

**Master of Science in Education Program
355/455 Methods of World Languages**

Fall Quarter, Wednesdays 6:00-9:00 Annenberg G32

Mark Bauman

mbauman@glenbrook225.org



Course Description

What are the goals of world language education? What are the best methods to meet these goals? What does it mean to teach in context? How can curriculum be aligned with state and national standards? What does transformative teaching and learning look like in a world language classroom? These are some of the questions this course will address in introducing the student to teaching a world language at the elementary, middle and high school level. Students will be introduced to recent research in second language acquisition and assessment in the light of the Illinois Content Standards for Foreign Language. Emphasis is placed on developing classroom techniques and lesson plans based on the five goals of foreign language teaching: Communication, Culture, Connections, Comparisons, and Community. Issues of technology, assessment, and classroom management will be explored. At the heart of the course will be how best to teach students of different ability levels “communicative competence” in the target language through the interpersonal, interpretive and presentational modes.

Modeling and reading will be the basis for lesson plans students will create and present to the class. The observation experience, lesson plan development, textbook readings and selected articles will form the basis for weekly discussions. Students will use their ongoing field observations to examine the ideas discussed. A cumulative final project will entail planning a unit for future use. The unit will be included in the student’s digital portfolio. Students will be given copies of many proven activities and connect their lessons to state and national standards on world language acquisition. Student lesson plans based on different topics will be created to begin building a professional portfolio.

Course Expectations, Policies, and Grading

Required reading:

Schrum, Judith L. and Glisan, Eileen W. (4th Edition). *Teacher’s Handbook*. Heinle & Heinle.
ISBN#: 978-1305109704 \$129.95

Recommended:

Sandrock, Paul. *The Keys to Assessing Language Performance*. ACTFL.

Lemov, Doug. *Teach Like a Champion: 49 Techniques That Put Students on the Path to College*. Jossey-Bass.

Articles on selected topics given when appropriate.

A current foreign language textbook of your choice to be used as a resource.

Assignments:

Lesson Plans: detailed written lesson plans are due when demonstrated. Focus should be on the integration of the interconnected goals of the World Language Standards.

Reading: weekly readings will form the basis for discussion.

Discussion & Reflection: case studies will be discussed and evaluated.

On-site Observations: discussion and reflection of on-site experiences.

Final Project: (details follow)

Large 3-ring binder with multiple dividers: preliminary language “tool kit” including model lesson plans, web sites, activities, games, visuals, professional articles, and other materials compiled during the quarter.

Assessment:

Attendance and classroom participation	25%
Teaching demonstrations and classroom discussion	20%
Lesson plans and reflection	25%
Final project	30%

FINAL PROJECT:

The final project should be a teaching unit based on an essential question that elicits cultural comparisons. The project is intended to be fully practical – a resource in progress to be used in the future.

Include:

A cover page including the essential question(s).

The scope and sequence of the unit

Five detailed lesson plans for five days of the unit

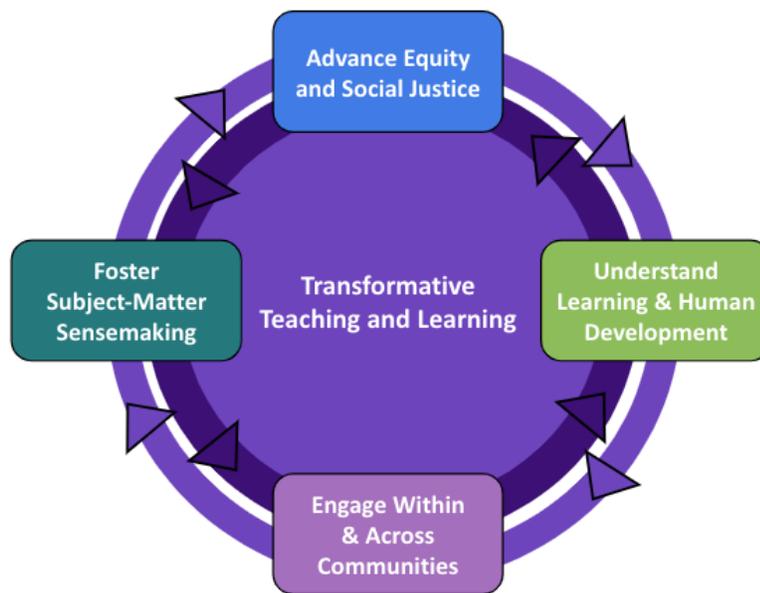
Integration of standards including the “Five C’s”.

Worksheets

2-3 formative assessments

Visuals, props or manipulative (photocopies or description)

A summative assessment combining two or more modes of communication with appropriate rubrics



The Northwestern Teacher Education Program's Guiding Commitments are:

- A statement of values about education for dignity, theories of learning as a social, cognitive, ethical and cultural process, and belief in the power of practices that create culturally sustaining & anti-racist learning environments
- Tools for strengthening our cultural life living through Course, "Discipline", Program, and Community
- Opportunities to build knowledge, enact practices/ performances, cultivate dispositions

Student Attendance Policy

"Student attendance at every class meeting is expected. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must inform the instructor before your absence. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of "Incomplete" and you will have to retake the class at another time."

Academic Integrity Policy

"Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit:

<https://www.northwestern.edu/provost/policies/academic-integrity/index.html>

Accommodations for Students with Disabilities

"Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers

in the academic setting, please contact AccessibleNU to move forward with the university's established accommodation process (e: accessiblenu@northwestern.edu; p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act."

COVID-19 Testing Compliance

"To protect the health of our community, Northwestern University requires unvaccinated students who are in on-campus programs to be tested for COVID-19 twice per week.

Students who fail to comply with current or future COVID-19 testing protocols will be referred to the Office of Community standards to face disciplinary action, including escalation up to restriction from campus and suspension."

Prohibition of Recording of Class Sections by Students

"Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the [University's Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up."

Support for Wellness and Mental Health

"Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the Counseling and Psychological Services (CAPS), Religious and Spiritual Life (RSL) and the Center for Awareness, Response and Education (CARE). Additional information on all of the resources mentioned above can be found here:

<https://www.northwestern.edu/counseling/>

<https://www.northwestern.edu/religious-life/>

<https://www.northwestern.edu/care/>"

COVID-19 Classroom Expectations

"Students, faculty, and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the [COVID-19 Code of Conduct](#). With respect to classroom procedures, this includes:

Policies regarding masking and social distancing evolve as the public health situation changes. Students are responsible for understanding and complying with current masking, testing, Symptom Tracking, and social distancing requirements.

- In some classes, masking and/or social distancing may be required as a result of an Americans with Disabilities Act (ADA) accommodation for the instructor or a student in the class even when not generally required on campus. In such cases, the instructor will notify the class.
- No food is allowed inside classrooms. Drinks are permitted, but please keep your face covering on and use a straw.
- Faculty may assign seats in some classes to help facilitate contact tracing in the event that a student tests positive for COVID-19. Students must sit in their assigned seats.

If a student fails to comply with the [COVID-19 Code of Conduct](#) or other University expectations related to COVID-19, the instructor may ask the student to leave the class. The instructor is asked to report the incident to the Office of Community Standards for additional follow-up.”

Exceptions to Class Modality (for hybrid or in-person sections)

“Class sessions for this course will occur in person. Individual students will not be granted permission to attend remotely except as the result of an Americans with Disabilities Act (ADA) accommodation as determined by AccessibleNU.”

Faculty may choose to include this additional statement:

“Maintaining the health of the community remains our priority. If you are experiencing any symptoms of COVID do not attend class and update your Symptom Tracker application right away to connect with Northwestern’s Case Management Team for guidance on next steps. Also contact the instructor as soon as possible to arrange to complete coursework.

Students who experience a personal emergency should contact the instructor as soon as possible to arrange to complete coursework.

Should public health recommendations prevent in person class from being held on a given day, the instructor or the university will notify students.”

Northwestern Teacher Education Working Professional Dispositions

At Northwestern University, we affirm that teaching is a scholarly, complex endeavor that requires an understanding of the intertwined nature of theory and practice. Teachers need to develop knowledge, skills, practices, and critical reflection, while they also actively and consistently demonstrate professional dispositions. We define dispositions as professional attitudes, stances, values and beliefs; we have collaboratively developed our program dispositions for transformative teaching and learning. Through integrated coursework, developmental advising, and field experiences, we commit to supporting educators as they develop both their pedagogy and professional dispositions.

Below each **bolded disposition** we have included descriptors that elaborate how each disposition might be enacted. This is not an exhaustive list and there are other ways that educators may demonstrate these dispositions. By design, some indicators do appear under multiple dispositions given the intersecting

nature of these categories.

Commitment to Advancing Equity and Justice

- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate a recognition that teaching grounded in equity and social justice is essential in any setting and in the teaching of all subject matter.
- Work to understand how inequity shows up in different settings and take steps to disrupt those patterns.
- Identify and strive to address inequities and power relations of systemic racism, sexism, socioeconomic classism, heteronormativity, ableism, and other forms of human oppression.
- Cultivate interactions that demonstrably value all students and stakeholders and their ideas.

Sense of Professional Responsibility and Commitment to Ongoing Growth

- Demonstrate self-awareness and self-management.
- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate an openness to feedback and integrate feedback into action.
- Seek out resources, feedback, and support based on interests and/or needs.
- Engage in critical self-reflection and reflection on practice; explain rationale for decisions grounded in research, theory, and lived experience.
- Apply feedback and demonstrate a willingness to make changes.
- Take action to learn and meet the professional expectations for each context (this includes everything from professional records to attendance to attire).
- Meet all legal and ethical requirements (including related to how to appropriately engage with students, colleagues, and stakeholders).
- Engage in a way that is reliable and trustworthy (this includes being punctual, prepared, present, etc.).

Reverence for Learners and Learning

- Demonstrate a commitment to all students as individuals with unique strengths and experiences; seek to understand and build relationships with all students.
- Maintain high expectations for all students; value and prioritize opportunities to advance learning.
- Recognize the complexity of teaching and learning.
- Demonstrate a strengths-based perspective and actively question and push back on deficit thinking.
- Value students' contributions and their diverse ways of knowing and being; commit to understanding students' thinking.

Focus on Collaboration

- Seek to build meaningful relationships by understanding, working with, and learning from others.
- Value the contributions of families and community members and actively work to meaningfully connect with them.
- Seek to understand and build relationships with schools, families, and communities as particular types of intersecting systems within a larger ecosystem that shape our students' lives.
- Maintain a focus on recognizing students' strengths, advancing learning (own and others), and finding positive solutions during all interactions.

Key Course Readings and Assignments

Week 1: September 22nd

Course Overview. Language Acquisition and Characteristics of the Modern Learner. Current Events in Education Policy and Reform. The three modes of communication and the path to proficiency. Instructional norms and the Backwards Design model. Guiding Commitments for Developing Educators to Engage in Transformative Teaching and Learning

Reading:

[S & G – CH 1 \(pp. 34-39\), CH 2 \(pp. 52-65\). P. 437](#)
[“Understanding by Design Framework”; McTighe & Wiggins](#)
[Familiarize yourself with ACTFL proficiency standards.](#)

Week 2: September 29th

Planning for Integrated Language Instruction. Connecting Language Learning to the Elementary School Curriculum. The three modes of communication. Connecting Standards to curriculum: course, unit, lesson development. Student Engagement and Instructional Norms. The OPI.

Reading: S & G – CH 3 (pp. 76-81), (pp. 88-100).

Discussion & Reflection: What were *your* expectations learning the target language? What is input? How do we as teachers provide comprehensible input? What is backwards design? How does the teacher effectively communicate course, unit, lesson and activity objectives? Thematic units and lesson plans for early grades, creation of planning webs for units, Bloom’s Taxonomy.

Observation Focus:

Ask if you can see the lesson plans that your mentor uses. Observe (1) openings, transitions, and closings and (2) the kinds of activities students are engaged in (i.e., speaking, listening, writing, reading) and with whom (themselves, classmates, teacher). Textbook review assignment (S&G p.65).

Week 3: October 6th

Framework of Communicative Modes – Interpretive Communication - Reading

Reading: S&G CH 6 (For sessions 3 & 4).

Discussion & Reflection: In what way is reading an interpretive and interpersonal activity?

Observation Focus: What do students read and how are reading lessons designed? Is reading an end in itself or does your mentor use it as a springboard for other activities? How is reading in the WL classroom measured against the ACT College Readiness Standards?

Assignment: Develop a lesson plan for an age and level appropriate authentic text including visuals, activities, vocabulary comprehension questions and assessment. Connect lesson to a larger, unit-based cultural context. Mini-demonstration.

Week 4: October 13th

Interpretive and Interpersonal Communication -- Listening

Reading: Refer back to Chapter 6 in S & G.

Discussion & Reflection: What implications do the text-and-reader-based factors have for teaching listening?

Observation Focus: What kinds of listening input do students receive, as part of a structured activity? How are they required to act on this input? In your classes observe the strategies the teacher uses when students fail to understand what has been said. How does the teacher facilitate comprehension?

Assignment: Develop and demonstrate a listening lesson plan for a song, news report, advertisement, etc. Include new vocabulary or a specific grammar point(s). Connect lesson to larger cultural context.

Week 5: October 20th

Reformulating Grammar Instruction

Reading: S&G CH 7 (pp.216-220).

Discussion & Reflection: How is the story-based approach to grammar instruction both implicit and explicit? S & G Case Study 1, pp. 240-241. For discussion, we will also examine materials on TPR Storytelling and teaching language in context.

Observation Focus: How is grammar taught in your observation classrooms? Is it taught implicitly or explicitly? What do students **do** with the grammar? Are the grammar points applied to the three modes of communication? Can students create with them?

Assignment: Develop and demonstrate a communicative grammar lesson focusing on implicitly teaching a specific grammar point. Include lesson, homework and/or assessment. Support your approach/approaches.

Week 6: October 27th

Developing Oral & Written Interpersonal Communication

Reading: S&G – CH 8.

Discussion & Reflection: How do we develop and encourage oral proficiency in our students? What type of feedback is most effective and why? OPI Can-do Statements.

Observation Focus: How does speaking in the target language occur in the classrooms you observe? In what ways does the teacher encourage speaking? How is student participation evaluated and communicated to students?

Assignment: Develop and demonstrate an interpersonal lesson plan. Include rubric.

Week 7: November 3rd

Developing Oral & Written Interpersonal Communication

Reading: S&G – CH 9.

Discussion & Reflection: How can students improve their writing skills? We will examine examples of student writing in the target language and evaluate them.

Observation Focus: What do students write? When? In response to what? How are they evaluated?

Assignment: Develop and demonstrate an IPA styled assessment combining at least 2 modes of communication. Optional: Bring rough outline of final unit.

Week 8: November 10th

Cooperative Learning and Technology in the Classroom

Reading: S&G CH 12. (pp. 449-460).

Discussion & Reflection: What are the advantages of using different types of technology in the teaching of world languages? What are the disadvantages? How is technology effectively integrated into the WL classroom while maintaining a communicative focus?

Observation Focus: How is technology used in the classrooms you have observed? Is it varied? Does the use of technology enhance instruction or the creation of a communicative environment?

Assignment:

Examine and assess a website designed for world language learners. Develop a language specific list of tech resources that can be readily implemented during student teaching.

Week 9: November 17th

Assessing Standard-Based Integrated Language Performance in Context/ Formative and Summative

Reading: S&G CH.11

Discussion & Reflection: What are the four basic principles language teachers need to follow in the development of classroom tests? How do you align formative and summative assessment in the three modes of communication and national standards? What alternatives do you think you would use in your classroom? How does the teacher assure an even assessment of the four skills? How does the teacher provide meaningful feedback?

Observation Focus: What assessment techniques have you observed? How does your mentor grade? Do students study? How?

Assignment: FINAL UNIT DRAFT- Mini presentation of final unit goals and objectives

Addressing Diverse Needs of Students/ Effective Strategies for Interacting with Parents/Colleagues/Supervisors. The Interview Process. Effective Classroom Management.

Reading: S & G. CH 10 Why would one student react positively to a certain activity or presentation while another student might react negatively? What are some of the strategies for meeting the needs of students with different learning styles and abilities?

Discussion & Reflection: How does the teacher establish successful classroom management strategies? Becoming an effective team member/leader. Parent/teacher and teacher/ supervisor relationships.

Observation Focus: How does your mentor provide for different learning styles and abilities? The job search and interview process.

Assignment: FINAL UNIT DUE