

Portland State University
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M/W 4:40 pm - 6:30 pm • NH 446

Teaching Methods for Foreign Languages

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Literatures

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Course goal: acquire a familiarity with second-language teaching K-16 as a distinct professional and scholarly discipline.

Structure: The course has been redesigned this year so that not only is it consistent with current best practice in the discipline, but also corresponds to the curriculum developed by *Reaching for PASS in Second Languages – The Pre-Service Alignment Project*, a project funded by an Oregon Eisenhower Grant (1996), with the purpose of strengthening the training of Oregon language teachers in preparation for the universal second-language requirement in the state's K-12 schools and the PASS requirement for admission to institutions in the Oregon University System.

Approach: Activities will comprise a combination of instructor presentation of systematic subject knowledge and learner exploration (individual and small group). Practical application of knowledge and skills will be the standard of success and the organizing principle of activities. All assignments, projects and tests will be of a "real-world" nature, and evaluation will be according to a proficiency-based scoring guide rather than arbitrary points and a bell-curve distribution of grades. Reflective writing, direct experience of the language-learning process, and development of instructional and assessment materials will be prominent parts of the course.

Outcomes: 1) the start of a professional portfolio that will include a personal professional statement ("credo"),

evidence of language skills, reflections about professional reading and other experiences, proof of assessment capabilities, and documentation of ability to judge professional resources; 2) knowledge of language-teaching methods (current best practice and history of the profession), sufficient to explain the topic to non-specialist stakeholders (administrators, learners, parents of learners); 3) knowledge of professional support resources (reference sources, professional publications, organizations, local teachers); 4) knowledge of standards and assessment tools sufficient to confirm and communicate the assessments produced by trained assessors; 5) understanding of our "clients," both as individual learners and as a society that supports language learning, with special attention to Oregon and Portland second-language standards and curriculum; 6) ability to evaluate instructional materials in terms of curriculum and standards.

Products: journal entries; short language evaluations; documentation of own language skills; special-interest topic project; group presentation; resource collection.