

World Languages Methods – MIT Widening the Circle -- 2013
for Claudia ☺

Objectives:

- **Develop a philosophy of teaching world language that identifies important areas of language development and strategies for developing language proficiency**
- **Demonstrate knowledge the following methods and approaches to teaching world language.** Identify key features of each approach. Identify underlying assumptions about learning and language development for each approach. Then Identify which of the following approaches you'd include in your practice. Explain how, when and why you'd engage these practices in light of what you understand about learning theory and language development.

Major Trends

- Oral and Situational Language Approach
- Audiolingual Method

Alternative Approaches and Methods

- Total Physical Response
- The Silent WAY
- Community language learning
- Suggestopedia
- Whole language
- Multiple Intelligences
- Neurolinguistic Programming
- The lexical approach
- Competency-based Language teaching

Current Communicative Approaches

- Communicative Language Teaching
- The Natural Approach
- Cooperative Language learning
- Content-Based Instruction
- Task-Based Language Teaching
- The post-methods era

- **Demonstrate the ability to develop lessons that are aligned with the the National Standards for Language Learning defined in the Standards for Foreign Language Learning: Preparing for the 21st Century** (the 5 C's: Communication, Cultures, Connections, Comparisons, and Communities)
- **Apply various approaches: Lesson planning, practice teaching and critical reflection --** After investigating these different approaches, identify 4 approaches that are aligned with your understanding of the learning process and your emerging philosophy of teaching lessons using 4 different approaches throughout the quarter. Coordinate with your practicum teacher to arrange for content focus and day when you can teach a lesson using each of these perspectives. Write fully scripted lesson plans that encompass each approach, practice teaching. Use formative assessment and feedback fro your teacher to inform and write a critical reflection on strengths and ideas for refinement.

- **Investigate professional literature to identify different perspectives on and approaches to a particular area of interest. Two that you mentioned in our conversation included:**
 - Investigate approaches to teaching grammar
 - Investigate approaches to integrating literature in world languages classroom
- **Practice methods in other program projects: (i) edTPA; and (ii) interdisciplinary curriculum unit which builds connects a Content Area Subject matter with World Languages.**

Resources to mine:

- Abstracts to Foreign Language Annals from the AFTL site --- become a member or use Interlibrary Loan to access relevant articles.
- Shrum, J.L. & Gilsan E.W. (2010) *Teacher's Handbook Contextualized Language Instruction* – (order from Summit to see if you want your own copy ☺)
- Teaching Foreign Languages – K-12 video series by Annenberg (http://www.learner.org/libraries/tfl/video/video_organizer_04.html)
- Websites dedicated to illustrating the above approaches & methods
- You tube videos illustrating approaches & methods.

Week 1 -- Develop a syllabus and set of assignments through which you will learn and meet the above objectives.

From Professional Educators Standards Board – Endorsement expectations for Teachers of World Languages

Teachers of world languages are able to perform the following as indicated in each Core stated below:

Child and Adolescent Development, Individuality and Diversity

8.1 Actively acquire knowledge of their students to foster their students' skills and interests as individual language learners.

8.2 Demonstrate the principles of equity, strength through diversity, and fairness toward all students.

8.3 Demonstrate the ability to work with students from diverse backgrounds, including students with special needs and native or heritage speakers of world languages.

Language and Culture

8.4 Draw on the knowledge of language and culture to set attainable and worthwhile goals for their students.

8.5 Demonstrate that an integral part of effective world language instruction is knowing the target cultures and language and how they are intimately linked with each other, and that no variety or dialect of a language is inherently superior to another.

8.6 Demonstrate in-depth knowledge and understanding of at least one region where the language is spoken.

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 21st Century (the 5 C's: Communication, Cultures, Connections, Comparisons, and Communities), published by the American Council on the Teaching of Foreign Languages (ACTFL).

8.11 Engage students in language learning and cultural studies using techniques which support mastery of the required state standards in other academic areas.

8.12 Draw attention to career options available for those who are proficient in world languages, emphasizing that knowledge of a language can provide career advancement within a given profession as well as expand employment opportunities for people around the globe.

Learning Environment

8.13 Create an inclusive, caring, challenging, and stimulating classroom environment in which meaningful communication in the target language occurs and in which students learn through active participation.

8.14 Create a learning environment that promotes lifelong learning and goes beyond the classroom to include families and communities.

8.15 Use language-appropriate resources and available technologies to meet the instructional and linguistic needs of all students and to foster critical and creative thinking.

Assessment

8.16 Employ a variety of assessment strategies that address the three modes of communication (interpersonal, interpretive, and presentational) and encompass the skills of reading, writing listening and speaking.

8.17 Use the results of both formative and summative assessments to monitor student learning, to assist students in reflecting on their progress, to report student progress, and to shape instruction.

Language Competency/Proficiencies

8.18 Demonstrate competencies in various components of the linguistic system—grammatical, lexical, phonological, orthographic, semantic, pragmatic, and discourse features needed to communicate in a variety of settings.

8.19 Function at a proficiency level equivalent to the Advanced Low level as defined by the American Council on the Teaching of Foreign Languages proficiency guidelines in speaking (1999), listening, reading and writing (1986).

Professional Development

8.20 Continually analyze, evaluate, and strengthen the effectiveness and quality of their teaching in order to enhance student learning.

8.21 Advocate for opportunities for students to study multiple languages both within and beyond the school.

8.22 Participate in professional growth opportunities such as maintaining membership in professional organizations, reading professional journals, attending conferences, and study and/or travel abroad, etc.

8.23 Keep current with events relevant to the cultures of the target language in their larger global context