

0057-01

Reaching for PASS in Second Languages - The Pre-Service Alignment Project

Course Modules 1994

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Reaching for PASS in Second Languages Course Overview

Proficiency #10

Fall Quarter

Base skills/knowledge
practice/application
Lesson & unit development

Winter Quarter

Assessment, Performance
task-based instruction,
Evaluation

Spring Quarter

Content-based instruction

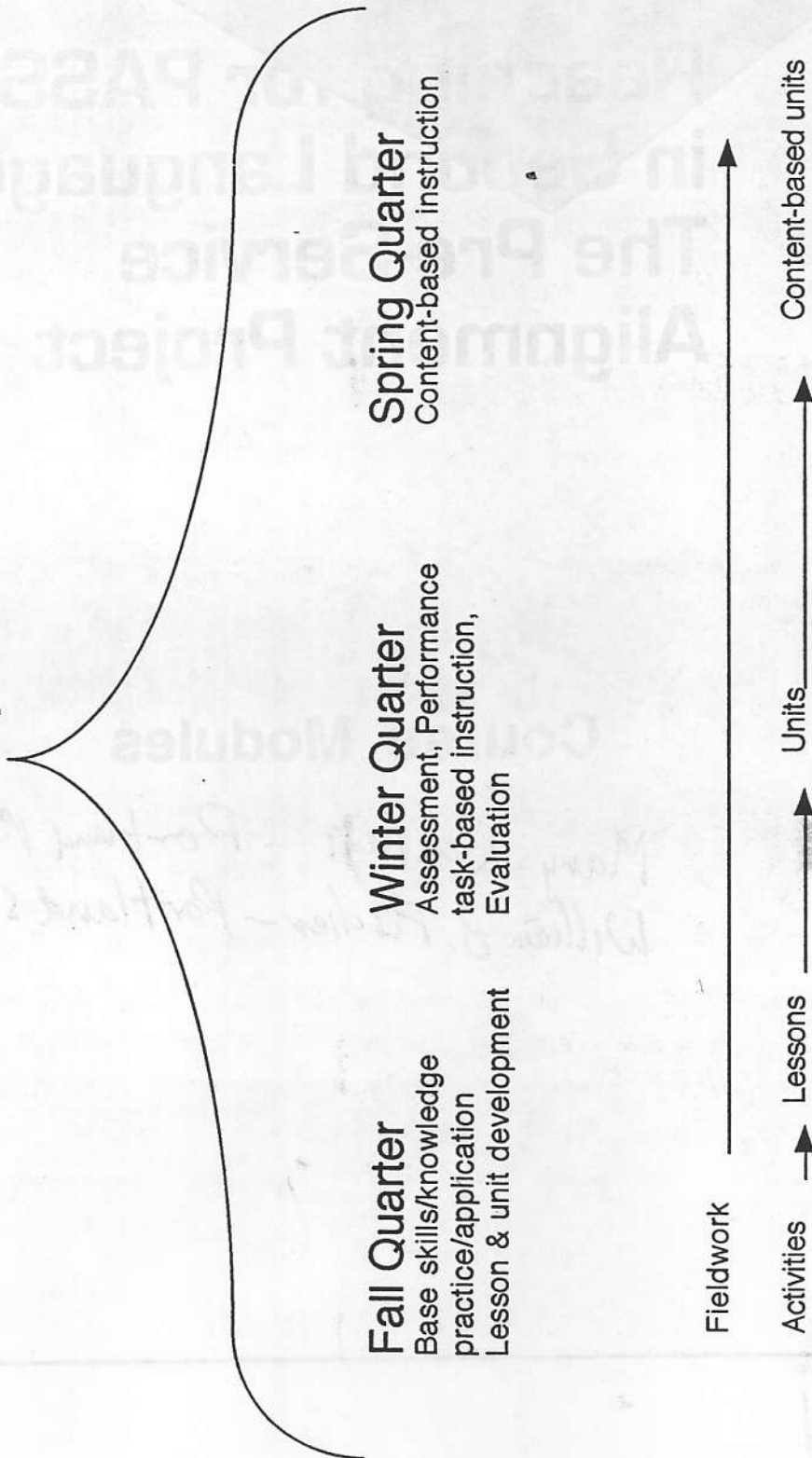
Fieldwork

Activities

Lessons

Units

Content-based units



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History of Second Language Instruction

Global statement

The historical context of second language instruction

Indicator map

2-1, 2-2, 7-1, 8-1

Goal

Language teaching has undergone much change over the past century. Understanding this context is necessary in developing a teaching credo as well as in dealing with parents and administrators, who might have preconceived notions about language teaching based on their previous experiences.

Concrete result

note cards that outline the major historical methods

Procedure

1. Participate in classroom presentations and discussions on language teaching methodologies.
2. Prepare a note card for each method listed below, including the following information for each:

Methods

Grammar Translation
Audiolingual
Direct Method
Total Physical Response
The Silent Way
The Natural Approach

Information

theory of language/language acquisition
activity types
role of teacher
role of learner
instructional materials
emphasis on accuracy/culture/etc.
error correction
assessment (standards, instruments, etc.)

Student resources

readings on methods

Assessment

- completion of note cards, evaluated according to depth of detail, conciseness of notes
- exam questions

Time line

1 hour in, 5 hours out
early in term

Teacher resources

Shrum and Glisan (1994) 219, 314-317
Omaggio-Hadley (1993), chapter 3
Richards and Rodgers text
ERIC Publication Dec. 1986 "8 Approaches to Language Teaching."

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Our Guidelines

Global statement

Acquire systematic knowledge of ACTFL Generic Proficiency Guidelines and be able to rate, to accuracy of one level, oral and written samples provided by the instructor

Indicator map

8-1 and preparation for 9

Goal

The ACTFL guidelines are dominant language proficiency standards, the foundation of national discussion of FL education and the source of the new FL curriculum and assessment tools in Oregon. FL educators must be able to recognize readily the proficiency level of the language samples they encounter, refer to the chief characteristics of the level, and cite specifically from the sample.

Concrete result

successful ratings and sufficient support documentation (up to 1 page each) for 3 samples drawn from Novice, Intermediate or Advanced (not necessarily one of each level)

Procedure

Read Guidelines before class; discuss function, context/content, and accuracy; audit 3-5 oral samples; example several writing samples; mimic language level with short created "samples"; discuss components of evaluation

Student resources

Guidelines and one other supplementary document (e.g., functional trisection); recorded samples

Assessment

by examination; criteria for A: 3 of 3 evaluations correct; each evaluation lists 4-5 characteristic features, with emphasis on function, and adduces 7-10 citations from the sample

Time line

2 hours in class, 2 hours outside; should be finished by end of second week of first course

Teacher resources

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State documents: CIM, CAM, PASS

Global statement

Knowledge of proficiency-based admission standards; developing the ability to explain and defend PASS principles

Indicator map

2-2, 2-4, 3-1, (4.3), 8-1, 8-3, 8-4

Goal

Classroom teachers will gain an in-depth understanding of the state-wide change to a standards-based system as it affects second language instruction and be able to articulate the principles behind.

Concrete result

5-10 minute oral presentation

Procedure

1. Read over PASS documents for homework.
2. Participate in a short presentation/overview and discussion in class.
3. In groups of three, choose a scenario from the list provided by your teacher. Search for information in the PASS documents that will help you answer the questions brought up by the scenarios.
4. Prepare a 5-10 minute "back-to-school night" presentation for a group of parents similar to those in the scenarios.

N.B. Back-to-school night is an event during the first week of fall term in which teachers present parents with a summary of what students will do for the year. Parents get information on course content, grading standards, and teaching methods and styles.

Student resources

PASS project booklets (2 volumes in print, or on WWW pages)

Assessment

evaluation of defense by teacher/classmates based on amount of detail and use of PASS information

Time line

2 hours in, 2 hours out
mid Fall term

Teacher resources

possible scenarios:

(THESE MAY NEED TO BE CHANGED—they should be questions whose answers are easily found in the documents)

A parent who studied French using the Grammar Translation method complains that his child is not doing enough reading in your language class.

A parent whose child wants to go to a selective university is worried that her daughter is not studying enough grammar to make a high score on the AP exam.

Over lunch in the teachers' lounge, a resource room teacher claims that it is impossible for fifth graders to learn science in a second language.

Attention Deficit Hyperactive Disorder kids can't learn a second language.

An administrator complains that you aren't doing sentence diagramming in your language class.

A colleague continues to contribute exclusively fill-in-the-blank exercises on your common written exams.

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Functional language

Global statement

Language functions, their associated proficiency levels and implications for activity design

Indicator map

4-3, 8-1

Goal

Language learners progress through functional levels in the acquisition process. Teachers must be aware of these in order to design appropriate activities.

Concrete Result

script for role play
list of functions

Procedure

1. Create a role play designed for a specific ACTFL level, Novice through Advanced.
2. Have classmates act out the role play and transcribe their dialog, or have them write up a script of possible dialog for the activity.
3. Study the role play/script and identify the functions that actually appear in the dialog. Did the functions you thought the activity should elicit (step 1) actually appear in your classmates' production? Were the actual functions higher or lower than what you thought your activity would elicit?
4. After studying the results of step 3, modify your role play so that it will elicit the functions appropriate for the level you targeted in step 1.

Student resources

handout on functional levels, ACTFL guidelines (photocopy or from WWW page)

Assessment

completion of task
professor evaluation - accuracy in identifying functions, quality of modifications of activity

Time line

Teacher resources

ACTFL OPI familiarization Workshop Manual p10, more lists of functions (speech act book—Robert)

7-f200

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Adapting Existing Materials

Global statement

Evaluation and creation of materials for standards-based instruction

Indicator map

3-2, 4-1

Goal

Teachers often have to use texts and materials that may not be ideal for a standards-based curriculum. These materials must be adapted to be compatible with proficiency-based instruction.

Concrete result

- critique of traditional materials
- annotated lesson plan

Procedure

1. Select a significant example of traditional teaching materials (grammar presentation with mechanical exercises, for example). The sample should contain a major linguistic point and activities intended to develop that point and should correspond to about one hour of classroom time.
2. Decide what aspects of the materials are inconsistent, unproductive, or inefficient in promoting oral and written proficiency in your language. Remember that "proficiency" means what speakers can *do* with the language (i.e., what functions they can carry out) in authentic contexts.
3. Develop a lesson plan in which you present and practice the same major point. You may be able to adapt the materials previously studied, or you may have to reinvent the lesson from scratch. The presentation and practice should include an authentic context and, ideally, authentic materials. Create activities to practice both oral and written modalities.
4. In the margin of your lesson plan, add annotations with the rationale behind your planning decisions.

Student resources

conventional textbooks
sample annotated lesson plans
authentic materials related to content topics of lesson

Assessment

professor evaluation of critique (accuracy of insights, level of detail)
creativity of lesson plan (integration of authentic materials, complete coverage of oral and written skills)

Time line

2 hours in, 4 hours out
middle fall term

Teacher resources

Images of Second Language Education

Global statement

Public assumptions and misconceptions about language study

Indicator map

2-3, 3-1

Goal

The general public—and even experienced language teachers—harbor implicit assumptions and misconceptions about language study. Teachers need to be able to articulate these preconceived notions in order to anticipate attitudes they encounter and serve as better advocates for the profession. The notes you produce will serve as a useful reference in conferences with parents and administrators and in your contacts with the general public.

Concrete result

- survey generated by class or small group
- audio or written notes from survey
- journal entry summarizing survey results

Procedure

1. Answer the following questions based on your experience (in your journal or on a separate sheet).
 - a. What associations do you have with language teaching and language teachers?
 - b. What are the characteristics you associate with foreign language teachers? Good teacher? Bad teacher?
 - c. What should happen in the foreign language classroom?
 - d. What does it mean to be fluent in a language?
 - e. What associations do you have with language X (the language you teach)?
2. Interview two or three people using the same questions. Find a current or former language teacher, and two other people outside the language teaching community.
3. Compare your own answers with those of the people you interviewed. Summarize the comparison in your journal, noting any trends.

Student resources

interviewees
survey form

Assessment

journal entry with prose summary and citations from interviews
participation in class discussion

Time line

1 hour in, 2 hours out
first two days of class

Teacher resources

Motivations for Language Study

Global statement

Uncovering learner motivations for language study and activity design

Indicator map

2-1, 2-5, 3-1, 3-3, 4-1, 4-2

Goal

Motivation is a primary factor in determining success in language study. This task will allow you to become familiar with the variety of intrinsic and extrinsic motivations that learners bring to the task of language acquisition.

Concrete result

- journal entry
- summary of discussion with classmates

Procedure

1. Answer the questions below in your journal, or on a separate sheet to hand in.
 - a Why did you study language X?
 - b How have your motivations for learning/studying language X changed over the years?
 - c What made your language learning experience successful?
2. Compare your answers with those of your classmates; summarize any common aspects in your journal and report unusually interesting cases to the class.
3. Use the motivations you collected and brainstorm more with a group of classmates. Consider the interests of a wide range of students in different age groups. Use your list to create a survey for a field class of language students (see model). After administering the survey, try to identify any students with low motivation for language study.
4. Develop a plan to increase student motivation. One possible model is given below:
 - a. Have students in a field class declare personal interests, hobbies, and pastimes.
 - b. Have students develop vocabulary lists for their particular interest areas. (If it turns out that many students share an area of interest, have them work in a group.)
 - c. Collect realia for each interest group and provide to students.
 - d. With teacher's help, or in small groups, develop a communicative activity in which groups have to use the language to get involved in their hobby/interest in the target language country.

Student resources

Model survey (Lichert scale format), instructions for interpreting results

Assessment

check for completion by due date
 survey formatting and content
 evaluation based on quantity and appropriateness of realia
 creativity in activity design

Time line

8 hours out, 1 hour in
 steps 1-2 early in term (1st week)
 steps 3-4 after contact with cooperating teacher (later in term)

Teacher resources

Curtain, Helena and Carol Ann B. Pesola (1988/1994) Long Plains NY: Longman (list of possible motivations for language study)
 Model survey

Our "clients"

Global statement

Changes in demographics of language study

Indicator map

2-4

Goal

Language enrollments have fluctuated greatly in recent years—some languages have undergone dramatic increases while others are in decline. In this task you will study demographic data to try to explain these changes. This historical perspective will be useful in designing ways to increase student motivation for language study, in program staffing, and in your own long-term career planning.

Concrete result

- summary in journal including notes on data and list of explanations

Procedure

1. Study the documents on language enrollments provided by your teacher. Make note of any trends—long-term increases or decreases in the language you teach.
2. With two classmates, brainstorm a list of possible explanations to account for these changes. Consider the following factors:
 - Is this language associated with a cultural élite (arts, fashion, etc.)?
 - Is this language associated with a particular social class (workers, educators, etc.)?
 - Is this language considered "useful" in some area (sports, travel, business, etc.)?
3. Summarize your research and discussion in your journal. Note also any anecdotal evidence of change you have observed in society (ATM language choices, public transport, grocery labels, etc.).

Student resources

Assessment

receipt of summary (+/- 1 journal page)
participation in group work

Time line

1 hour out
anytime during term

Teacher resources

ADFL Bulletin data (MLA demographics)
PR brochures (AATSP, AATF, etc.)
consular publications
businesses that have international offices, contacts
cultural offices (Goethe Institute, Alliance Française, Embajada de España, Japan Foundation, etc.)
ODE, OSSHE, COFLT statistics
pp 43-45 in *Developing Second Language in the Secondary Grades*, publication by ODE, 225 Capitol Street NE, Salem OR 97310-0203. (This pub has Fall 1994 enrollment data—ask for other years.) ;

Our Network

Global statement

Acquire and prepare to maintain information about organizations and events of relevance to FL educators

Indicator map

2-5, 4-2, 4-3

Goal

FL professionals typically work together on curriculum development, teaching techniques, assessment, and materials production. Therefore we need to establish systematic awareness of individual leaders and partners, organizations, and events that can serve as resources for further professional development. We also need to know how to obtain administrative support for access to those resources.

Concrete result

initial "tickler" file about accessible events; memo or notes for a meeting with an administrator, spouse, etc. to request funds or other support; initial list of organizations, leaders, and local contacts

Procedure

- 1) Using professional journals and similar sources (WWW pages), begin a standing list of professional organizations and leaders. From other activities (in course or elsewhere) begin a similar list of local contacts.
- 2) Survey recent issues of at least two professional pedagogical journals that list events for the next year or so. In journals or related newsletters or conference announcements locate a conference program that lists individual sessions. Select a session of relevance to you and then prepare a request for support (money, time off) to attend the meeting. Justify your request in terms of your long-term professional development as a teacher of languages and the short-term benefit to you and others. Formulate your request either as a letter to an administrator or conference chair, or as systematic written notes for a discussion with such a person or even your spouse.

Student resources

professional journals, newsletters, and conference bulletins, web pages

Assessment

effectiveness of justification; organization and quality of choices of items in contact lists and event file (3 organizations, 5 events, 10 people, and why those); amaze me: something like additional categories of information (when met the person, ideas for follow-up activities)

Time line

1 hour class, 2 hours outside (in addition to some time during the general startup in first course)

Teacher resources

Collaboration with colleagues

Global statement

Collaboration with second language colleagues in problem solving

Indicator map

2-3, 2-4, 4-1, 4-2, 8-4

Goal

Work in the school context requires negotiation skills with colleagues in language teaching, administrators, parents, and teachers in other content areas.

Concrete result

videotaped group discussion

Mission

1. Study the scenarios provided by your teacher, and brainstorm to add to the list.
2. Form groups of three or four, and arrange to videotape a group discussion of the scenario chosen. You and your colleagues must arrive at a collaborative solution, making sure that all members of the group contribute. The language of discussion may be English or the target language, to be negotiated by the group.

Student resources

camcorder and blank tape
instruction in video setup and recording
possible situations

- territoriality in content ("don't teach them that, it's MY area")
- previous preparation ("why can't your students do X? You didn't prepare them for my level")
- space sharing (traveling teacher, etc.)
- arranging for field trips, common assessments
- pulling kids out of FL classes to do other activities, or vice versa (art projects, music, etc.)
- health issues with parents (lice, malnutrition, personal hygiene, etc.) — focus on cultural sensitivity for language teachers

Assessment

evaluation of tape by instructor or by other groups; focus on negotiation skills, not on the content of the discussion or the solution reached

Time line

2 hours in, 2 hours out
early to middle of course

Teacher resources

Stages and Implications: Research

Global Statement

Childhood development and its implications for second language education in practice.

Indicator map

4-1, 5.1

Goal

Gain a base knowledge of specific learner/teacher strategies which take into account various stages of learner development.

Concrete result

Written summaries of readings for _____ articles.

Procedure

Read _____ articles

Summarize on one sheet to share with a partner

Reflective journal entry on the impact of developmental stages on L2 learning

Student resources

Selected readings

Assessment

Professor's evaluation of students participation in class

Completion of summaries

Completion of journal entry

Time Line

2 hours outside reading & summaries

2 hours inside for presentations and shared readings

Teacher resources

"Characteristics of Young Learners and Stages of Development", Curtain, Maas, Rhodes,

Northeast Conference, 1990, pp. 61-71

Curtain & Pesola, Languages and Children - Making the Match, pp. 64-71

Stages and Implications: Observation

Global Statement

Childhood development and its implications for second language education in practice.

Indicator map

5.2

Goal

Observe and identify use of (or lack of) specific learner/teacher strategies which take into account various stages of learner development.

Concrete result

Respond to key questions in journal.

Conduct teacher interview.

Summarize findings to _____ length.

Procedure

Class divides into three smaller groups.

Review key questions, modify as needed.

Review survey questions and modify as needed.

Divide group into elementary, middle school, high school

X number to visit each level

Set up observation time with classroom teacher.

Conduct observation and teacher interview.

Record observations in journal.

Each small group collaborates and reports their findings .

Groups reconfigure by age level observed to compare and contrast observations.

Student resources

Classroom to observe.

Observation sheet with key questions.

Survey questions

(camcorder ?)

Assessment

Completion observations/surveys.

Professor will evaluate student participation in discussions.

Journal entry completed.

Time Line

2 hours outside

early in the course

after P5.1

Teacher resources

Key questions sheet.

Teacher survey sheet.

List of possible teachers to observe.

Assessment: checklist for the professor which student fills out with class visited, length of time, date, etc.

Stages and implications: Practice

Global Statement

Childhood development and its implications for second language education implementation.

Indicator map

4-1, 5.3, 5.4

Goal

Develops activities which utilize developmentally appropriate practices from readings and observations.

Concrete result

Turn in three separate written activity planning sheets (one for each level E,M,H) complete with description of classroom setup (diagram)

Procedure

Review benchmark #1 topics and choose one.

Review activity planning sheets and choose one to use for this activity.

Review sample activities.

Applying knowledge of developmentally appropriate practices, develop an activity appropriate to each age level - elementary, middle, high school for the same topic chosen.

Develop pencil sketches of the classroom environments appropriate to each age level on an 8.5x11 sheet of paper

Choose and present one activity for your group.

Group review: State the characteristics involved in the teaching strategy used.

Student resources

materials necessary to develop activity (glue, paper, etc.)

sample activity plan

sample activities

Assessment

Active participation - assessed by professor

Three activities completed with self-evaluation by student.

Self-reflection in journal

Time Line

1 hour inside/ 3 hours outside

following 5.2

early in course

Teacher resources

sample activities

sample sketches of classroom environments

Learning Styles: Theory

Global Statement

Learning styles and their implications for second language education

Indicator map

1.1, 1.3

Goal

Research supports how various learning styles and learner strategies affect second language acquisition.

Concrete result

completed check list for student's own learning style
list of learner strategies which impact L2 acquisition

Procedure

Take Multiple Intelligence Inventory for Adults
Select and read X articles
Summarize on one sheet to share with student group
Reflective Journal Entry on the impact your learning style had on your second language learning.
Reflection on specific learner strategies employed in learning/acquiring a second language
Interview each other regarding specific learner strategies
Brainstorm a list of strategies and determine which ones have a direct impact on L2 acquisition

Student resources

Articles
Reserve Books
Eric Research Materials
Copy of survey
ODE TAG and Inclusion laws

Assessment

Class participation (Professor evaluation)
Complete self survey and Journal reflection.

Time Line

Following P5.4 two hours inside, two hours outside

Teacher resources

see Jackie Buisman Packet "Powering Up Our Multiple Intelligences" Inventory for Adults Page 2-4

Readings: Northeast Conference on the Teaching of Foreign Languages "Shifting the instructional Focus to the Learner"

"Handling Student Diversity in the Language Classroom" - Teacher's Handbook, pp. 199-205

Activate the Senses and Turn on the Brain! Powering Up Our Multiple Intelligences

Bloom's Taxonomy

reading: Newsweek, February 28, 1996

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Learning Styles and Strategies: Application

Global Statement

Learning styles and their implications for second language education.

Indicator map

1.2, 1.3.

Goal

How the teaching of specific learning strategies and an understanding of learning styles affects second language acquisition.

Concrete result

modified three activities to incorporate various learning styles

Procedure

Review scoring guide and revise to include three learning styles following one of the models (i.e. multiple intelligences, Piaget., Kolb ..)

Analyze and critique a variety of activities for their effectiveness in addressing different learning styles

Modify the three previously developed activities to incorporate strategies for various learning styles

Present activities in small groups - group members to score using scoring guides

Discuss

Student resources

Possible search of internet for activities

Materials for activities (i.e., paper, glue, scissors, magazine pictures, realia, etc.)

Assessment

Journal entry with key questions: How did activities work? Were they effective? What would make them more effective

Completion of modified activities and presentation

Active participation

Time Line

3 hours inside, 2 hours outside

Sequence: follows 1.1, fall term

Teacher resources

sample activities

previously developed activities and scoring guides

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Learning Styles and Learner Strategies: Practice

Global Statement

Learning styles and learner strategies and their implications for second language education.

Indicator map

1-4

Goal

Practice using diagnostic tools to determine learning styles.

Concrete result

Two lists per students of recommendations - one for teacher and one for student

Procedure

Choose and administer a learning style diagnostic to 2 students in the field. Modify tool if necessary for age appropriateness.

Generate two lists: One for the teacher with specific recommendations for teaching strategies for this learner based on his/her learning style
the other list is for the student with suggestions of learning strategies to use in learning a second language - also based on the learner's style of learning.

Student resources

variety of diagnostic tools
arrangements made with classroom teacher

Assessment

Professors evaluation of student participation in class
Completion of the lists of recommendations for classroom teachers and students
Form from classroom teacher (to be made) YES/NO appropriateness of recommendations' list

Time Line

1.5 classroom time for selection and modification by age group of diagnostic tool (group work by age level)
2 hours outside
Falling P1.2 & 3 Fall Term

Teacher resources

Diagnostic tools

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Second Language Acquisition and Instructional Methodologies: Theories

Global Statement:

Knowledge of second language acquisition theories and instructional methodologies and their implications for second language instruction.

Indicator map

6.1, 6.2

Goal

Gain knowledge about various theories of second language acquisition and instructional methodologies appropriate to second language instruction.

Procedure

Do readings

participate in class discussions and presentations focusing on different theories of second language acquisition along with appropriate instructional practices

Student resources

Selected readings

Assessment

Professor's evaluation of students participation in class
Completion of journal entry

Time Line

2 hours for reading

2 hours class time for discussion, presentations

Sequence: Follows proficiency 1.4

Teacher resources

Chapter 4 - Language and Children - Making the Match, Curtain & Pesola, p. 51-59

Chapters 2&3 - Teaching Language in Context, Omaggio Hadley, Alice.

Omaggio, Alice, Teaching Language in Context, pp. 22/23

ERIC Q&A - Eight Approaches to Language Teaching, Dec. 1986

Nunan, David, Designing Tasks for the Communicative Classroom, pp. 80

Shrum, Judith & Glisan, Eileen, Teacher's Handbook, Contextualized Language Instruction, pp. 314-315

Brown, Douglas, Principles of Language Learning and Teaching, pp. 163-167, 186-189, 245

Maximizing Meaningful Communication University of Washington: Language Center, Helena

Curtain, 5/11/96

Montgomery County, MD videotapes: Second Language Acquisition and Negotiation of Meaning

Second Language Acquisition and Instructional Methodologies: Application

Global Statement

Knowledge of second language acquisition theories and instructional methodologies and their implications for second language instruction.

Indicator map

6.1, 6.2, 6.3

Goal

Apply knowledge about various theories of second language acquisition and instructional methodologies appropriate to second language instruction.

Concrete result

modified activities along with a written rationale for each strategy used

Procedure

Modify previously developed activities to include strategies which enhance SLA
Provide a rationale for each strategy used
Redesign scoring guide to include instructional practices
Present activity and rescore using revised scoring guide
Share and discuss with group

Student resources

copies of 3 previously developed activities
Materials for activities

Assessment

Professor's evaluation of students participation in class
Completion of revised activities and rationale (written)
Journal entry completed
Revised Scoring guide completed

Time Line

2 hours for revisions and rationale outside
2 hours class time for discussion, presentations
Sequence: Follows proficiency 6.1

Teacher resources

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**Second Language Acquisition
and Instructional Methodologies: Practice - JUST DO IT!**

Global Statement:

Knowledge of second language acquisition theories and instructional methodologies and their implications for second language instruction.

Indicator map

6.3

Goal

Puts concepts and theories into practice.

Concrete result

A completed lesson with the criteria listed below

Procedure

- Review Bloom's taxonomies
- Practice writing lesson objectives
- Develop or choose a form and plan a lesson for a 30-35 minute class period which incorporates at least 2 teaching strategies. The lesson should include: a vocabulary activity, some kind of negotiation of meaning activity, and a student assessment to determine if the lesson objective was met.
- Provide copies of lesson for your group
- Present an activity to the group
- Group to score activity using scoring guide

Variation: Field Work: Present activity to a classroom at elementary, middle or high school

Student resources

- Materials to support lesson
- Bloom's list of verbs for writing objectives
- Journal
- lesson plan form

Assessment

- Professor's evaluation of students participation in class
- Lesson plan completed according to criteria
- Self-evaluation of lesson
- Journal entry completed

Time Line:

- 2 hours outside
- 2hours class time for discussion, presentations
- Sequence: Follows proficiency 6.1 and 6.2

Teacher resources

- Bloom's Taxonomy verb list
- Richards, Jack, The Language Teaching Matrix, pp. 125-142