SPANISH 210

Principles of PK-12 Foreign Language Education

Fall 2015

Instructor: Lily Anne Goetz
Office: Grainger 320
Office Telephone: (434) 395-2158

Office Hours: MWF 12:00-1:00 & W 3:00-5:00 and by appointment
E-mail: goetzla@longwood.edu

Course description:
Spanish 210: Principles of PK-12 Modern Language Education. Principles and methods of curriculum development, instruction, and assessment in the PK-12 foreign language classroom with an emphasis on the National Standards and the Virginia Foreign Language SOLs. Required of all MOLA majors with a PK-12 education concentration. Must be taken during the first semester of the sophomore year. Prerequisites or co-requisites: Students must have completed or be enrolled in EDUC 245 and EDUC 260. 1 credit.

Texts and required materials/memberships:
Textbook login page: http://login.cengage.com/cb/login.htm (no fee required)

Membership in FLAVA or VATESOL is required, as well as registration and attendance at the FLAVA or VATESOL conference.

Introduction: Welcome to SPAN 210, our profession’s class designed to introduce you to becoming a foreign language teacher. The purpose of this document is to provide you with detailed information about the expectations for the course, as well as some suggestions about how to get the most out of this course.

Useful Links and Documents:
Virginia Department of Education website for Foreign Language Instruction
Virginia Department of Education website for English as a Second Language Instruction
Virginia Department of Education Standards of Learning documents for foreign languages
WIDA English Language Development (ELD) PK-12 Standards
National Standards for Foreign Language Education
National PreK–12 English Language Proficiency Standards
**Course content:** Study, discussion and application of theories and methods used in foreign language and ESL education on the primary, middle, and secondary levels. Topics may include:

- an examination of the history of language teaching methodologies;
- an introduction to current second language acquisition theories and how we apply these to the foreign language and ESL classroom;
- the National Foreign Language and ESL Standards and Virginia Foreign Language and ESL Standards
- contextualized instruction for communicative language teaching
- the importance of teachers' language proficiency
- teaching strategies for successful student learning
- lesson and curriculum planning
- professionalism and the importance of continuous professional development

Students will participate in discussion, work with case studies, subscribe to and participate in the FLTEACH listserv, join professional organizations (FLAVA, VATESOL, AAT’s, ACTFL, TESOL), use the internet to access teaching materials and cultural information, begin to develop a professional portfolio, observe in target language classrooms, and engage in self-evaluation.

**Course objectives/Learner Outcomes:**

*Numbers in parenthesis correspond to the following:
   CF: Longwood University Conceptual Framework
   † ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers
   ♦ TESOL/NCATE Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education*

**Knowledge:** Upon completion of the course, the student will be able to

1. define educational objectives. (CF 2, 4) († 4) (♦ 3, 4, 5)
2. discuss professional responsibilities. (CF 2, 3, 4, 5, 6, 7, 8, 9) (†4, 6) (♦ 3, 4, 5)
3. understand and apply contemporary research in the PK-12 foreign language and English as a second language classroom. (CF 1, 2, 3, 4, 5, 7, 8) († 3, 6) (♦ 3, 4)
4. understand the historical background of American PK-12 foreign language education and English as a second language education. (CF 1, 2, 3, 4, 5) († 1, 3) (♦ 1, 3)
5. explore strategies that reach the diverse and developmental nature of all learners. (CF 1, 2, 3, 4, 5, 7, 8) († 3, 4, 5) (♦ 1, 3, 4)
6. understand the link between curriculum, instruction, and assessment. (CF 2, 3, 4, 5) († 4, 5) (♦ 3, 4)
7. identify critical issues in PK-12 foreign language education and English as a second language education. (CF 2, 3, 4, 5, 7, 8) († 3, 4, 5) (♦ 3, 4, 5)
8. recognize the importance of planning (CF 2, 3, 4, 5) († 3, 4, 5) (♦ 3)
Skills: Upon completion of the course, the student will be able to
1. apply the concept of time utilization and its importance in instructional practices. (CF 2, 3, 4) († 3, 4, 5) (♦ 3)
2. analyze the National Standards and the Virginia Foreign Language SOLs and develop appropriate student experiences. (CF 1, 2, 3, 4, 5, 6, 7, 8, 9) († 1, 2, 3, 4, 5) (♦ 1, 2, 3, 4)
3. participate in self-reflection. (CF 2, 4, 9) († 3, 4, 6) (♦ 3, 4, 5)
4. integrate knowledge of current research findings into instructional design. (CF 1, 2, 4, 5, 7) († 3, 4) (♦ 3, 4)
5. develop activities that include diverse learners. (CF 2, 3, 4, 5, 6, 7, 8) († 1, 2, 3, 4, 5) (♦ 1, 2, 3, 4)

Dispositions: Upon completion of the course, the student will be able to
1. view him/herself as a researcher of teaching, learning, and assessment and as a professional whose continued growth can best be met through inquiry, reflection, and sustained dialogue with peers. (CF 9) († 3, 6) (♦ 1, 5)
2. appreciate the various learning theories and second language acquisition theories that have influenced PK-12 foreign language education and English as a second language education. (CF 1, 2, 3, 4, 5, 6, 7, 8, 9) († 1, 3) (♦ 1, 5)
3. know the importance of self-reflection in terms of teacher growth and development. (CF 9) († 6) (♦ 5)
4. understand that PK-12 foreign language and ESL teachers—in order to be reflective leaders and practitioners—must be proficient speakers of the language they teach, well-organized, and knowledgeable in their profession. (CF 1, 2, 3, 4, 9) († 1, 2, 3, 4, 5, 6) (♦ 1, 2, 3, 4, 5)

*Longwood University Conceptual Framework Competencies
"Educators as Reflective Citizen Leaders"
(1) Content Knowledge
(2) Planning
(3) Learning Climate
(4) Implementation/Management
(5) Evaluation/Assessment
(6) Communication
(7) Technology
(8) Diversity
(9) Professional Dispositions

Course requirements: Students will be assessed as follows

10% Preparation and Participation in class discussions
15% Completion of Teacher Preparation Admission Process
15% Participation in professional organizations and attendance at a conference
   (FLAVA, VATESOL, etc.)
15% Homework
15% Article Reviews (2), Field Observations (2), & Quizzes
15% Lesson Plans
15% Professional Portfolio and Dispositions assessments
**Grading:** 90-100 A  
80-89 B  
70-79 C  
60-69 D  
59 F

**Completion of Teacher Preparation Admission Process:** Complete the application and all requirements for admission to the Teacher Preparation Program. Students must attempt all required testing before the end of the semester.

**Participation and Homework:** You are expected to be prepared for discussion by having read the assigned chapters or articles and by having prepared and written out your responses to the "Observe and Reflect/Teach and Reflect," and "Discuss and Reflect" (Case Studies), in the *Teacher's Handbook*, as well as any article reviews or other assignments due. We will also discuss issues raised in FLTEACH, so you should be prepared to talk about those which have interested you. This is a one-credit course, so you should plan to spend approximately two hours on assignments for each class meeting.

**Discussions and common courtesy:** During the semester we may discuss and debate controversial issues in the teaching of foreign and second languages. Professional behavior is required at all times. Rude or disrespectful behavior will result in removal from the class.

**FLTEACH listserv:** You should subscribe to the FLTEACH listserv (instructions will be given in class; there is no cost), and be prepared to discuss each week those "threads" which are of most interest to you or which pertain to any of the topics which we are studying.

**Professionalism:** You will join FLAVA (the Foreign Language Association of Virginia) and/or VATESOL (Virginia Teachers of English to Speakers of Other Languages); you are further encouraged to join your AAT organization (AATSP, AATF, AATG). You are also encouraged to become a member of ACTFL (American Council on the Teaching of Foreign Languages) or TESOL (Teaching English to Speakers of Other Languages). You will attend the FLAVA annual conference or the VATESOL conference.

**Article Reviews:** You will write reviews of two journal articles dealing with language teaching, to be included in your professional portfolio. Your review should contain your statement of the thesis of the article, summaries of the main evidence or arguments presented by the author, the author's conclusions, what you think the author's intentions are, your critical evaluation of these elements, including any response you would like to make, and your evaluation of the significance of the research, study or ideas presented. Guidelines will be provided.

**Observations:** You will observe language classes or interactions twice during the semester and will record your reflections, thoughts, and ideas concerning what you observe. For these observations, you should look for answers to the questions on pages 35-37 of the *Teacher's Handbook*, which ask you to observe a small child (Observation 1) and then a BEGINNING foreign language class (Observation 2). For the other observation, you should use the "Teacher Observation Form" and the "Etiquette Guidelines" which you will receive. You will not be evaluating the teacher whose class you are observing; rather you are trying to learn from him/her how one incorporates all of the elements we are studying into a classroom lesson. You will turn in your written "reflections" and we will discuss your experiences in class. As you finish each
observation, you should be prepared to discuss the kinds of activities which you observed, and how what you observed relates to the topics which we are studying.

**Quizzes:** There will be several quizzes on the content of the readings in the *Teacher's Handbook*; the questions will require a detailed reading of the chapter. You will receive a study guide for each chapter, designed to help you identify the most important points and to review your understanding of the material. The quizzes consist of multiple choice, matching, short-answer or essay questions, and will be announced in class, but not necessarily in the syllabus.

**Lesson Plans:** You will prepare several lesson plans, following detailed instructions and models you will receive. You will receive peer and instructor feedback in preparing your plans, and then you will present selected activities from your plans to the class. Your plans, and any materials you use, will become part of your professional portfolio. You will receive guidance on the desired components of your lessons.

**Professional Portfolio and Dispositions Assessment:** You will begin a professional portfolio containing your article reviews, lesson plans and other materials, as well as self-assessments, reflections from conferences with the instructor, and an early dispositions assessment.

**Attendance policy:** The attendance policy for this course is taken from the Longwood University catalog and Student Handbook. The class meets only once a week. If you are not in class, you cannot participate or learn from discussion. There are 14 class meetings. Upon missing 1.4 class meetings, a student's grade will be lowered by one letter. Upon missing 2.8 meetings, a student will receive an F for this course.

**Honor Code:** Students are expected to live by the Longwood University Honor Code. All work done for the class is assumed to be pledged.

**Accommodations:** If you have a disability and require accommodations, please contact me early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (extended time for tests, etc.), you will need to register with the Office of Disability Resources. The office will require appropriate documentation of disability. All information is kept confidential.

**Contact Information**
Disability Resources: Graham Hall – Room 116  disabilityresources@longwood.edu
Lindsay Farrar, Director of Disability Resources: farrarl@longwood.edu / 434.395.2392
Schedule of Classes and Assignments:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Readings</th>
<th>Assignments due BEFORE coming to class</th>
<th>Assignments Due by:</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>TH: Preface</td>
<td>Purchase textbook</td>
<td>8/24</td>
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<td>Create account at textbook website</td>
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<tr>
<td>August 24</td>
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<td>Read Preface (pages x-xiii, xv-xvii)</td>
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Week 1 / August 24: Orientation to the Teaching Profession.

Read BEFORE coming to our first class:


Create your account at [www.Cengagebrain.com](http://www.Cengagebrain.com)

Discussion of requirements for admission to Teacher Preparation.

Discussion of FLTEACH, FLAVA, VATESOL, ACTFL, TESOL and the requirement to attend the FLAVA or VATESOL conference. Confirm attendance by Aug. 31.

Homework for Week 2:

- Join FLAVA or VATESOL; join ACTFL or TESOL if possible.
- Read *Teacher's Handbook*: Preliminary Chapter, pages 1-6 carefully BEFORE coming to class on Week 2. Take notes on the information about the organizations of most relevance to you.
- Choose some of the postings on FLTEACH [http://www.cortland.edu/flteach/](http://www.cortland.edu/flteach/) to read and talk about in class. (To submit postings, you must join FLTEACH, but we are not going to be sending any postings yet, so you don’t need to join.) You can always read all the posts in the FLTEACH Archives: [http://www.cortland.edu/flteach/flteach-arch.html](http://www.cortland.edu/flteach/flteach-arch.html)

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<thead>
<tr>
<th>Week 2</th>
<th>Readings</th>
<th>Assignments due BEFORE coming to class</th>
<th>Assignments Due by:</th>
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<tr>
<td>Week 2</td>
<td>TH: Preliminary Chapter</td>
<td>Join FLAVA or VATESOL ACTFL or TESOL if possible.</td>
<td>8/31</td>
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<td>August 31</td>
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<td>Confirm attendance at FLAVA.</td>
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<td>Join ACTFL or TESOL if possible.</td>
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<td>Read Preliminary Chapter, pages 1-6. Take notes.</td>
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<td>Read some postings of interest to you on FLTEACH.</td>
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Professional Organizations. Expectations for Language Teachers.

Discussions from FLTEACH.

Planning for observations of a toddler and of language classes.
Homework for Week 3 (no class during Week 3, but…):

- Complete “Investigate and Reflect” Tasks 1, 2, and 3 on page 7: your state and national language organizations. Write up your answers and send by e-mail by Wednesday, September 9 at 8pm. This assignment counts as a quiz.

<table>
<thead>
<tr>
<th>No Class Week 3</th>
<th>Readings</th>
<th>Assignments due BEFORE coming to class</th>
<th>Assignments Due by:</th>
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<tr>
<td>Week 3 September 7</td>
<td>Preliminary Chapter</td>
<td>P. 7: “Investigate and Reflect” Tasks 1, 2, and 3. Write up your answers and submit by e-mail by Wednesday, September 9 at 8pm. This assignment counts as a quiz.</td>
<td>9/9</td>
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**Week 3: Labor Day Holiday; no class**, but… Complete the following and send by e-mail by Wednesday, September 9 at 8pm.

Teacher's Handbook: Preliminary Chapter, p. 7: Complete “Investigate and Reflect” Tasks 1, 2, and 3: your state and national language organizations. Write up your answers and send by e-mail by due date. This assignment counts as a quiz.

Homework for Week 4:

- Read Chapter 1, pages 11-17 BEFORE coming to class. Introduction to language acquisition theories. Cognitive theories. See the Study Guide for Chapter 1; be prepared to answer questions 1-10 in discussion or on a quiz.
- **Begin to plan whom you will observe for Episodes One and Two, pages 35-37. Written reflections of these activities are due during Weeks 9 and 11.**

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<thead>
<tr>
<th>Week 4</th>
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<th>Assignments Due by:</th>
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<tr>
<td>Week 4 September 14</td>
<td>TH: Chapter 1</td>
<td>Read Chapter 1, pages 11-17</td>
<td>9/14</td>
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<td>Be prepared to answer questions 1-10 on Study Guide 1 in discussion or on a quiz.</td>
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<td>Begin to plan whom you will observe for Episodes One and Two, pages 35-37. Written reflections of these activities are due during Weeks 9 and 11.</td>
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Week 4: **Teacher's Handbook**: Preliminary Chapter and Chapter 1.

Discussions of your “Investigate and Reflect” assignment: state and national language organizations.

Read Chapter 1, pages 11-17 BEFORE coming to class. Introduction to language acquisition theories. Cognitive theories. Take really good notes; make an outline. Use the Study Guide for Chapter 1; be prepared to answer questions 1-10 in discussion or on a quiz.
Homework for Week 5:
- Review pages 11-17; write a list of 4 activities you might conduct that address the input hypothesis and the affective filter hypothesis. Provide details and explanations. Expect a quiz during Week 5, covering pages 11-17.
- Begin to plan whom you will observe for Episodes One and Two, pages 35-37. Written reflections of these activities are due during Weeks 9 and 11.

Plan ahead for your Observations 1 and 2, due Weeks 9 and 11:
Observation 1:
Your observation of a child between the ages of 2 1/2 and 3 years old who is interacting with one or more persons (parent, older sibling, etc.). Use the observation guide questions on pages 35-36 to analyze the conversation. Summarize your observations and tell us about the role of input, output, meaningful social interaction, and collaboration in light of the theoretical frameworks presented in Chapter 1. Write up your summary to submit by Sept. 15.

Before beginning your observation, access and read the "Etiquette Guidelines" found in Appendix 1.3 of your textbook, found on the textbook website. http://login.cengage.com/cb/login.htm

Observation 2
Your observation of a beginning level language class in an elementary or secondary school. Use the observation guide questions on pages 36-37 to analyze the interactions and use of the target language. Summarize your observations and tell us about the role of input, output, meaningful social interaction, and collaboration in light of the theoretical frameworks presented in Chapter 1. Describe any similarities or differences between the observations you have done. Write up your summary to submit by Sept. 15.

Before beginning your observation, access and read the "Etiquette Guidelines" found in Appendix 1.3 of your textbook, found on the textbook website at http://login.cengage.com/cb/login.htm

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<tr>
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<th>Readings</th>
<th>Assignments due BEFORE coming to class</th>
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<tbody>
<tr>
<td>Week 5 September 21</td>
<td>TH: Chapter 1</td>
<td>Review pages 11-17; write a list of 4 activities you might conduct that address the input hypothesis and the affective filter hypothesis. Provide details and explanations. Expect a quiz during Week 5, covering pages 11-17.</td>
<td>9/21</td>
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<td>Begin to plan whom you will observe for Episodes One and Two, pages 35-37. Written reflections of these activities are due during Weeks 9 and 11.</td>
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Week 5: *Teacher's Handbook*: Chapter 1, pages 11-17 and 20-23. Interlanguage; Interaction Hypothesis; Output Hypothesis.

**Homework for Week 6:**
- Attendance at FLAVA September 24-26.
- Review pages 20-23 Interlanguage; Interaction Hypothesis; Output Hypothesis; and read pages 23-30 Sociocultural theory, BEFORE coming to class. See the Study Guide for Chapter 1; be prepared to answer questions in discussion or on a quiz.

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<th>Readings</th>
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<tr>
<td>Week 6 September 28</td>
<td>TH: Chapter 1</td>
<td>Attendance at FLAVA September 24-26. Review pages 20-23 and read pages 23-30. Be prepared to answer questions from Study Guide 1 in discussion or on a quiz.</td>
<td>9/28</td>
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During class: pages 30-34. The role of affect and motivation in language learning.

**Homework for Week 7:**
- Read pages 34-35 Implications for Classroom Teaching.
- Read carefully Case Study One on pages 37-38. Note the ACTFL/NCATE and TESOL/NCATE Standards that are covered by this activity. Write answers to “Ask yourself these questions” on p. 39 and be prepared for discussion.
- Prepare FLAVA conference report using guidelines provided.

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<tr>
<th>Week 7</th>
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</thead>
<tbody>
<tr>
<td>Week 7 October 5</td>
<td>TH: Chapter 1</td>
<td>Read pages 34-35 Implications for Classroom Teaching. Read carefully Case Study One on pages 37-38. Note the ACTFL/NCATE and TESOL/NCATE Standards that are covered by this activity. Write answers to “Ask yourself these questions” on p. 39 and be prepared for discussion. Prepare FLAVA conference report using guidelines provided.</td>
<td>10/5</td>
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**Homework for Week 8:**
- Attendance at VATESOL October 9-10.
- Read Chapter 2, pages 46-51. Use questions 1-4 on Study Guide 2 and make an outline. Send by email by Thursday, 10/15, at 8pm.
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<tr>
<th>Week 8</th>
<th>Readings</th>
<th>Assignments due BEFORE coming to class</th>
<th>Assignments Due by:</th>
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</thead>
<tbody>
<tr>
<td>Week 8</td>
<td>TH: Chapter 2</td>
<td>Attendance at VATESOL October 9-10. Read Chapter 2, pages 46-51. Use questions 1-4 on Study Guide 2 and make an outline. Send by email by Thursday, 10/15, at 8pm.</td>
<td>Thursday, 10/15 By 8pm</td>
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**Homework for Week 9:**
- Prepare VATESOL conference report using guidelines provided.
- Techno Focus (p. 39-40). Explore the sites described; take notes in answer to questions on p. 40; be prepared to discuss your thoughts on these questions and the degree to which the activities on these sites might promote meaningful interaction among students. Then explore the MERLOT site mentioned in no. 4 (page 40), and share with us at least one item from that site that you would use or recommend to others and why.
- Read Chapter 2, pages 51-57 BEFORE coming to class. Use questions 5-6 on Study Guide 2 and make an outline.

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<thead>
<tr>
<th>Week 9</th>
<th>Readings</th>
<th>Assignments due BEFORE coming to class</th>
<th>Assignments Due by:</th>
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<tbody>
<tr>
<td>Week 9</td>
<td>TH: Chapter 2</td>
<td>Prepare VATESOL conference report using guidelines provided. Techno Focus (p. 39-40). Explore sites; answer questions on p. 40; be prepared to discuss your thoughts on these questions and the degree to which the activities on these sites might promote <em>meaningful interaction</em> among students. Explore the MERLOT site mentioned in no. 4 (page 40), and share with us at least one item from that site that you would use or recommend to others and why. Read Chapter 2, pages 51-57. Use questions 5-6 on Study Guide 2 and make an outline.</td>
<td>10/19</td>
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Week 13: Workshop to create lesson plans. Discussion of second field observation.

Week 14: Lesson planning. Draft of lesson plan due.

Week 15: Lesson Presentations. Final Lesson Plans due.

Week 16: Final Exam. Professional Portfolio due.