A. Course Description

This course is designed to equip pre-service and in-service language teachers with tools needed to facilitate contextualized and content-based language learning. These tools include standards-based teaching, learning, and assessment; current topics in today’s schools; addressing the needs of diverse learners; integration of technology for enhanced language teaching and learning; and textbook analysis and evaluation. This course is designed to blend theoretical knowledge and practical application in an interactive format which will give both pre-service and in-service teachers the background information and tools needed to enhance classroom teaching. Advanced study of second language pedagogy and teaching trends will be stressed. Field experience, self-monitoring, and critical reflection are key aspects of the course that will be used to assist the course participants in integrating and implementing content into their own teaching in order to improve instruction for language learners.

Required Textbooks


Required CD Rom

50 Years of Northeast Conference Report – Cost $20 – Make checks payable to (Northeast Conf on the Teaching of Foreign Languages) NECTFL

Optional Textbook

B. Course Outcomes
As a result of this course, students will be able to:
1. Demonstrate language proficiency using the 3 communicative modes
2. Begin the creation of a professional development portfolio which includes sample performance-based projects and critical reflections
3. Engage critically in the analysis of field-experience while examining student development and learner differences
4. Plan and implement content-based or thematic standards-based classroom instruction that enhances language learning, addresses the needs of diverse learners, and/or integrates technology
5. Critically evaluate and analyze foreign language textbooks
6. Articulate his/her philosophy of education for becoming a language teacher, stressing the importance of professional development

C. Relationship to Program Goals and Professional Organizations

<table>
<thead>
<tr>
<th>Course Student Outcomes (above)</th>
<th>ACTFL/NCATE Standards Domain</th>
<th>INTASC Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1a</td>
<td>P1</td>
</tr>
<tr>
<td>2</td>
<td>2a 3b</td>
<td>P2 P3 P7 P9</td>
</tr>
<tr>
<td>3</td>
<td>3a 3b</td>
<td>P2 P3</td>
</tr>
<tr>
<td>4</td>
<td>2c 3b 4a 4b 4c</td>
<td>P2 P3 P4 P6 P7</td>
</tr>
<tr>
<td>5</td>
<td>4b 4c</td>
<td>P8</td>
</tr>
<tr>
<td>6</td>
<td>6a 6b</td>
<td>P10</td>
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</tbody>
</table>

Key: TESOL/NCATE Standards and Domains
INTASC = Standards for Licensing Beginning Teachers, where P = principles

1. **Knowledge base for teaching in the second language classroom.** Learn the fundamental concepts of the knowledge base pertaining to second language acquisition/learning, and the teaching of other second and foreign languages; psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.

2. **Utilization of research.** EDCI 684 students should be able to understand and critically evaluate second language learning theories and engage in systematic investigation of the knowledge base to inform their own or others teaching practices.

3. **Classroom teaching.** EDCI 684 students should be able to plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their student’s needs and characteristics. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.
4. **Curriculum.** Students will develop the skills needed to design, implement foreign/second language teaching strategies.

**The EDCI 684 relationship to National and State Standards include:**
The ACTFL Standards for Pre-K-12 Students
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
National Board for Professional Teaching Standards (NBPTS)
Virginia Standards of Learning (SOLs)

**The EDCI 684 relationship to professional organizations include:**
EDCI 684 follows the guidelines and recommendations made by the American Council on the Teaching of Foreign Languages (ACTFL), the National Association for Bilingual Education (NABE), National Board for Professional Teaching Standards (NBPTS), Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for Accreditation of Teacher Education (NCATE) the National Association for Multicultural Education (NAME). ACTFL along with NABE and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society.

**D. Course Delivery**
This course is highly interactive by design. It is predicated upon expanding the practitioner’s professional development through **reflective practice,** **professional development portfolio creation,** **learning by doing** and **discovery learning.** The class will be engaged in cooperative learning, small group discussions, whole class discussions, short lectures, student-led micro teaching simulations, guest speakers, videos, multimedia, and reflection. Assessment is based on performance-based projects. Two options are offered on the mid term and final projects. Students are encouraged to select a project that has particular relevance to their own respective teaching circumstance (current or future). Rubrics will be provided.

**Students With Special Needs:**
Students with disabilities that affect their ability to participate fully in the course or who require special accommodations are encourage to speak with the instructor so that appropriate accommodations might be arranged.
E. Course Themes

A. Standards-based teaching, learning and assessment
B. Current topics in today’s schools
C. Addressing the needs of diverse learners
D. Integration of technology for enhanced language teaching and learning
E. Textbook analysis and evaluation

Useful Foreign/Second Language Websites

1. Teaching Foreign Languages (TFL) Library Web: www.learner.org
2. American Council on the Teaching of Foreign Languages (ACTFL)
   www.actfl.org
3. Northeast Conference on the Teaching of Foreign Languages (NECTFL)
   www.nectfl.org
4. Foreign Language Association of Virginia (FLAVA)
   http://www.userhome.com/flava
5. National Capital Language Resource Center (NCLRC)
   nclrc@nicom.com
6. Fairfax County Public Schools (Foreign Languages)
   http://www.fcps.12us/DIS/OHSICS/forlang/
GRADING CRITERIA

1. Professional Development Portfolio, Attendance and Participation 10 Points
Students must purchase and maintain a three-ring binder (at least 3”) which will be used as a professional development portfolio; bring it to class every week, beginning week 2.
Two sections must be completed by March 29, 2004: I. Professional Documentation, and II. Content Knowledge and Planning for Instruction.
Students are expected to attend all classes, arriving on time. You must complete all reading assignments prior to class, engage in meaningful class discussion, participate actively in class activities, and provide constructive feedback to class members. ACTFL/NCATE Standards 1a, 4b, 4c,

2. Teaching Simulation 20 Points
Each student will do an in-class 15-minute (maximum) teaching simulation. The simulation will be done in the target language and will demonstrate one of the course’s five themes. Each student will prepare a handout that summarizes the course theme they chose and explain how the teaching simulation demonstrated it. There will be a follow-up discussion during which the class will give the presenter written and oral feedback. Creativity, visuals, and teacher-made materials are strongly encouraged. ACTFL/NCATE Standards 1a, 1b, 2c, 3a, 3b, 4a, 4b, 4c, 6b

3. Field Experience 20 Points
Pre-service: Field experience is an integral part of this course. You are to complete 2 activities (1) view a minimum of 3 videos from the TFL library and write an 1-page analyses/reflection, focusing on any of the themes of this course. (2) You will participate in a full-day on-site visit to Falls Church HS and write a summary paper/reflection, using the template of 20 questions provided. Typewritten/word processed will only be accepted. ACTFL/NCATE Standards 3a, 6a, 6b. Due April 19, 2004

In-service: Videotape - - a 20-minute clip of you and your class during a period of instruction. The videotape should portray how you apply various strategies and give a glimpse of the learning environment. You will write an analysis and reflection (pp. 15-16) describing this activity. ACTFL/NCATE Standards 1a, 1b, 1c, 2a, 2c, 3a, 3b, 4a, 4b, 4c, 5a, 5b, 5c, 6b
Due April 20, 2004

4. Mid Term Project 20 Points
Option A: Professional Journals/Periodicals Review and Analysis. ACTFL/NCATE Standards 6a, 6b.
Option B: Curriculum Development Realia Packet. ACTFL/NCATE Standards 4c, 5a.
Due March 22\textsuperscript{nd}

5. Final Project 20 Points
Option A: Evaluation/Analysis of Foreign/Second/World Language Textbooks. ACTFL/NCATE Standards 5a, 5c.
Option B: Staff Development Training Workshop. ACTFL/NCATE Standards 6a, 6b.

Due May 3rd

6. Philosophy of Education 10 Points
Write a two-page rationale, double-spaced paper (12-point font) in which you explicate your educational beliefs and evolving philosophy of education. Address your self-perceptions as a developing teacher to include qualities, characteristics, ideal professional preparation, and background experiences of an effective foreign/second/world languages teacher. You should answer the following questions: Why? What? For whom? How? With what outcomes? Since this is your own personal reflection, you may write in the first person and relate personal experiences. ACTFL/NCATE Standards 6a.

Due February 22\textsuperscript{nd}

- Using the designated ratings scale, requirements 1-5 will be added to calculate a final course grade.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SCORE</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0-100 points</td>
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<tr>
<td>A-</td>
<td>90.0-92.9 points</td>
</tr>
<tr>
<td>B+</td>
<td>88.0-89.9 points</td>
</tr>
<tr>
<td>B</td>
<td>83.0-87.9 points</td>
</tr>
<tr>
<td>B- or below</td>
<td></td>
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</table>
**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Jan 25</th>
</tr>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td><strong>THEME A – STANDARDS-BASED TEACHING, LEARNING, AND ASSESSMENT Weeks 1-3</strong></td>
</tr>
</tbody>
</table>
| *INTASC Principle #8: Assessment* Language teachers understand and use a variety of assessment strategies to monitor student learning, to inform language and culture instruction, and to report student progress.  
INTASC Principle #7: Planning for Instruction Language teachers plan instruction based on their knowledge of the target language and cultures, learners, standards-based curriculum, and the learning context. |
| Course overview  
Discuss Field Experience Requirements  
Readings’ Partners Selection  
Videotape sample presentation  
National and State Standards PowerPoint Presentation |

**Readings for next week:**  
Hadley-Omaggio 34-42  
Shrum/Glisan: Preface x-xviii, Preliminary Chapter pp. 1-10  
E-mail Dr. Haley to verify your accurate e-mail address.  
Log on to [www.learner.org](http://www.learner.org) Scroll down to Annenberg/CPB What’s New. Click on Teaching FL K-12 Library.  
Log on to Shrum/Glisan’s text web site: [http://thandbook.heinle.com](http://thandbook.heinle.com) |

<table>
<thead>
<tr>
<th>Feb 1</th>
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<tbody>
<tr>
<td><strong>Week 2</strong></td>
</tr>
</tbody>
</table>
| **Planning for Standards-based Instruction**  
**TFL Video: FL National Standards and Communication Modes**  
**TFL Video: Assessment**  
STUDENTS MUST SIGN UP FOR TEACHING SIMULATION  
BINDERS MUST BE PURCHASED FOR PROFESSIONAL DEVELOPMENT PORTFOLIO! |

**Readings for next week:**  
Omaggio-Hadley Chpt 1 AND The ERIC Review pp. 24-31 |
Feb 8  SITE VISIT FOR FIELD EXPERIENCE!!!

Week 3
Standards-based Teaching, Learning, and Assessment

Readings for next week:
Omaggio-Hadley, Chapt 3
Shrum/Glisan pp. 88-90

Feb 15

Week 4

THEME B: CURRENT TOPICS IN TODAY’S SCHOOLS AND FOREIGN/SECOND LANGUAGE CLASSROOMS – WEEKS 4-6

INTASC Principle #1: Content Knowledge Language teachers are proficient in the language they teach. They understand language as a system, how students learn a language, and how language and culture are linked. They are knowledgeable about the cultures of the people who speak the language.

INTASC Principle #10: Community Language teachers foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.

Guest Speaker: Shannon Vigeant
Methods & Approaches
Block Scheduling
Teaching Simulation #1 Theme A

Readings for next week:
Select a topic from Theme A or Theme B and search the NECTFL CD Rom.
Select 1 article to discuss in class.
Omaggio-Hadley – Epilogue, pp. 456-466
The ERIC Review pp. 2-23

Feb 22

Week 5
Classroom Management
Empowering The Learner
Teaching Simulation #2 Theme B
Philosophy of Education – See syllabus

Assignment for next week:
Srum/Glisan: Chapter 7
Mar 1

Week 6
Grading and its implications
Guidelines for communicating with parents
Parent/teacher conferences
Philosophy of Education Due
Teaching Simulation #3 Theme B

Readings for next week:
Shrum/Glisan Chpt 10
Omaggio-Hadley, pp. 345-264

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Mar 8

Week 7
THEME C – ADDRESSING THE NEEDS OF DIVERSE LEARNERS Weeks 7-8

**INTASC Principle #2: Learner Development** Language teachers understand how students learn and develop and can relate this to their development of language proficiency and cultural understanding. They provide learning experiences that are appropriate to and support learners’ development.

**INTASC Principle #3: Diversity of Learners** Language teachers understand how learners differ in their knowledge, experiences, abilities, needs, and approaches to language learning, and create instructional opportunities and environments that are appropriate for the learner and that reflect learner diversity.

Teaching Simulation #4 Theme C (3 presenters)
Multiple Intelligences and Learning Styles

Assignment for next class:
Work on Mid Term Project

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Mar 15

Week 8 - NO CLASS! SPRING BREAK

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Mar 22

Week 9
Mid Term Project Due – A segment to be presented in class
Differentiation of Instruction PowerPoint Presentation
<table>
<thead>
<tr>
<th>Mar 29</th>
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<tbody>
<tr>
<td><strong>Week 10</strong></td>
</tr>
<tr>
<td><strong>THEME D – INTEGRATION OF TECHNOLOGY FOR ENHANCED TEACHING AND LEARNING</strong> Weeks 9-11</td>
</tr>
<tr>
<td>Multimedia Demonstration – Class</td>
</tr>
<tr>
<td>Teaching Simulation #5 – Theme D</td>
</tr>
<tr>
<td>Sections I and II of Professional Development Portfolio to be completed</td>
</tr>
</tbody>
</table>

**Reading for next week:**
Search NECTFL CD Rom for articles on this theme and come to class prepared to share your findings.
Shrum/Glisan  Chpt 12, first half
The ERIC Review pp. 60-66

<table>
<thead>
<tr>
<th>Apr 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 11</strong></td>
</tr>
<tr>
<td><strong>Sections I and II of Professional Development Portfolio to be presented</strong></td>
</tr>
<tr>
<td>Technology and Standards-based teaching</td>
</tr>
<tr>
<td>Technology and Diverse Learners</td>
</tr>
<tr>
<td>Teaching Simulation # 6 – Theme D</td>
</tr>
</tbody>
</table>

**Reading for next week:**
Shrum/Glisan, Chapt 12, second half

<table>
<thead>
<tr>
<th>Apr 12 – Dr. Haley presenting at AERA in Montreal</th>
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<tbody>
<tr>
<td><strong>Week 12</strong></td>
</tr>
<tr>
<td>Virtual class this week.</td>
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<tr>
<th>Apr 19 –</th>
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<tbody>
<tr>
<td><strong>Week 13</strong></td>
</tr>
<tr>
<td>Pedagogical implications for using technology</td>
</tr>
<tr>
<td>Technology and textbooks</td>
</tr>
<tr>
<td>Teaching Simulation # 7 - Theme D</td>
</tr>
<tr>
<td>Field experience reports (pre-service) and videotapes (in-service)</td>
</tr>
</tbody>
</table>

**Assignment & Readings for Apr 26st:**
Shrum/Glisan, pp. 56, 59
Omaggio-Hadley, pp. 459-461
### April 26
Meet in Johnson Center Book Repository. Full details provided by Prof Haley.

Field experience reports and videotapes due

### May 3
<table>
<thead>
<tr>
<th>Week 15</th>
<th>Final Project – To be presented and/or discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>Development</td>
</tr>
<tr>
<td>Portfolio Due</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>Goal</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Field Experience</strong></td>
<td>Pre-Service: To learn and become familiar with innovative practices.</td>
</tr>
<tr>
<td>Pre-Service Teachers – Field Experience Logs</td>
<td>In-Service: Videotape should portray how you apply various strategies and give a glimpse of the learning environment. Videotape is to provide as authentic and complete a view of your teaching as possible. A videotape is an indication of how you interact with students, the climate you create in the classroom, the ways in which you engage students in learning.</td>
</tr>
<tr>
<td>In-Service Teachers – Videotape and written commentary</td>
<td></td>
</tr>
<tr>
<td><strong>1 Teaching Simulation</strong></td>
<td>Simulate a mini lesson based on one of the 5 course themes, using lesson plan template provided.</td>
</tr>
<tr>
<td><strong>Mid-Term Project</strong></td>
<td>Option A: Professional Journals/Periodicals Review and Analysis</td>
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<tr>
<td></td>
<td>Option B: Curriculum Realia Packet</td>
</tr>
<tr>
<td><strong>Final Project</strong></td>
<td>Option A: Evaluation/Analysis of Foreign Language Textbooks</td>
</tr>
<tr>
<td></td>
<td>Option B: Staff Development Training Workshop</td>
</tr>
<tr>
<td><strong>Professional Development Portfolio,</strong></td>
<td>Sections I and II of Portfolio completed by Mar 30th.</td>
</tr>
<tr>
<td><strong>Attendance, and Participation</strong></td>
<td>Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.</td>
</tr>
<tr>
<td><strong>Philosophy of Education</strong></td>
<td>Two-page rationale of educational beliefs and evolving philosophy of education.</td>
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</table>
GUIDELINES AND TEMPLATES

GUIDELINES FOR TEACHING SIMULATIONS

1. Prepare a lesson plan (to be distributed in class) using page one of the template provided. This is to be distributed in class. Page two of the lesson plan is to be completed after your teaching simulation and submitted to Professor Haley the following week. Read at least three articles or additional resources on the theme you have chosen.

2. You will work individually for your teaching demonstration. You have 15 minutes. Plan your time carefully. The majority of your time should be spent teaching. You may take 5 minutes to provide background information about the theme and the class will take 5 minutes at the end of your demonstration to give you feedback and ask questions.

3. The demonstration may include:
   - Background information about the theme
   - The type of class your particular demonstration is intended for, e.g., level of proficiency, grade level, type of class, etc.
   - Skills you are teaching and basic objectives of the lesson
   - Special teacher-made materials; props and realia are strongly encouraged
   - Possible follow-up activities to the lesson you have presented
   - How you might conduct assessment of the lesson you have presented, if appropriate
   - Others you can think of....

4. BE CREATIVE!

5. Try to spend less time talking about the theme, more time demonstrating it. You may decide to introduce your lesson by discussing the theme first or you may wish to immerse us in the experience and explain after the demonstration.

6. We will be your students. You may assign us whatever roles and ages you wish.

7. Prepare a handout for the class AND your lesson plan. It can be short. It might be a summary of some points you have made or it might be sharing something from the lesson you have developed that class members might like to use in their own teaching.
EVALUATION of your teaching demonstration will be based upon the following criteria:

- Language Proficiency
- Quality of lesson plan
- Simulation conducted in the target language
- Effective Use of Time
- Presentation demonstrated Course Theme
- Flexibility
- Creativity
- Accurate Summary
- Useful Handout
EDCI 684 – TEACHING SIMULATION
Advanced Methods of Teaching
Foreign/Second Languages
in PK-12 Schools

4 = Outstanding       1 = Poor

Presenter:_________________________

Theme:___________________________

Date:___________________________

<table>
<thead>
<tr>
<th>Language Proficiency</th>
<th>Quality of Lesson Plan</th>
<th>Simulation done in target language</th>
<th>Effective use of time</th>
<th>Presentation demonstrated the course theme</th>
<th>Flexibility</th>
<th>Creativity</th>
<th>Accurate Summary</th>
<th>Useful Handout</th>
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Comments/Recommendations:______________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
__________
Sample Lesson Plan – Secondary Level
FOREIGN/SECOND LANGUAGES

Teacher_____________________________
School____________________________
Grade(s)___________________________ Language(s)_______________________
Level(s)___________________________
Date___________________________ Number of Students __________
Time___________________________

PLANNING PHASE
Performance/Task-based Objectives
1. 
2. 
3. 

Standards:
National_______________________________________
State__________________________________________
Local_________________________________________

TEACHING PHASE
(1) Preparation
Lesson Outline:
Warm-up Activity______________________________
Theme or Topic_________________________________
Vocabulary____________________________________
Verb(s)_______________________________________
Grammatical structure(s)________________________
Cultural perspectives____________________________
Listening/Reading/Viewing selection(s)_____________

(2) Presentation and (3) Practice
Three Modes:
Interpersonal Activities:____________________________
Presentational Activities:____________________________
Interpretive Activities:______________________________

Methods/Approaches/Strategies:

(4) Evaluation
(5) Expansion/Extension

Sample Lesson Plan continued

Other Activities:
Materials:_____________________________________________

Assessment:____________________________________________

Technology:____________________________________________

Homework:_____________________________________________

Closure:________________________________________________

Follow-up:_____________________________________________

REFLECTION PHASE

Efforts to Accommodate
Visual learners_________________________________________
Auditory learners_______________________________________
Kinesthetic learners_____________________________________
Specials needs learners (Disabled and/or Gifted)________
Heritage/Native speakers_______________________________

What worked well?

What didn’t work well?

What will you do differently as a result of this plan?

How might this lesson be improved?

One important thing I learned was

____________________________________________________

Created by: Dr. Marjorie Hall Haley - 2001 - George Mason University
Guidelines for Field Experience

GUIDELINES FOR FIELD EXPERIENCE – PRE-SERVICE TEACHERS

INSTRUCTOR: Dr. Marjorie Hall Haley

COURSE DESCRIPTION:
Study of theories and methods of Foreign/World Language teaching, with practical application to the classroom. Field experience required for those seeking initial teacher certification.

FIELD EXPERIENCE OBJECTIVES: PRE-SERVICE TEACHERS
1. To observe the application of Foreign/World Language teaching strategies and methods embodied in the classroom procedures of the cooperating teachers at K-12 levels.
2. To learn and become familiar with successful and innovative practices.
3. To gain valuable insight into student responses to each type of activity.
4. To get to know students at a given age and grade, areas of strength and weakness, and general learning pace.
5. To become familiar with special Foreign/World/ESL resources and activities in the particular school: (a) computer laboratory (where used), its functioning, specific tapes (or software) available for use; (b) films, tapes, slides, records, or any other multimedia relating to language; (c) special Foreign/World/Bilingual/ESL classrooms, i.e., electronic, transition immersion, self contained, as well as those decorated with posters, interactive bulletin boards, and learning centers.

Method: As a requirement of the GMU Graduate School of Education, participants will engage in an on-site school-based field experience. Students will engage in observations, interactions with students and in teacher interviews in the school setting. A short written report, due before the end of the semester should consist of three principle parts and be a total of 3-4 pages, single-spaced, 12 pt font, in length. Guidelines and suggested report format are listed below

Part I -- INTRODUCTION – Use this section to introduce where you observed, demographics of the school community, etc. Follow the list below as a guidepost for things you may wish to observe. It is not necessary to try and cover all 20 items.

You are to complete a full-day on-site field experience. Placement will be made for you. Two activities must be completed after this: (1) You will write a one-page description of what you observed and taught during your field experience. Include in this description when, where, what, with whom you worked, and what you taught. (3) Using the template of 20 questions provided, complete 2 of these during the course of your 10 hour field experience. Typewritten/word processed will only be accepted.
1. Describe the way the teacher began the class. Did it lead into the lesson effectively? Why or why not?
2. How was homework done for today checked?
3. Were the objective(s) of today’s lesson provided for students? If yes, what were the objective(s) and how were they provided?
4. Describe how material was presented and practiced?
5. How was culture integrated into the lesson?
6. Describe the students in the classroom in terms of abilities and level of interest. How did the teacher account for the diversity of abilities in the class? Were there any students with physical and/or learning disabilities? If yes, how did the teacher deal with them? How diverse were the students in terms of cultural/ethnic/racial background and socioeconomic class? Did this diversity in any way affect the class procedures or activities?
7. What techniques were used to get students to speak?
8. Was the atmosphere conducive to motivating students to participate actively? Explain.
9. How did the teacher keep students on task?
10. What opportunities were given for students to interact with each other?
11. How much target language use did you observe? Comment on this.
12. How did the teacher maintain discipline and/or handle discipline problems? Comment on the effectiveness of these strategies.
13. Was this a teacher-centered or student-centered class? Explain.
14. Describe the rapport between teacher and students.
15. What materials were used in the lesson and how did they facilitate learning? Examples: visuals, tapes, computer, realia.
16. Describe the transitions made between activities.
17. How did the teacher bring the class to an end (closure)?
18. What do you think the teacher had to do in order to prepare for teaching this class? How much time do you think it took?
19. Does observing this class increase your desire to be a teacher? Explain.
20. What do you feel you would need to learn before being able to teach a lesson such as this?

PART II – INTERVIEWS WITH TEACHER(S) – plan to conduct at least one interview with a teacher. Use the following questions as guides (add your own as appropriate).

1. What instructional approaches work well for this age group?
2. In terms of classroom management, what strategies are most effective for your students?
3. What are some effective methods/strategies/assessments for working with students from many different countries?
4. What are the areas of weakness or difficulty for students at your grade level and what do you do to overcome these difficulties?
5. In what ways do you assess student progress?
6. How would you describe your teaching style?
7. How has your teaching style changed since you started your career?
8. What do you (or your school) do to build partnerships with the ESOL students’ families
9. How would you go about establishing better communication with the parents of ELLs?

PART III – REFLECTION - Summarize your learning from each observation and interview. This provides you the opportunity to connect theory to practice. As you think and write about these school-based experiences, refer to the course content, readings, and discussions. Synthesize this information and apply it to the class content as well as your future (or current status) as an ESL or Bilingual teacher.

SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE:

1. Work with individual students or small groups to gain confidence and make some initial contact with students.

Note: Pay strict attention to the above guidelines. Remember, you are a guest in these schools and classrooms. Appropriate attire and conduct are mandatory. Professional courtesy is essential. If you must cancel a scheduled visit, call as soon as possible to let the teacher know.

These teachers are not on display. They have willingly agreed to make themselves available to you. Try to be helpful and lend assistance where possible. This is to be an interactive experience - not passive.

Part IV – TFL Video Tape
You will view no fewer than 3 video tapes from the TFL Library series and write a 1-page analyses and/or reflection. Of primary importance is to synthesize information from any of the themes covered in this course. These may be turned in as they are completed.
In-Service Teachers Field Experience
Guidelines for Videotaping
IN-SERVICE TEACHERS ONLY

It is important to remember that the purpose of the videotape is to provide as authentic and complete a view of your teaching as possible. A videotape is an indication of how you interact with students, the climate you create in the classroom, the ways in which you engage students in learning. A picture is “worth a thousand words” in conveying to others how you practice your profession, the decisions you make, and your relationships with students.

It is normal to find the initial experience with a video camera uncomfortable. We do not see ourselves quite the way others see us, and the difference can be a shock. It takes some getting used to, and practice is the only remedy. The same can be said of students; only multiple opportunities with a video camera will enable students to behave naturally in its presence. Therefore, it is highly advisable to practice with a video camera. Place the camera and tripod where the camera will receive a good picture of the entire classroom. Tape several lessons and watch them alone. You will become accustomed to how you look and sound and you will begin to notice what the students are doing and how their learning could be improved.

Practical matters

Permission
You will need a parental permission slip for each student who might appear on your tape. You may ask your school for such a form or use the one provided. If possible, you should secure a blanket permission slip from the parents or legal guardians of all your students to cover taping as needed. Explain to the parents or legal guardians that you are using the tapes for discussions with other teachers about the best ways to teach and that the students will never be identified by their full names in the tape. Try and help them understand that the videotape is not about the student, but is intended for professional discussion. If, for some reason, a student’s parents refuse to grant permission, you will have to take care that he or she is seated out of the camera’s range.

Equipment
- Use the best videotaping equipment available when making your videotape. This also includes your choice of videotape. Previously used tapes from home may be worn or may contain other material and will not provide the best quality for you. Make sure that the equipment has a sensitive microphone so that all voices are easily discernible.

Your videotape must include any one of the following:
Grammar-Translation Method
Audiolingual Method (ALM)
Total Physical Response (TPR)
Total Physical Response Storytelling (TPRS)
Natural Approach
A Reading and Listening Activity
Reading Strategies Lesson
Use of 1 computer in the classroom

Analysis of Videotape: Answer the following questions
1. What connections with prior experience were visible in the video?
2. What kinds of activities did you use to help students discover and explore connections to other academic disciplines and to their own lives?
3. What were any unexpected changes that you had to make to your planned instruction during this lesson? What prompted the change(s)?
4. What instructional challenge(s) are presented for achieving your goals for this lesson?
5. How did you provide appropriate feedback to these students throughout the sequence of instruction?
6. What is the extent of classroom involvement (e.g., are the same students doing all the talking?)
7. Are the students engaged in the lesson? How can you tell? What do students’ facial expressions and body language tell you about your instruction?
8. What kinds of questions do you ask? Can all questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer? Do you ask students to compare or evaluate alternative interpretations or strategies?
9. Were there any opportunities for students to ask questions? How would you categorize the students’ questions (e.g., did they indicate confusion and a need for clarification or understanding and extension)?
10. What roles (e.g., expert, facilitator, co-learner) did you play in the videotape? Was each role appropriate for the situation?
11. What kinds of tasks did you ask students to do? Did you capitalize on their previous knowledge and experiences?
12. What instructional opportunities did you take advantage of? Why?
13. What evidence did you see of the students taking intellectual risks? Does the class look safe as an environment for getting something wrong? Do students talk to each other as well as to you?
14. Do you push students to task risks, to speculate, to offer conjectures about possible approaches, strategies, and interpretations?
15. Were the learning goals for the lesson achieved? Did you adjust the lesson so your goals could be achieved by every student? What are the evidences for your answers, both in the videotape and from other sources?
16. Explain how your design and execution of this lesson affected the achievement of your instructional goals. (Your response might include – but is not limited to – such things as the anticipation and handling of student misconceptions, the unexpected questions from students, the
unanticipated opportunity for learning that you captured, or your planned strategy and its outcomes in the lesson.)

**Reflection on the Videotape: Answer the following questions**
1. What in the instructional sequence worked well in advancing student learning? If anything did not work as well as you expected, how would you change it? Cite specific evidence from the videotape.
2. What would you do differently, if you were given the opportunity to teach this particular lesson again with these students, and why?
3. How does this segment reflect a classroom climate that supports language learning?

**Videotape: Your videotape must**
1. Have voices that are audible
2. Be no longer than 20 minutes.
3. Be either digital or standard VHS format

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Permission to Use Student Materials and Image in Videotape

As a student in the Graduate School of Education at George Mason University I am requesting permission to use student materials and image in a videotape that will be used for discussion about the best ways to teach foreign/second languages. Students will never be identified by their names in the tape. This videotape is not about the students, but is intended for professional development.

________________________________________________________________________
Teacher’s Signature

________________________________________________________________________
Student’s Name__________________________________________________________

Parent(s) or Legal Guardian(s)
Signature__________________________________________________________________
EDCI 684 – Advanced Methods of Teaching Foreign/Second Languages in PK-12 Schools
Professor Marjorie Hall Haley

GUIDELINES FOR MID TERM PROJECTS
Due March 22nd

Option A: Professional Journals/Periodicals Review and Analysis
You are to peruse at least five (5) issues of one of the following journals. This list is not exhaustive. You may choose others. They are available in either the Johnson Center or Fenwick Libraries.


You are to address the following questions in a two page, single-spaced paper:
1. What kinds of articles are included?
2. For whom are these articles primarily written? Why?
3. How can this information be useful to you as a teacher?
4. Is it necessary to join an association to get this journal?
5. Select one article which addresses any one of the themes for this course and write a brief review and analysis, highlighting the usefulness of this information to you as a teacher.

Option B: Curriculum Development Realia Packet
Students will create a curriculum development realia packet. This can very easily be adapted to become a part of your professional development portfolio. You may select any five of the 9 items listed below.

1. Flash cards – select a vocabulary, grammar, verbs or cultural point to highlight on flash card. You may use PowerPoint or simple index cards. A minimum of 8 cards.
2. Situation cards – These can be postcards of the target culture or you may use descriptors, e.g., “You are in a restaurant and discover that you have no money to pay your tab. How do you explain to the waiter.” A minimum of 8 cards.
3. Writing prompts – Create a minimum of 10 writing prompts, e.g., “Describe how to make a peanut butter & jelly sandwich.”
4. Graphic organizers – Create 3 graphic organizers and demonstrate how they can be used for visual learners.
5. Assessment activity – Create one assessment activity which incorporates any one (or combination) of the three modes of communication – interpersonal, presentational, interpretive
6. Technology – this may be combined with #1 if you decide to use PowerPoint to make flashcards. You may also describe a Web Quest or Scavenger Hunt. One activity.

7. Classroom management strategy description. – Describe one classroom management strategy that you have either witnessed or successfully tried. One strategy.

8. Guidelines for effective ways to assign, collect, and manage homework. – Create guidelines for effective ways to manage homework. These should be stated simply, succinctly, and clearly for a beginning novice teacher. A minimum of 5.

9. Standards-based activity. – Create an activity that clearly demonstrates national, state, and/or local standards. A minimum of one.

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**GUIDELINES FOR FINAL PROJECT**

**Option A**

“EVALUATION/ANALYSIS OF FOREIGN LANGUAGE TEXTBOOKS”

Due May 3rd

This project is based on your readings, outside of class experiences, and the class session spent viewing the videotape. You will need to utilize any facility which is a textbook repository for books being used or considered for adoption in the state of Virginia.

For this project you are to......

1. Spend time looking through the selection of foreign language textbooks.

2. Select three texts at any level in any language(s).

3. Develop a rubric for evaluating/analyzing these books.

4. Create a list of questions which may resemble the following:

   Is this book age appropriate?
   Does it accommodate native speakers?
   Is this book inviting?
   Does it use colors well?
   Does it falsely stereotype?
   Does it provide challenging material? Too easy? Too difficult?
   Are the chapters of adequate length? Too long? Too short?
   Are both genders treated equitably?
Are disabled persons portrayed?
Are special needs learners accommodated?
Is technology included? Is it appropriate? Is it user friendly? Will most school systems likely have the hard/software to utilize this?
Can teachers reasonably cover this text in one school year?

5. Try to interview at least one (2 would be better!) foreign language teacher(s). Ask them about their textbook(s) currently in use. Determine what they like and dislike and why. Ask for their input in describing the characteristics/qualities of good foreign language textbooks.

6. Your final project should include:
A description of the 3 selected textbooks.
A list of the questions you created to analyze these books.
Your findings.
The rubric you designed for evaluating textbooks.
A synopsis of your interview with a current foreign language teacher
A listing or narrative description of characteristics/qualities of “good” foreign language textbooks.
A reflective reaction to what you learned while doing this project and what impact this will have on your own teaching.

Sample copies from previous classes are available in my office.
GUIDELINES FOR FINAL PROJECT

Option B

“Staff Development Training Workshop”

Congratulations! You’ve been invited to be a presenter in this year’s staff development training for We Love Foreign Languages County Public School District.

There are ten sessions from which you may select your topic:
2. Block Scheduling            7. Communicative Modes
3. Implementing The Standards  8. Interactive Activities
4. Using Technology            9. Multiple Intelligences
5. Effective Planning           10. Assessment

Objectives
Provide hands-on, user-friendly information for teachers on your topic. This item should be something that a teacher can reach for when looking for “how to” information. Write this as though you were the teacher wanting to know more about this topic.
You may want to include sections like: How to Do It, Things to Avoid, Tips/Strategies That Work! Working Smarter, Not Harder, Empowering Your Students, Student-Centered Activities

Your training session must include the following:
1. A user-friendly guide (no fewer than 10 double spaced pages of text)
2. Introduction to the topic, stating its relevance and importance to both pre and in-service teachers
3. References should be interspersed throughout the document in order that teachers may have other sources from which to draw additional information on the topic or related subjects
4. A minimum of two lesson plans covering the topic should be included (one written for a block schedule period and the other for a more traditional period). Use Dr. Haley’s suggested lesson plan template.
5. Activities are to be included to provide opportunity for practice, thoughtful consideration and reflection (similar to those in the Shrum/Glisan text).
6. Illustrations and/or clip art are recommended, though not required.
7. A referenced bibliography is required at the end of your guide. A minimum of 20 references.
8. A cover page and title.

Sample copies from previous classes are available in my office.
INTASC Standards for Beginning Foreign Language Teachers

Below are summary statements of the standards for beginning foreign language teachers. These statements are detailed in the remainder of this document.

Principle #1: Content Knowledge. Language teachers are proficient in the language they teach. They understand language as a system, how students learn a language, and how language and culture are linked. They are knowledgeable about the cultures of the people who speak the language. Using this knowledge, they create learning experiences that help students develop language proficiency and build cultural understanding.

Principle #2: Learner Development. Language teachers understand how students learn and develop and can relate this to their development of language proficiency and cultural understanding. They provide learning experiences that are appropriate to and support learners’ development.

Principle #3: Diversity of Learners. Language teachers understand how learners differ in their knowledge, experiences, abilities, needs, and approaches to language learning, and create instructional opportunities and environments that are appropriate for the learner and that reflect learner diversity.

Principle #4: Instructional Strategies. Language teachers understand and use a variety of instructional strategies to help learners develop language proficiency, build cultural understanding, and foster critical thinking skills.

Principle #5: Learning Environment. Language teachers create an interactive, engaging, and supportive learning environment that encourages student self-motivation and promotes their language learning and cultural understanding.

Principle #6: Communication. Language teachers use effective verbal and non-verbal communication, and multi-media resources, to foster language development and cultural understanding.

Principle #7: Planning for Instruction. Language teachers plan instruction based on their knowledge of the target language and cultures, learners, standards-based curriculum, and the learning context.

Principle #8: Assessment. Language teachers understand and use a variety of assessment strategies to monitor student learning, to inform language and culture instruction, and to report student progress.

Principle #9: Reflective Practice and Professional Development. Language teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others and who actively seek out opportunities to grow professionally.

Principle #10: Community. Language teachers foster relationships with school colleagues, families, and agencies in the larger community to support students’ learning and well-being.
NCATE Standards

Conceptual Framework

The conceptual framework(s) establishes the shared vision for a unit’s efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Standard 1 – Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Element 1: Content Knowledge for Teacher Candidates
Element 2: Content Knowledge for Other Professional School Personnel
Element 3: Pedagogical Content Knowledge for Teacher Candidates
Element 4: Professional and Pedagogical Knowledge and Skills for Teacher Candidates
Element 5: Professional Knowledge and Skills for other School Personnel
Element 6: Dispositions for All Candidates
Element 7: Student Learning for Teacher Candidates
Element 8: Student Learning for Other Professional School Personnel

Standard 2 – Program Assessment and Unit Capacity

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Element 1: Assessment System
Element 2: Data Collection, Analysis, and Evaluation
Element 3: Use of Data for Program Improvement

Standard 3 – Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Element 1: Collaboration between Unit and School Partners
Element 2: Design, Implementation, and Evaluation of Field Experiences and Clinical Practice
Element 3: Candidates’ Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn
Standard 4 – Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Element 1: Design, Implementation, and Evaluation of Curriculum and Experiences
Element 2: Experiences Working with Diverse Faculty
Element 3: Experiences Working with Diverse Candidates
Element 4: Experiences Working with Diverse Students in P-12 Schools

Standard 5 – Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Element 1: Qualified Faculty
Element 2: Modeling Best Professional Practices in Teaching
Element 3: Modeling Best Professional Practices in Scholarship
Element 4: Modeling Best Professional Practices in Service
Element 5: Collaboration
Element 6: Unit Evaluation of Professional Education Faculty Performance
Element 7: Unit Facilitation of Professional Development

Standard 6 – Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Element 1: Unit Leadership and Authority
Element 2: Unit Budget
Element 3: Personnel
Element 4: Unit Facilities
Element 5: Unit Resources including Technology