

## MIT: Thinking Globally, Teaching Locally: Educating for Active Citizenship World Language Methods -- Spring 2010

“Learning to communicate in languages of the world helps students in Washington state become global citizens, ready for life in the interconnected world of the 21st century.” OSPI website <http://www.k12.wa.us/WorldLanguages/default.aspx>

Below are excerpts from the endorsement competencies for teachers of world languages as expressed by OSPI. Many of the competencies are ones you have met before coming to Evergreen, others you are learning in other strands of the program. We will work on deepening our knowledge and practice of those areas in the shaded boxes below. (For the whole set of competencies, see: <http://www.k12.wa.us/certification/profed/2007Standards/WorldLanguage.pdf>.)

**3.0 Common Core - Language Acquisition/Teaching: *Competent teachers of world languages understand second language acquisition theories and their applications to teaching methodologies.***

**Teachers of world languages know and understand:**

**3.1** Second language acquisition theories which can be used to help students develop proficiency, increase knowledge and strengthen cognitive skills.

**3.2** How to provide multiple paths to learning through a variety of teaching strategies.

**3.3** How to articulate curriculum and instruction to ensure a sequence of age-appropriate learning experiences, progressing from a simple to a more advanced use of the language.

**3.4** The current national standards for world language learning defined in the Standards for Foreign Language Learning: Preparing for the 21<sup>st</sup> Century (the 5 C's: Communication, Cultures, Connections, Comparisons, and Communities),

### **Common Core 3: Language Acquisition/Teaching**

**8.7** Apply different methodologies/approaches/strategies based on an understanding of current second language acquisition theories to the teaching of world languages to help students develop proficiency, increase knowledge and strengthen cognitive skills.

**8.8** Plan lessons written in a wider curriculum that includes age-appropriate learning experiences that are sequential, long range, and continuous with the goal that over a period of years students will progress from a simple to a more advanced use of the language.

**8.9** Connect the target language to other content areas such as math, science, economics history, geography, dance, music, theatre and visual arts in meaningful learning experiences.

**8.10** Align lessons to the current national standards for language learning defined in the Standards for Foreign Language Learning: Preparing for the 21<sup>st</sup> Century (the 5 C's: Communication, Cultures, Connections, Comparisons, and Communities), published by the American Council on the Teaching of Foreign Languages (ACTFL).

### **Required Texts**

- Richards, Jack C., Rodgers, Theodore S. and Swan, Michael. (2001). Approaches and Methods for Teaching Language. Cambridge University Press; 2nd edition.
- Mitchell & Miles (2004) Second language learning theories.

## **A. How are other languages learned? What are the implications for my teaching?**

**At the end of our work together you should be able to demonstrate the ability to:**

- Explain perspectives on second-language acquisition
- Articulate the underlying assumptions about language acquisition embedded in different teaching methodologies.
- Articulate how your teaching philosophy is informed by SLA.

**A1. Weekly Visual Map Seminar prep** Each week bring a visual map that illustrates the key concepts and relationships outlined in the chapter we are reading.

1. The book systematically walks through a set of perspectives on how language is learned. It is organized around a set of questions that we will use to compare and contrast and make sense of this material. Your visual map should capture the views on (i) language; (ii) language learning; and (iii) learner.
2. Identify a standard that you plan to focus on for your curriculum unit or a language concept that you plan to teach in your try out teaching. Describe it, then identify 2-3 implications of the perspective for how that language concept should be taught in a unit.
3. Finally, in light of our work on critically reviewing the research, list the kinds of research evidence used to inform each of these perspectives.

**A2. Final reflective assessment due Week 10**

- (i) Take the visual map of the language acquisition process you created for week 1 and revise it so that it captures additions and changes to your original conceptions. List the key ways in which your understanding of second language acquisition have become more informed, complex or challenged.
- (ii) Write a paragraph that explains how the language acquisition process impacts your understanding of your role as a world language teacher.
- (iii) Write 1-2 paragraphs to your future students, and explain how the ways you teach is informed by how people learn other languages.
- (iv) Identify parts of this material that you need to understand better, and why. Identify the questions you are left with.

## B. How do I use standards, assessment & the everyday uses of language to inform my teaching practice? (i.e. What should I teach? How should I teach it?)

At the end of our work together you should be able to demonstrate the ability to:

- Map out appropriate scope and sequence of a curriculum reflecting simple to more advanced uses of language.
- Plan lessons and curriculum in a way that is informed by the voluntary Washington ACTFL standards.
- Develop lesson plans informed by the level of language proficiencies students demonstrate.
- Develop curriculum unit that relates world languages to other content areas such as math, science, economics history, geography, dance, music, theatre and visual arts in meaningful learning experiences.

### B1. Get to know the standards

Self-assess yourselves on the Nebraska state standards.

(<http://www.nde.state.ne.us/FORLG/Frameworks/Frameworks.pdf>). These are the standards that are more spelled out than what's on OSPI's website and are informed by the same ACTFL standards that inform Washington State's voluntary standards.

What does self assess mean?

Print out and look at the progress indicators for the 5 goals (starting pages 23,43, 51, 61,& 71).

Then:

- (i) List your where your strengths are in EACH of these areas and ways in which you'd need to refine your strengths. Spell out what it means to learn a language from the perspective of these goals.
- (ii) Without cracking open a book or doing any research, draw a picture that captures your understanding of how languages beyond the mother tongue are learned. What are the stages and processes a person goes through to learn another language?
- (iii) brainstorm and recall strategies you've seen used/experienced that are used to teach languages beyond the mother tongue.

Compare and contrast the standards with ACTFL standards (Sonja will bring these to class, but you may decide to order the complete set yourself from [www.actfl.org](http://www.actfl.org))

### B2. Get to know your students

**(a) Subject matter biographies (due week 2):** Interview both yourself and 3 students from the field about your experiences, reasons for, interest and self-concepts learning second language. Notice similarities and differences between your interview and those of your students. Write up what learned from interviews and identify how the curriculum unit might address what you know about the prior knowledge, experience, and interests of your students.

Interview questions:

- How do you feel about \_\_\_\_\_?
- What kinds of experiences have you had with \_\_\_\_\_ in classes before this one?
- What do you like best about \_\_\_\_\_?
- What problems do you have with \_\_\_\_\_?
- What would make \_\_\_\_\_ especially interesting to learn?
- Is there anything else you'd like me to know about you and \_\_\_\_\_?
- When not in school, what kinds of things do you like to do \_\_\_\_\_?

**b) Student conceptions interview (week 4):** Find out what your students know and understand about the language concept/standard that you are aiming for. What do students already know about this concept? What kind of things do they find confusing about it? In what ways could their use of the concept be refined? Pick one particular piece of knowledge/skill that you plan to focus your 3 day lesson on. (Sonja will give more information on this interview)

### **B3: Practice teaching**

Over the course of the quarter you will write lesson plans, teach, critically reflect on and revise three 20 minute lessons to your colleagues. As a class we will then take time to provide peer feedback on strengths of the lessons and areas for growth; paying particular attention to how the pedagogical strategy was used, examining the underlying assumptions about language acquisition inherent in the method, and identifying the functions and purposes of the strategy. (See B5 for special instructions for final practice teaching weeks 8&9)

#### The week you are teaching:

- (i) Use one of the pedagogical strategies described in the assigned chapters of *Approaches and Methods for Teaching Language* for that week
- (ii) Write a clear four-column lesson plan that includes enough detail so that your reader can create the lesson in his or her imagination, even without actually experiencing it. In addition the lesson plan should include (a) a clear learning objective; (b) the relevant World Language standard you are aiming for; and (c) the concept/big idea your lesson is targeting. Finally, (d) make sure the fourth column includes specific actions and questions you anticipate being necessary during the lesson.
- (iii) Plan and conduct a formative assessment that provides you information on what the student is learning, and what your next steps would be. (Use Stiggins to help you develop this assessment).
- (iv) Write a paragraph that explains: 1.) How your lesson conforms to the principles of the pedagogical strategy you are using; and that 2.) imagines the learning goals of the larger unit the lesson could be part of.

#### The week after you have taught a lesson:

- (i) Write a critical reflection and revision of the lesson in which you do examine the strengths and areas for growth of the lesson in light of your learning objectives. Use the following guiding questions to inform your reflection:
  - Was I able to anticipate what students would do and say?
  - Were my interventions effective?
  - What ideas did students have that I did not anticipate?
  - In what ways did the lesson plan help my teaching of the lesson?
  - What do evidence do I have of student learning?
  - What evidence do I have that content was both accessible and rigorous?
  - What changes do I need to make to make the strategy accessible for all students?
- (ii) Revise the 4 column lesson plan in light of your experience and peer feedback.
- (iii) Use the assessment data to identify a next step, were you to continue on from here, with a lesson. (i.e. what have you learned from your students that they understand, and that they need to understand better?)

Hand in your critical reflection and revision to Sonja on Tuesday mornings.

#### **B4. Positive Impact on Student Learning Micro Teaching Project**

The purpose of this project is to practice using assessment to inform and critically reflect student learning in light of your teaching. The more specific details of this project will be given in week 2.

##### **(a) Peer review of 3-day micro-teaching lesson plans that are informed by analysis of student work** (due week 5):

Bring 3-4 samples of student work to class and be prepared to:

- share what you have learned from this data about student knowledge & skills.
- Identify one thing that you will focus your lesson on in light of this information.

Clearly scripted lesson plans that address this purpose. (make sure you have clear learning objective, relevant activity with methodology you plan to use, questioning strategies and relevant formative assessments mapped out).

##### **(b) Teach lessons over 3 consecutive days at your practicum site.** (week 6)

##### **(c) Critical reflection and analysis of student learning** (due week 7) – see handout for details.

#### **B5. Putting it all together and taking stock – final assessment (weeks 8 & 9):**

##### **(a) Teach a lesson that is informed by your micro-teaching experience**

- Use your micro teaching experience, observations of student work and write up, to outline the learning objectives and pedagogical strategies of the next 5 lessons you'd teach
- Teach one of these lessons (week 8/9).
- Write a 1 page rationale that explains why the focus and methods are appropriate in light of what you have learned about (i) the students prior knowledge and skills; and, (ii) language acquisition theory. Be prepared to present this rationale as part of your try-out teaching session (weeks 8/9).

##### **(b) Final reflection (weeks 9&10)**

- Critical reflection and revision on lesson taught week 8/9
- Revise your 1 page rationale that explains why the focus and methods are appropriate in light of what you have learned about (i) the students prior knowledge and skills; and, (ii) language acquisition theory.
- Use your experiences with the practice teaching, micro-teaching in the field and development of the curriculum project, to (i) assess where your strengths currently lie in developing and teaching world language lessons; (ii) identify 2-3 specific skills and knowledge that you need to refine and a specific plan for refining your skills in these areas.

#### **C. What should the role of technology be in my classroom? (due week 10)**

As I'm sure you know, children and adolescents today are immersed in an electronically based, technology-driven world. Most of your students will have never known a world without television, CDs, DVDs, TIVO's, iPods, podcasting, cell phones, texting, the Internet, instant messaging, Xboxes, PlayStations, and Wiis. Increasingly, articles are being written about the pros and cons of electronic media in the lives of children. Do uses of these media change children's brains? Do they affect reading and writing abilities? Creativity? Levels of activity and ability to sustain attention? What are the effects of the digital divide? What is the role of technology in the world languages classroom? Should teachers use computer games, web-based resources, and Internet research to support student learning? How are students being taught to find, evaluate, and make appropriate uses of Internet resources? These are all questions you will need to answer for yourself. To start you in that process, you will complete a technology resource notebook, DUE

WEEK 10 OF SPRING QUARTER, that includes:

**Information to gather for portfolio:**

1. Survey of the kinds of technology teachers & students use in the world language classrooms in each of your colleagues' schools.
2. Use the internet to learn about other ways teachers and students use technology in world language classrooms in public schools around the country.
3. Write summaries and critiques of two or three articles or websites you find about innovative uses of technology for world language classrooms.
4. Summaries and critical reviews of 4-5 potentially useful language web resources.
5. Summaries (with your responses) of any articles you find about when it is developmentally appropriate to use computer-based or web-based technologies with children and adolescents

**Final technology reflection:** What technology tools do you need to learn to support world language teaching in 21<sup>st</sup> century public school classrooms?

As you peruse the websites, use the following questions to guide your critiques. These are the same questions that would be helpful for your students to answer as they make use of electronic resources. These questions were adapted from *The Power of Questions* (pages 55-56) by Beverly Falk and Megan Blumenreich, Your critiques should answer these questions and then contain your conclusions about the relative strengths, weaknesses, and potential usefulness of the sites.

1. Who is the author of the site? If the author is one person, what are that person's credentials? If the author is an organization, check it out in *the Encyclopedia of Associations*. Is there an address or email address given? Why does it matter to know this information?
2. What country or state does this website come from? Why does it matter?
3. How objective is the website? What is its purpose – to inform you, convince you of a point of view, sell you a product or service, amuse or entertain you?
4. How current is the website's content? Has it been updated to reflect current news and trends? Check the date of creation, the last update, and if the links are up-to-date.
5. What is the intended audience for the site? At what age or reading level is it aimed?
6. How is the site organized? Is it organized logically? Is it well designed? Is it easy to navigate? Does it overwhelm you with ads?
7. Does it represent any biases against gender, ethnicities, religions, sexual orientation, gender?
8. What are the underlying assumptions about how learning occurs? In terms of literacy instruction, what model does the site seem to represent?

**Here are some resources to help you get started:**

- The IALLT Journal is the official publication of the International Association for Language Learning Technology. <http://ialltjournal.org/docs.xhtml>
- [http://www.actfl.org/files/816\\_WorkshopFlyer2010\\_v4\\_FINAL.pdf](http://www.actfl.org/files/816_WorkshopFlyer2010_v4_FINAL.pdf)
- <http://www.blogtalkradio.com/actfl>
- <http://www.edutopia.org/global-language-education-schools-online>

Date	Seminar	Try Out Teaching	Work due
<b>March 29 – April 2<sup>nd</sup></b>	<b>Goal:</b> We will pre-assess the concepts and pre-read the texts as a way to: (i) map out the learning objectives for the quarter, and (ii) examine how the projects you will work on will be relevant to meeting these objectives.  <u>Try out teaching outline</u> <ul style="list-style-type: none"> <li>Map out key distinctions between the methods in section 1. Identify methods you'd like to see modeled through lesson plans.</li> </ul>		<b>Self assessment on standards</b> (See assignment B1)  <b>Begin work on technology project</b> (see C)
<b>April 5<sup>th</sup> – 9<sup>th</sup></b>	<b>Language acquisition seminar</b>	Discuss assumptions about language acq embedded in approaches  Examine implications and possibilities of working with ACTFL standards  Big ideas & essential questions	<b>Read</b> <ul style="list-style-type: none"> <li>SL p1-28 Create visual map (see A1 below)</li> <li>Approaches p1-70</li> <li>Bringing the Standards into the Classroom: A Teacher's Guide  <a href="http://nflrc.iastate.edu/pubs/standards/guide.pdf">http://nflrc.iastate.edu/pubs/standards/guide.pdf</a></li> <li>Quality questions: Preface, Chapter 2. (skim chapter 1)</li> </ul> <b>Field work due</b> (see part B2a below): Subject matter biographies
<b>April 12<sup>th</sup> - 16<sup>th</sup></b>	<b>Language acquisition seminar</b>	<b>Communicative language teaching &amp; Natural approach</b>  <b>Teach:</b> group A  Discuss assumptions about language acq embedded in approaches	<b>Read</b> <ul style="list-style-type: none"> <li>SL p29-51 Create visual map</li> <li>Approaches p151-191</li> <li>Quality questions: Chapter 3</li> </ul> <b>Supplemental resource:</b> Richards "Communicative Language Teaching" <a href="http://www.cambridge.com.mx/site/EXTRAS/jack-CD.pdf">http://www.cambridge.com.mx/site/EXTRAS/jack-CD.pdf</a> Natural approach <a href="http://naturalway.awardspace.com/index.htm">http://naturalway.awardspace.com/index.htm</a>
<b>April 19<sup>th</sup> - 23<sup>rd</sup></b>	<b>Language acquisition seminar</b>	<b>Cooperative Language Learning &amp; Content Based Instruction</b>  <b>Teach:</b> group B  Discuss assumptions about language acq embedded in approaches	<b>Read</b> <ul style="list-style-type: none"> <li>SL p52-94 Create visual map</li> <li>Approaches P192-223</li> <li>Quality questions chapter 4</li> </ul> <b>Critical Reflection &amp; Revision:</b> group A  <b>Field work due</b> (see part B2b): Student conceptions interview - pre-assessment this week.  <b>Technology project check in</b>  <b>Supplemental resource:</b> Content integration <a href="http://www.cal.org/resources/digest/int-for-k8.html">http://www.cal.org/resources/digest/int-for-k8.html</a>

April 26 <sup>th</sup> – 30 <sup>th</sup>	Language acquisition seminar	<b>Task Based Approach Alternative approaches</b> Teach: group A	<b>Read</b> <ul style="list-style-type: none"> <li>SL131-158 Create visual map</li> <li>Approaches 223-243, 70-99</li> </ul> <b>Critical Reflection &amp; Revision:</b> group B  <b>Field work due</b> (see part B4a below): Analyze student pre-assessment data Micro-teaching lesson plan  <b>Supplemental resource</b> Task based Language Teaching: <a href="http://www.tblt.net/">http://www.tblt.net/</a>
May 3 <sup>rd</sup> – 7 <sup>th</sup>	<b>Micro teaching</b>		
May 10 <sup>th</sup> – 14 <sup>th</sup>	Language acquisition seminar	<b>Alternative approaches</b> Teach: group B	<b>Read</b> <ul style="list-style-type: none"> <li>SL 159-192 Create visual map</li> <li>Approaches 100-124</li> </ul> <b>Field work due (see part B4c below):</b> Positive impact on student learning analysis
May 17 <sup>th</sup> – 21 <sup>st</sup>	Language acquisition seminar	<b>Final assessment part 1</b> Teach: A Revision: B	<b>Read</b> <ul style="list-style-type: none"> <li>SL 193-222 Create visual map</li> <li>Approaches 125-150</li> </ul> <b>Plan &amp; teach lesson informed by results of micro teaching</b> (see part B5a below)  <b>Technology project check in</b>
May 24 <sup>th</sup> -28 <sup>th</sup>	Language acquisition seminar	<b>Final assessment part 1</b> Teach: B Revision: A	<b>Read</b> <ul style="list-style-type: none"> <li>SL 223-263 Create visual map</li> <li>Approaches 244-end</li> </ul> <b>Plan &amp; teach lesson informed by results of micro teaching</b> (see part B5a below)
May 31 <sup>st</sup> – June 4 <sup>th</sup>			<b>Final assessment part 2 &amp; Technology project due Tuesday morning.</b> (see parts A2, B5b & C below)
<b>EVAL June 7<sup>th</sup> – 11th</b>			World language methods evaluation Faculty evaluation