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| Summer Language Institute | Dr. Bonnie C. Holmes |
| Summer 2019 | Assistant Professor of Spanish |
| Guanajuato, México | holmesb2@sou.edu |

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# FL 512 – Teaching for Proficiency: Methods and Strategies

**Session 2: July 14 – August 2, 2019**

**8:00 – 9:50 M-F**

Course Description:

This course explores how proficiency standards can be applied in the classroom in conjunction with state and local standards based on the national standards for foreign language education as established by the American Council on Teaching of Foreign Languages (ACTFL). Students learn how to integrate the Five Cs of foreign language education: communication, cultures, connections, comparisons, and communities, with clearly defined proficiency standards for foreign language performance.

Student Learning Objectives:

After taking this course, students will be able to:

1. Discuss the theoretical issues that underlie past and present language teaching methodologies.
2. Align lesson plans and learning tasks with the National Standards for Foreign Language Education as established by the American Council on the Teaching of Foreign Languages (ACTFL).
3. Identify and create activities informed by the most recent and relevant language teaching research.
4. Develop an Integrated Performance Assessment addressing all three communicative modes (interpretive, interpersonal, presentational)

## https://images-na.ssl-images-amazon.com/images/I/51JpXgEKXLL._SX398_BO1,204,203,200_.jpgRequired Text

Shrum, J. L., & Glisan, E. W. (2015). *Teacher’s Handbook: Contextualized Language Instruction (5th Ed.)*. Cengage.

ISBN-13: 978-1305109704

All other assigned readings and resources will be scanned and posted in our Moodle course management site.

## Course Components and Evaluation

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| Attendance and Participation | 20% | 94%-100% = A | 90%-93% = A- |
| Reading/Discussion Guides | 20% | 87%-89% = B+ | 84%- 86% = B |
| Reflections | 10% | 80%-83% = B- | 77%-79% = C+ |
| Lesson plans | 30% | 74%-76% = C | 70%-73% = C- |
| IPA analysis and commentary | 20% | 67%-69% = D+ | 64%-66% = D |
|  |  | 60%-63% = D- | 59% or less = F |

**Attendance and Participation 20%**This course and the SLI offer you the valuable and relatively rare opportunity to spend several weeks dialoging with and learning alongside and from other professionals in your field. As such, attendance and participation are vital and are substantially weighted. Students can earn full credit for attendance/participation each day by arriving and leaving at the designated times and by actively contributing during class time. Active participation in group and class discussions will be characterized by thoughtful contributions that reflect completion of the assigned readings and synthesis of previously covered material.

Due to the intensive nature of the SLI program, attendance and punctuality are extremely important. Absences are not permitted. With each absence your grade will be lowered by 10%. In the case of an emergency or illness, the student should contact the professor and the director of the SLI program.

**Reading/discussion guides 20%**

Students will complete regular reading/discussion guides for assigned readings as indicated on the course calendar below. These guides are available on our Moodle site, and should be submitted in Moodle prior to the start of class time the day they are due. The purpose of the guides is to help focus students’ attention on the most pertinent parts of the readings. Additionally, the guides will provide students with questions to consider, and students’ answers to these questions will serve as the springboard for class discussion that day. All questions should be answered in students’ own words in narrative form, and answers consisting of information taken verbatim from the readings will not be accepted.

**Reflections 10%**

It is vital to our professional development and growth to consider how the concepts and skills we learn affect our own practices and beliefs about teaching. In order to provide an opportunity for this contemplation, students will complete three reflections in the form of public Moodle form posts. Student should answer the prompt thoroughly before also responding to two classmates’ posts. Responses should consist of well-thought-out comments that address specific content in their classmates’ reflection. Detailed instructions provided in Moodle.

**Communicative task development (3) 30%**Students will develop three communicative tasks pertaining to a single thematic unit or content area. Each of these tasks will focus specifically on one of the modes of communication (interpretive, interpersonal, presentational). Together, these tasks will also serve as the foundation of the Integrated Performance Assessment (IPA) and analysis portion of the course. Students will have the opportunity to informally present their working drafts of these tasks and to share ideas with classmates during the collaborative task development workshops indicated on the course calendar below. More detailed instructions provided in Moodle.

**Integrated Performance Assessment (IPA) 20%**

The IPA consists of the final versions of the three lesson plans you have created as well as a narrative that analyzes them as a cohesive assessment. Specifically, students’ analysis will contain a description of how the lesson plans build on one another, how they elicit authentic language use in a real-world context, and how their design reflects concepts learned in this course. Additionally, students will include a brief description of how student performance on each of the tasks would be assessed. Detailed instructions provided in Moodle.

COURSE CALENDAR:

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| **Class Date** | **Topics** | **Readings and Work Due** |
| Monday, 7/15 | **Introduction to the course and trends in language teaching**   * What does it mean to “know” a language? * How and why have language teaching methodologies evolved? | * Omaggio Hadley (2001). Ch. 1 pp. 1-8 * Lee & Van Patten (2003). Ch. 1 pp. 6-23 * **Reading/discussion guide** |
| Tuesday, 7/16 | **Introduction to second language processing**   * How do students process language when learning an L2? | * Shrum & Glisan (2015). Ch. 1 pp. 11-34 * **Reading/discussion guide** * **Reflection #1** |
| Wednesday, 7/17 | **Understanding the ACTFL standards**   * How does ACTFL characterize proficiency and performance? * What should students be able to do at various levels? | * ACTFL Proficiency Guidelines and 5 C’s for World Readiness * Omaggio Hadley (2001). Ch. 1 pp. 12-42 * **Reading/discussion guide** |
| Thursday, 7/18 | **Using the ACTFL standards**   * What is the role of the ACTFL standards in the language classroom? | * ACTFL Benchmarks and Can-Do Statements * Shrum & Glisan (2015). Ch. 2 pp. 46-64 * **Reading/discussion guide** |
| Friday, 7/19 | **Lesson Planning: Backwards Design**   * How can we purposefully structure our lesson plans with an end goal in mind? | * Shrum & Glisan (2015). Ch. 3 pp. 78-99 * **Reading/discussion guide** |
| Monday, 7/22 | **Task-based language instruction**   * How can we design and incorporate meaningful tasks to promote authentic communication? | * Richards and Rogers (2014). Ch. 18 pp. 223-243 * **Reading/discussion guide** |
| Tuesday, 7/23 | **The interpretive mode**   * How can we use an interactive approach to develop interpretive communication? | * Shrum & Glisan (2015). Ch. 6 pp. 178 – 206 * **Reading/discussion guide** * **Reflection #2** |
| Wednesday, 7/24 | **Using the PACE model to teach grammar**   * How can we use a story-based approach to teach grammar? | * Shrum & Glisan (2015). Ch. 7 pp. 216-236 * **Reading/discussion guide** |
| Thursday, 7/25 | **The interpretive mode: Processing instruction and structured input**   * How can we use research on the ways students process oral input to inform our teaching practices? * *Collaborative interpretive task development workshop* | * Lee & Van Patten (2003). Ch. 1 pp. 6-23 * **Reading/discussion guide** * **Rough draft of interpretive task lesson plan** |
| Friday, 7/26 | **The interpersonal mode**   * How do we develop oral and written interpersonal communication? | * Shrum & Glisan (2015). Ch 8 pp. 254-284 * **Reading/discussion guide** |
| Monday, 7/29 | **The interpersonal mode**   * How do we develop oral and written interpersonal communication? * *Collaborative interpretive task development workshop* | * **Rough draft of interpersonal task lesson plan** |
| Tuesday, 7/30 | **The presentational mode**   * How do we develop oral and written presentational communication? | * Shrum & Glisan (2015). Ch 9 pp. 299-330 * **Reflection #3** |
| Wednesday, 7/31 | **The presentational mode**   * How do we develop oral and written presentational communication? * *Collaborative presentational task development workshop* | * **Rough draft of presentational task lesson plan** |
| Thursday, 8/1 | **Integrated Performance Assessment**   * How do we assess students’ performance in real-world situations via an IPA? | * Shrum & Glisan (2015). Ch 11 pp. 418-423 * **Reading/discussion guide** |
| Friday, 8/2 | **Integrated Performance Assessment**   * How do we assess students’ performance in real-world situations via an IPA?   **Review and wrap-up** | * **IPA (final version of lesson plans and narrative)** |

COURSE POLICIES:

**SOU Cares:** SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at<http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

**Academic Honesty Statement and Code of Student Conduct:** Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited”. Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one’s own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one’s name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another. Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU’s Code of Student Conduct:<http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html> In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades.  Retain all written work that has been graded and handed back to you.

**Statement on Title IX and Mandatory Reporting:** Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please contact any of SOU’s confidential advisors (<http://www.sou.edu/ssi/confidential-advisors.html>), or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form <https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L>

**SOU Academic Support/Disability Resources:** To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541)552-6213** to schedule an appointment with Disability Resources.  The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at [www.sou.edu/dr](http://www.sou.edu/dr/) for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.