and a sample of materials needed (if any) must be included in the teaching portfolio (see rubric for teaching portfolio)
Professionalism Diversity	(2)(d)2.(ii)	Ability to use strategies to incorporate the content indicated in national and State standards into instructional activities.	Students will create a lesson plan that clearly states and incorporates national and state standards. Students will demonstrate the specific activities that fulfill the standards in the class.	Students' lesson plans will be evaluated using a rubric (see rubric for lesson plan). Activities from lesson plan will be evaluated and critiqued by other students, as well as the instructor, through classroom demonstrations, discussions, and informal assessment. *Lesson plan and a sample of materials needed (if any) must be included in the teaching portfolio (see rubric for teaching portfolio)
Professionalism Assessment	(2)(d)2.(iii)	Ability to use standards and curricular goals to evaluate, select, design, and adapt instructional resources.	Students will create activities that address the curricular standards for foreign language in K-12 and that incorporate a variety to materials and/or resources. Activities will be demonstrated in the class.	Activities will be evaluated and critiqued by other students, as well as the instructor, through classroom demonstrations, discussions, and informal assessment encompassed in the participation grade.

Professionalism Assessment	(2)(e)1.(i)	Knowledge of multiple ways to evaluate student progress using age- and level-appropriate assessments for a diverse student population.	Students will create different assessment tools for all language skills that can be modified to address different learning styles and different proficiency levels. Activities will be presented in class.	Activities will be evaluated and critiqued by other students, as well as the instructor, through classroom demonstrations, discussions, and informal assessment encompassed in the participation grade..
Professionalism Assessment	(2)(e)1.(ii)	Knowledge of procedures for analyzing results of assessments to determine the direction of future instruction.	Students will be given data sets with results from various assessments and they will work in groups to develop a presentation in which they provide an overview of the data, their implications, and suggestions for future instruction.	Group presentations will be evaluated and discussed by other students, as well as the instructor, through informal assessment encompassed in the participation grade.
Professionalism Assessment	(2)(e)1.(iii)	Knowledge of procedures for interpreting and conveying results of student assessments to all stakeholders.	Students will be given data sets with results from various assessments and they will work in groups to develop a conference-like presentation in which they will convey the results from their analysis to stakeholders. Students will be encouraged to write letters to stakeholders in which they address their findings and provide their input.	Group presentations will be evaluated and discussed by other students, as well as the instructor, through informal assessment. All presentations will follow the format of a professional conference.
Professionalism Assessment Diversity	(2)(e)2.(i)	Ability to create age- and level-appropriate assessments for evaluating listening, reading, speaking, writing, and cultural	Students will create different assessment tools for all language skills that can be	Activities will be evaluated and critiqued by other students, as well as

		awareness in both discrete and integrative formats.	modified to address different learning styles and different proficiency levels. All activities must incorporate a cultural component of the target language and they will be presented in class.	the instructor, through classroom demonstrations, discussions, and informal assessment.
Professionalism Assessment	(2)(e)2.(ii)	Ability to analyze and reflect on results of assessments to determine the direction of future instruction.	Students will be given data sets with results from various assessments and they will work in groups to develop a presentation in which they provide an overview of the data, their implications, and suggestions for future instruction.	Group presentations will be evaluated and discussed by other students, as well as the instructor, through informal assessment.
Professionalism Assessment	(2)(e)2.(iii)	Ability to interpret and report results of student assessments to all stakeholders and create opportunities for productive discussions of these results.	Students will be required write letters to stakeholders and include their concerns and opinions regarding assessment. They will also be encouraged to participate in professional conferences in their field.	Letters address to stakeholders will be shared in class and discussed with other students, as well as the instructor. A copy of the final letter must be included in the teaching portfolio (see rubric for teaching portfolio).
Professionalism	(2)(f)1.(i)	Knowledge of professional organizations at local, state, and national levels.	Students will become familiar with the profession and find at least three professional organizations relevant to their field that they can join.	Students will discuss the benefits of joining professional organizations and to participate in professional conferences in foreign language teaching. Students will be required to attend at least one professional conference during the semester as

				assessed in the course portfolio.
Professionalism Reflection	(2)(f)1.(ii)	Knowledge of the value of advocacy for learning languages other than English.	Students will advocate for learning languages other than English by discussing the benefits of being bilingual and by creating scenarios in which knowing a second language becomes a necessity.	Students will discuss the benefits of being bilingual and they will present their scenarios in class. All scenarios will be evaluated and critiqued by other students, as well as the instructor, through classroom demonstrations, discussions, and informal assessment as encompassed in the participation grade.
Professionalism Reflection	(2)(f)2.(i)	Ability to select appropriate professional development opportunities to strengthen linguistic and cultural competence.	Students will become familiar with the profession and find at least three professional organizations relevant to their field that they can join.	Students will discuss the benefits of joining professional organizations and to participate in professional conferences in foreign language teaching. Students will be required to attend at least one professional conference during the semester.
Professionalism Collaboration Reflection	(2)(f)2.(ii)	Ability to promote learning of languages other than English to help students succeed as responsible members of a multicultural society.	Students will promote and encourage cultural understanding and respect by presenting and discussing different scenarios that address the everyday issues of our multicultural society.	All scenarios will be evaluated and critiqued by other students, as well as the instructor, through classroom demonstrations, discussions, and informal assessment encompassed in the participation grade.


Evaluation Procedures: the final grade for this class will be based on the following components:

Observation reports (3)	15%
Lesson plans (2)	10%
Midterm exam	15%
Teaching demonstrations (2)	10%
Teaching portfolio & Teaching philosophy	20%
Research proposal or Final exam	20%
Class discussions, attendance, and participation	10%




Professional behavior

You are expected to come to class prepared and to be respectful toward the instructor and other students. In addition, students are expected to adhere to a dress code similar to that of teaching professionals (jeans are permitted but clothing must be modest in coverage). While in the field, as a representative of UNA, you are expected to behave in a professional manner toward teachers, students, and administrative personnel, as well as to respect their policies regarding dress code and cellphone use. Interactions with students outside of the classroom (other than professional customary greetings) is prohibited (no Facebook or other exchange of personal information is allowed).

UNIVERSITY POLICIES

 **Academic Honesty:** Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

-  The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
-  If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
-  If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to

the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

✚ If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

✚ **Communication:** The official method of communication at UNA is UNA portal, with emphasis placed on University email.

✚ **Disability Accommodations:** In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

✚ **Title IX:** The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also

prohibited. UNA's policies and regulations covering discrimination and harassment may be accessed at www.una.edu/titleix. If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

TENTATIVE SCHEDULE OF CLASSES

Week	Reading	Due dates
Week 1	Introduction to the class	and organization of course requirements
Week 2	Textbook: Prelim. chapter	Note: UNA closed on Monday, January 18th
Week 3	Textbook: Chapter 1	
Week 4	Textbook: Chapter 2	
Week 5	Textbook: Chapter 3	Lesson plan 1 due
Week 6	Textbook: Chapter 4	Note: UNA closed on Friday, February 19th Observation report 1 due Teaching portfolio (first submission)
Week 7	Textbook: Chapter 5	
Week 8	Midterm exam	
Week 9	Textbook: Chapter 6	
Week 10	Textbook: Chapter 7	
Week 11	Textbook: Chapter 8	Note: UNA closed on Friday, March 25th Observation report 2 due Teaching portfolio (second submission)
Week 12	*** Spring break ***	
Week 13	Textbook: Chapter 9	
Week 14	Textbook: Chapter 10	Teaching philosophy due
Week 15	Textbook: Chapter 11	Lesson plan 2 due
Week 16	Textbook: Chapter 12	Observation report 3 due Teaching portfolio due (final submission) Note: Study day → Thursday, May 5th

NOTE: These dates and topics are tentative and I reserve the right to change them. AA-B

Revised Spring 2016

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

*“Engaging Learners,
Inspiring Leaders,
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares “**Knowledgeable Practicing Professionals**” who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

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