

--George Mason University
Graduate School of Education

EDCI 560
TEACHING FOREIGN/SECOND LANGUAGES IN PK - 12 SCHOOLS
SPRING 2001
Monday 4:30 - 7:10

Professor

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COURSE OUTLINE

Course Description: Examination of past and current approaches, strategies, and techniques for teaching foreign/second languages in the PK-12 classroom. Students demonstrate teaching strategies, develop lesson and unit planning skills, and evaluate materials, textbooks, and resources available in the field. The course includes a field experience component.

Textbooks:

Schrum, J. & Glissan, E. (2000). *Teacher's handbook: Contextualized language instruction*. 2nd Edition. Heinle & Heinle.

Moore, K. (1998). *Classroom teaching skills*. 4th Edition. McGraw-Hill.

There will be a \$10.00 copy cost. Please make checks payable to Dr. Fox.

Course Objectives: As a result of taking EDCI 560, students will be able to:

- Demonstrate ability to teach a foreign/second language using a synthesis of both older and more recent innovative methods,
- Apply recent studies of language acquisition to methods of teaching foreign/second languages,
- Demonstrate ability to organize detailed lesson and unit plans for foreign/second language teaching, including the four modalities of listening, speaking, reading, writing, as well as the fifth modality of thinking, while focusing on the goal of oral proficiency and performance while meeting the additional goals of the National Standards
- Demonstrate a growing knowledge of curriculum development, assessment, classroom management, and varied teaching techniques and strategies to facilitate language acquisition in PK-12 foreign/second language classes for all learners and learning styles
- Demonstrate a working knowledge of the effective and meaningful integration of technology into foreign language teaching and learning
- Show an understanding of and appreciation for the historical influences that have affected the teaching of languages in the US for the PK-12 learner, including an historical variety of objectives and methods of teaching
- Critically examine contemporary values, contributions and objectives of foreign language study
- Demonstrate a developing understanding of the differences in underlying theories, curriculum design, and program content in the following: Foreign Language Experience (FLEX), Foreign Language in the Elementary School (FLES), FLLES through the content areas, and Immersion/Partial Immersion Programs.

Course Requirements:

There will be a special emphasis this semester on the meaningful integration of technology into the foreign/second language classroom. There will be group collaboration and individual participation, as we develop emergent technological expertise. We encourage questions and sharing on a regular basis. We are most fortunate to have with us for this course, as part of a Department of Education Technology Grant, a practicing professional in the field of foreign language education, Mrs. Laura M. Bachman. She will be with us for many of our classes, particularly those in which we will be working directly on our technology component.

| | | |
|--|------------|--|
| Active participation in class and in on-line course discussions between class meetings; regular class attendance and evidence of course reading preparation are expected | 15% | Evaluation ongoing |
| Two teaching simulations (each 15%) (Theory, Research, & Practice) | 30% | See accompanying instructions DUE DATES: By sign-up date |
| Mid Term Project (Theory, Research, & Practice) | 20% | Technology group presentation DUE DATE: March 12, 2001 |
| Field Experience (15 hours required, at both the elementary and secondary levels, 8 hours at one, | 10% | See Reporting Form & Guidelines DUE DATE: April 16, 2001 |

7 at the other. See accompanying Guidelines.
(Theory & Practice)

Final Exam/Project and Presentation
(Research, Theory, & Practice)

25% See accompanying guidelines
DUE DATE: April 30 , 2001

Additional Notes:

- 1) Students are encouraged to attend professional conferences offered in the area and beyond.

- 2) Students who are in the GMU licensure program are also to maintain a file of all professional materials created and gathered for this class for use in their future Professional Development Portfolio, a requirement of all licensure candidates. Of particular note this semester should be an emergent list of professional web sites for use by teacher and students, the Mid Term Technology Project, and the final exam, as well as lesson plans and teaching strategies and techniques. This compilation of materials will facilitate the final Portfolio assembly during the student teaching internship semester.

- 3) Students in the GMU licensure program who have not yet done so must register for the Language Proficiency Assessment. An oral and written evaluation must be in a student's file prior to the student teaching internship semester.

1. January 22 Introductions and Course Outline
Student Information and Technology Questionnaire

Assignments for next class:

1. Subscribe to the ListServ FL TEACH by sending an email to LISTSERV@listserv.acsu.buffalo.edu. In the message box, write SUB FLTEACH, then your first name and last name.

2. Send me an email to verify your email address for my addition to the class GMU ListServ.

Readings - Article (handout) ■Sociohistorical Perspectives on Language Teaching in the Modern United States• by E.B. Bernhardt

Shrum & Glisan - Chapter 2, pp. 25 - 28 and take a look at the Appendix 2.1 at <http://thandbook.heinle.com>

Moore - Chapter 1 ■The Teaching Process•

Grabe & Grabe - Chapter 1 (handout) ■Key Themes & Issues for Using Technology in Your Classroom. • Jot down some of your thoughts in response to the prompts in bullet #2 under "Reflecting on Chapter 1" on p. 29. We'll share these thoughts in class.

2. January 29 Sociohistorical Overview of FL Education in the US
Overview of Second Language Teaching/Relationship with Bilingual Education
Some Emergent Thoughts about Technology in the SL Classroom

Discussion of articles read for 1/29

Assignment for 1/29 - see above

3. February 5 Second Language Acquisition Research: A Review of Some Theoretical Background
The Standards for FL Learning - What are the ■Five Cs• of FL Education?
- Their Role in Effective Planning

(To review, for example, Krashen's Input Hypothesis, Swain's Output Hypothesis, Long's Interaction Hypothesis, Vygotsky's ZPD, competence vs. performance, communicative competence, socio-affective filter. A look at length of time, optimal age, other factors influencing language acquisition.)

What are The Standards? What are the ■Five Cs• of FL Education? (Video)

Assignment for 2/5: Read Shrum & Glisan - Chapters 1 and the remainder of 2. Consider questions 1 - 4 on p. 18 and 1 - 3 on p. 20. Jot down your thoughts in response to these questions.

Churma (handout) - ■Setting the Stage for Technology• & ■Software Copyright Guidelines•

Consult the ACTFL Performance Guidelines for K-12 Learners found in Appendix 2.4
Bring an elementary or secondary (middle or high school) foreign language textbook to class today.

SPECIAL NOTE: On Wednesday, February 7 at 4:30, the EDCI 516 class will be in the GMU Library for a Graduate Research Resources Workshop conducted by Research Librarian Sarah Sheehan-Harris, our GSE liaison at the library. You are invited to join us for this most valuable session if you would like to know what services are available to you at our library and at the Consortium libraries. Each time I attend one of these sessions, I gain greater knowledge about the newest resources available to us in support of our research efforts.

4. February 12 Teaching Methodology and Pedagogy
Meaningful Learning in an Information Age
A look at methods and approaches for teaching foreign languages: an overview.
An Introduction to WebQuests: Technology Activities for the Foreign Language Classroom

SIGN UP IN CLASS TODAY FOR FIRST TEACHING DEMONSTRATIONS to be presented in small groups/pairs in the upcoming weeks.

Assignment for 2/12: Omaggio Hadley - Chapter 3 (handout) ■On Teaching a Language: Principles and Priorities in Methodology•
Grabe & Grabe - Chapter 2 (handout) ■Meaningful Learning in an Information Age•
Blake (handout) - ■The Role of Technology in Second Language Learning•
Go to the WebQuest web page maintained by Bernie Dodge at <http://edweb.sdsu.edu/webquest/webquest.html> Look at the examples and become acquainted with this site. You may want to bookmark it.

5. February 19 The Multiple Intelligences and Multiple Ways to Help Students Learn a Second Language

Assignment for 2/19: (Moore - Chapter 2 ■Planning for Diversity•)
Shrum & Glisan - Chapter 10 ■Addressing Student Diversity in the Language Classroom•
Article by Christison - (handout) ■Teaching and Learning Languages Through Multiple Intelligences•

6. February 26 Methodology Teaching Demonstrations I: (1) Audiolingual Method (ALM); (2) Cognitive Approach
Using DreamWeaver to create and upload your WebQuest

Assignment for 2/26: Grabe & Grabe - Chapter 6 (handout) ■ Learning with Internet Tools•

Shrum & Glisan - Chapter 12 ■ Using Technology to Contextualize & Integrate Language Instruction•

(Moore - Chapter 12 ■ Instructional Media and Technology•)

MARCH 3 - 11 - GMU SPRING BREAK - NO CLASS

7. **March 12** Planning for Language Instruction - Part I

Mid-Term Technology Project Due in Class - Project Presentations

Assignment for 3/12: Shrum & Glisan - Chapter 3 ■ Organizing and Planning for Integrated Language Instruction•

8. **March 19** Planning for Language Instruction - Part II

Teaching and Planning for the Four Modalities, plus Thinking (the fifth)
Methodology Teaching Demonstrations II: (3) Direct Method; (4) Total Physical Response (TPR)

Assignment for 3/19: Moore - Chapter 5 ■ Selecting and Designing Instruction•

9. March 26 Planning for Language Instruction - Part III - Assessment and Evaluation
Assessing Language Performance in Context

Methodology Teaching Demonstrations III: (5) Natural Approach; (6)

Rassias

Assignment for 3/26: Moore - Chapter 10 ■ Planning the Evaluation•

Shrum & Glisan - Chapters 9 & 11 ■ Developing Written Communication Skills Through Integration of the Three Modes• & ■ Assessing Language Performance in Context•

10. April 2 Demonstrations of Teaching Strategies: (1) Cooperative Learning; (2) Games in the FL classroom

Classroom Management Strategies and Handling Discipline

Assignment for 4/2: Moore - Chapter 3 ■ Establishing a Supportive Environment•

Moore - Chapter 9 ■ Classroom Management•

11. April 9 Demonstrations of Teaching Strategies: (3) Interactive Activities in the Performance-Based Classroom; (4) Grouping Strategies

Making Connections in the FL Classroom

Assignment for 4/9: Shrum & Glisan - Chapters 4 and 5 ■ Connecting LL to the Elementary School Curriculum• and ■ Integrating L Study in the Middle School Curriculum•

12. **April 16** Demonstrations of Teaching Strategies: (5) Alternative Assessment; (6) Computer Assisted Learning
Implementing the National Standards into Daily Instruction
Field Experience Observations Due in Class

Assignment for 4/16: Omaggio Hadley - (handout) Chapter 5 ■A Proficiency Oriented Approach to Listening and Reading•

12. April 23 The Well Planned Unit for Interactive Language Learning
The Importance of Reflective Practice

Assignment for 4/23: Moore - Chapter 13 ■A Well-Planned Unit•

13. April 30 Last Class! FINAL EXAM PROJECT DUE
(Details about the final exam project options will be supplied by the professor. They will include the specific requirements, suggested format, and scoring rubric)
Presentations & Sharing in Class
Course Synthesis

Choices for Teaching Demonstrations (Methods and Strategies) to be presented in the EDCI 560 Course

First Demonstrations: Audiolingual Method (ALM)
Cognitive Approach
Direct Method (such as Berlitz, Jespersen, de Sauze)
Total Physical Response (TPR)
Natural Approach (Terrell and Krashen)
Rassias

Second Demonstrations: Cooperative Learning
Games
Interactive Activities in the Performance-Based Classroom
Grouping Strategies
Alternative Assessment
Computer Assisted Learning

Guidelines for Methods and Strategies Teaching Demonstrations

Goals:

The purpose of the group/paired demonstrations are three-fold:

- 1) To provide students the opportunity to collaborate with colleagues on teaching methodologies and strategies as they research and reflect on their emergent and changing practice,
- 2) To provide students the opportunity to do independent research on teaching methodologies and strategies and to develop a growing file of traditional and on-line resource materials to support their teaching,
- 3) To provide students the opportunity to model and share teaching techniques and new knowledge with colleagues/fellow students.

Presentation Guidelines:

1. Students will sign up to work in groups or with a partner.
2. The group will read three articles on the method or approach to teaching you have chosen, in addition to the short reading in the Omaggio Hadley handout. You should try to find at least one source by the original developer of the method, if possible.
3. You will work with one or two other people as a team for your teaching demonstration. Plan your time carefully. Your presentation should encompass a 25 - 30 minute time frame, and each person should be an active presenter. You may try any combination of team teaching, or each of you might demonstrate a separate activity. You should provide some background information (5 minutes) about the method and allow a few minutes at the end for questions and feedback within the allotted presentation time.
4. The demonstration may include the following elements:
 - Background information about the method/strategy
 - Type of class for whom your particular demonstration is intended (grade level, language, type of class, level of language learners, etc.)
 - Skills you are teaching and some basic objectives of the lesson
 - Special teacher-made materials (props & realia are strongly recommended)
 - Possible follow-up activities to the lesson you have presented
 - Explanation of an assessment you might conduct of the lesson/method you have presented
5. Always BE CREATIVE!!! The students will love it, and it keeps your adrenalin flowing!
6. Spend more time demonstrating and less time talking about it. Some of you may choose to introduce the lesson by describing it first; others of you may wish to immerse the class in the experience and explaining the method after the demonstration.
7. Prepare a short handout for the class members for their files. It should include a bibliography of your sources/articles.

Scoring Rubric: Teaching Demonstrations of Methodologies and Strategies

Rating**Demonstrated Competence**

A+ 15
A 14
1- 13

EXCELLENT

- Conforms to all requirements as stated in Guidelines
- Accurate summary/presentation of method or strategy chosen
- Clear evidence of preparation for presentation/efficient use of time allotted
- Presentation is faithful to the general philosophy and techniques of the method
- Used teacher-developed materials in the preparation
- Presentation demonstrates creativity
- o Handout with bibliography provided

B+ 12
B 11
B- 10

COMPETENT

- Conforms to most requirements as stated in Guidelines
- Summary & presentation basically accurate, some minor omissions
- Evidence of preparation for presentation/more efficient use of time desired
- Presentation generally faithful to the general philosophy and techniques of the method
- Used minimal number of teacher-developed materials in the preparation
- Presentation demonstrates creativity
- Handout provided/some material omitted

C+ 9
C 8

MINIMAL

- Conforms to some requirements as stated in Guidelines
- Summary & presentation exhibit inaccuracies, additional information requested
- Evidence of only minimal preparation for presentation/more efficient use of time desired
- Did not use teacher-developed materials
- Handout provided/some material omitted

D <8

UNSATISFACTORY
Guidelines for Mid-Term Technology Project

Goals of the Project:

The purpose of the technology project is three-fold:

- 1) to provide students the opportunity to explore the internet and some of its potential uses for the second language classroom,
- 2) to provide students the opportunity to collaborate and share new knowledge with colleagues, while preparing a demonstration that might be presented in a professional setting, &
- 3) to provide students a hands-on technology opportunity as they research, learn about and create a specific technology lesson, a WebQuest, which they will be able to incorporate into the second language classroom.

Project Guidelines:

1. Students will work in pairs to create a WebQuest. Students may want to team with a partner who teaches the same language.
2. Students will read the assigned technology hand-outs provided in preparation for the project.
3. Students will participate in the WebQuest evaluation activities conducted during class and will research other pre-existing WebQuests in preparation for the creation of their own.
4. Students may collaborate with colleagues from other groups/pairs as they work on their own situational creation and may consult with and be supported by the George Mason University computing support staff on the details of putting the final product on disk in preparation for upload to the web.
5. The WebQuest should create a pathway that will ask students to visit a minimum of 5 to 6 sites. These may include both search engines and more specific sites (or choices of sites). You should include links where the students will glean their information to complete the final project requirements.
6. To help with the organization of your WebQuest, you may want to follow the sample procedures (i.e., Task, Procedure, Resources, Rubric, etc.) As seen in the web site maintained by Bernie Dodge. See <http://edweb.sdsu.edu/webquest/webquest.html>

Presentation of Final Product:

1. The project you hand in should consist of **three parts**, as follows:

a. A **cover sheet** that explains such details as what WebQuests are, how they are used in the classroom and their purpose, and how they can enhance learning in the second language classroom. In another paragraph, you should provide an introduction for your particular WebQuest, including such information as: the potential unit/lesson plan of which it is a part; for which language, age of student and language level this WebQuest was created; which Standard it addresses, as well as any Program of Study used by your school district; any other pertinent details that a reader might want/need to know.

- b.** The **WebQuest itself**, as it would be presented to your students, with story/scenario

and all student directions and requirements, including time allotment and final project requirements (what the students need to hand in at the completion of the project). You might consider rubrics among your evaluation choices.

c. The **WebQuest on disk** saved in MSWord, DreamWeaver, or NetScape Composer for easy upload to the web.

2. Each group/pair will demonstrate/share the WebQuest in class and provide a paper copy of the quest itself to fellow colleagues.

**Most of all,
ENJOY THIS CHALLENGE, LET THE CREATIVE JUICES FLOW, &
HAVE FUN!!!!**

Scoring Rubric: WebQuest Project

Rating

Demonstrated Competence

A+ 25

EXCELLENT

A 24

1- 23

- Conducted the WebQuest project according to Guidelines
- Conformed to all requirements in topics, project format
- Includes a cover sheet with all parts, as described/Addresses Standards
- WebQuest includes clearly written student project directions that are linked to viable web sites/ shows creativity
- Includes both paper and disk copies of project
- Clearly written with few or no stylistic and grammatical errors.

B+ 22

COMPETENT

B 20, 21

B- 19

- Conducted the WebQuest project basically according Guidelines
- Conforms to most requirements in topics, project format.
- Includes cover sheet with most parts, as described
- WebQuest includes student project directions that are linked to viable web sites/ could exhibit more creativity
- Includes both paper and disk copies of project
- Clearly written with few stylistic or grammatical errors.

C+ 18

MINIMAL

C 16, 17

C- 15

- Conducted the WebQuest, but did not follow some Guidelines
- Conforms to minimal requirements, project format.
- Includes cover sheet with only minimal information
- WebQuest student project directions unclear or are not linked to viable web sites/could exhibit more creativity
- Includes either paper or disk copy, but not both
- Writes with stylistic and grammatical errors.

D < 15

UNSATISFACTORY

**GUIDELINES for FIELD EXPERIENCE
SPRING 2001**

Course No: EDCI 560
Course Title: Teaching Foreign/Second Languages in PK - 12 Schools
Professor: Dr. Rebecca Fox
Clock Hours: 15

Course Description: An examination of past and current approaches, strategies, and techniques for teaching foreign/second languages in the PK-12 classroom, with practical application to the classroom. Students demonstrate teaching strategies, develop lesson and unit planning skills, and evaluate materials, textbooks, and resources available in the field. This course includes a field experience component.

Field Experience Objectives:

1. To engage in teaching-related fieldwork and observations, and to reflect on those experiences with respect to teaching foreign/second languages in the PK-12 classroom setting and the objectives and content of EDCI 560.
2. To observe the application of foreign/second language teaching strategies and methods embodied in the classroom procedures of the cooperating teachers **at both the elementary and secondary levels.**
3. To observe and gain valuable insight into (a) classroom practices currently in use, (b) the use of technology, (c) the use of curricula and texts, (d) implementation of national standards, and (e) the areas of strength and weakness and general learning pace of students at a given age and grade level.
4. To become familiar with special foreign/second language resources and activities in two particular schools: a) language or computer lab, or similar facilities; software available for use; b) films, tapes, slides, multimedia available for use; c) special foreign/second language classrooms, i.e., electronic, transition immersion, partial immersion, etc.; d) language clubs, honor societies, or other language activities.

Method: Participants will engage in 15 hours of school-based field experiences. Students will engage in observations, interactions with students and teachers, and interviews in the school setting. A short report, **due April 16**, consisting of **guided notes and observations** recorded during the field experience visits should be submitted with the **Field Experience Report Form**. (See provided form and reporting guidelines, which follow).

Course Requirement: Comprises 10% of the EDCI 560 Final Course Grade

Suggested Field Experience Report Content and Format

Following is the suggested format for accomplishing the written report that will

accompany your Field Observations. It is suggested that you have **three (3) principle sections**, as indicated in sections numbered I, II, and III below. The overall length should be three to four pages.

1. Introduction
School setting, class(es) observed, ages/course level of students, etc.

II. Observation Synthesis

Field observation visits are intended to help students become closely acquainted with teaching and learning in foreign/second language PK-12 classrooms. In EDCI 560, the observer should target his/her observations in terms of their relationship to course readings and content. The following guiding questions/suggestions may serve to guide the observation. A **short, written report of approximately 2 (two) pages** should synthesize the information gleaned. (You need not cover all the topics listed below; they are guides for your observation notes.)

1. Variety of activities
2. Seating arrangement (rows, cooperative groups, etc.?)
3. Discipline and classroom management strategies
4. How teacher implements multiple learning styles into lesson plans and reacts to faster/slower students
5. Percentage of time devoted to 4 skills (reading, writing, listening, speaking) and the 5th skill of thinking
6. Ability grouping?
7. Homework
8. Amount of L1 and L2 used by students/by teacher
9. Use of daily lesson plan - objectives and implementation
10. Use of visuals and/or technology
11. Use of textbooks/teacher-created materials
12. Classroom appearance
13. Advantage of having native speakers
14. Daily routine
15. Forms of assessment
16. Connections to the Standards? Incorporation of the 3 Modes?

III. Additional Experiences

In a **one-page summary**, describe your experiences while engaging in interaction in the field experience setting. Following are some **suggested activities** in which you might participate. While you will not experience all of them, these suggestions may serve as a guide. **Apply information gleaned from your observations to future teaching situations.**

Suggested Activities:

1. Ask to conference with the teacher before and after an observation visit to discuss the day's lesson and to ask questions. This is **strongly suggested** for one of your visits.

2. Work with individual students or with small groups under the guidance of the teacher's suggestions. This will help you make some initial contacts with students and gain confidence in the small group setting.

3. Teach a short lesson, or a portion of a lesson. Seek advice and guidance from the teacher when preparing for the teaching assignment. Conference with the teacher about assessment of student learning outcomes as a result of your interaction. Think about what you learned during the teaching activity.

BE SURE TO THANK THE TEACHER FOR HER/HIS TIME. *Please Remember:* You are a guest in these schools and classrooms. Try to be helpful and lend assistance where possible. Appropriate attire and conduct are important, and professional courtesy is always essential. If you must cancel a planned visit, you should call as soon as possible to let the teacher know.

This should be an interactive experience for you - not a passive one.

GEORGE MASON UNIVERSITY
Graduate School of Education

FIELD EXPERIENCE REPORTING FORM

Name: _____ **Semester/Yr:** Spring 2001

School: _____

Course: EDCI 560

Title: Teaching Foreign/Second Languages in PK-12 Schools

Professor: Dr. Rebecca Fox

Clockhours: 15

Observation site/class/grade

Teacher

Date

Hours on site

Use this form as a way of keeping track of your required 15 hours of field observations.
Return this form to Dr. Fox when you submit your written report.

Scoring Rubric: Field Experience and Report

Rating

Demonstrated Competence

EXCELLENT

A 10

1 9

- Hours completed as required by GSE
- Responses to all areas are thorough and in compliance with guidelines
- Writes clearly with few stylistic and grammatical errors
- Organizes short paper/summary in deliberate manner
- Reflects thoughtfully for all areas
- Applies knowledge to future teaching situations

COMPETENT

B+ 8

B 7

2 6

- Responds incompletely to some guideline areas, or lacks thoroughness in some areas
- May write with some lack of clarity and/or consistent stylistic or grammatical errors
- May organize paper/summary in way that is difficult to follow
- May not reflect for all areas or does not reflect with depth
- Knowledge applied minimally to future teaching situations

MINIMAL

C 5

- Does not respond to all areas and/or incompletely to some areas
- Writes with some lack of clarity and/or many stylistic and grammatical errors
- Organizes paper/summary in fashion that is difficult or impossible to follow
- Does not provide requested reflection for all areas
- Does not apply knowledge to future teaching situations

D <5

UNSATISFACTORY

*George Mason University
Graduate School of Education*

**EDCI 560
Guidelines for Final Exam - Spring 2001**

*Share in Class April 30, 2001
Hard Copy Submission before May 7, 2001*

Option A: Create a FL/SL Workshop Session for Colleagues

■Technology and the World Language Classroom of the new Millenium•

Context:

At the turn of the 21st century, technology is playing an increasingly important role in fostering second language acquisition by electronically increasing learners' contact with a large variety of authentic materials. Technology is also providing additional opportunities for creative and interactive target language use during and between classes with teachers and classmates. Language teaching and learning, assisted by the infusion of technology, is experiencing a new paradigm. Today's students are much more technologically savvy than they ever were in the last decade; their comfort in this new learning dimension is creating new opportunities for teachers to harness useful techniques to increase language proficiency and enhance the classroom's meaningful learning context.

As teachers, we need to meet the needs and interest levels of today's students. We must actively consider how the computer and modern technology can work for us to make language learning more learner-centered and proficiency oriented in today's diverse classrooms. A growing understanding of the role that technology plays in enhancing foreign/second/world language methodology and pedagogy is essential for all teachers. When teachers are able to promote language learning and acquisition, they are also able to empower their students and at the same time foster success.

Task:

1. You are to prepare a two hour workshop for your school's (or school division's) foreign/second language staff development.
2. Your theme is ■Technology and the World Language Classroom of the new Millenium.•
3. You may select from among the following major areas of focus:
 - A. Technology and Effective Planning
 - B. Technology and Interactive Language Learning Activities
 - C. Effective Integration of Technology into the FL/SL Classroom
 - D. Technology and the Multiple Intelligences
 - E. Technology and Special Needs Learners

Project Guidelines: You should provide a workshop session that is user-friendly and informative for teachers. It should include at least one hands-on activity. Create your workshop as if you were an attending teacher wanting to know more about this topic. Your product should be something that provides practical ■how to• information. You should include some potential

questions for open discussion as well as activities for the attending group.

Workshop Components - Your training session should include the following:

1. Introduction to the topic, stating the context of the workshop, relevance teaching and learning in the FL/SL classroom. You should also state its importance for both teachers and teacher candidates.
2. A workshop handout, or guide of approximately/at least 5 pages in length (double spaced, or a combination of double- and single-spaced segments/sections).
3. You should include appropriate references. These might be interspersed throughout the handout, or in a bibliography at the end, or both (which ever is more appropriate).
4. An example lesson plan outline incorporating the material to show efficacy (use our class lesson plan model). Teachers should leave your session knowing how they will incorporate their new knowledge in their own classrooms.
5. Interactive activities for the participants to provide opportunity for practice, experiential learning, and reflection.
6. Presentation materials you are creating for your presentation.
7. An agenda or outline of the two-hour session. This should include your introduction, the presentation of materials, the group and paired activities, etc.
8. Remember to be CREATIVE and INFORMATIVE! You have important information to share with colleagues.

Option B: Create a FL/SL Unit Plan

■A Unit of Study for the FL/SL/WL Classroom of the New Millenium•

Context:

Throughout this semester, we have been learning about effective teaching and learning strategies that promote active learner participation and positive learning outcomes in today's classrooms. Among our course topics, we have examined various teaching methodologies, learning and assessment strategies, special learners, the multiple intelligences, and the use of technology; we have discussed motivation and classroom management strategies and the incorporation of the National Standards and the 5 Cs. We have also worked cooperatively in class to incorporate all of these elements into effective daily and unit planning. Now, you will use this knowledge to create a unit of work that could be used in your own classroom in the near future.

A strong understanding of the role that effective planning plays in foreign/second/world language classroom is essential for all teachers. When teachers are able to promote language learning and acquisition, they are also able to empower their students and at the same time foster success.

Task:

1. You are to prepare a unit of study (either a chapter or unit in the school's textbook series, or a series of lessons that comprise approximately two weeks of work) for one of your classes.
2. Your project's theme is to be: ■A Unit of Study for the FL/SL/WL Classroom of the New Millenium•

Project Guidelines: You should provide a unit of study that shows the teacher as the guide on the side who empowers his/her students to actively engage in learning the language. The unit should include examples of the essential learning components we have discussed and experienced in this course, as suggested in the guidelines below:

Project Components - Your unit of study should include the following elements:

1. Choose **one chapter/unit** from a textbook series for the language you will teach; you may also choose a lesson topic that comprises approximately a two-week period of study.

Attach **a copy of the chapter/unit** and the source citation.

You should **analyze the chapter** (or provide an overview), in terms of the following (this may be in either narrative or outline form):

A. Major topics(s) of chapter

What is the general theme of the chapter/unit

Situation/Context of unit

Cultural information to be included

B. Outline of the linguistic points to be taught

Basic vocabulary of unit/chapter

Grammar structures

Phonemes or stress and intonation emphasized (if any), etc.

3. Discuss/List your highest priorities in teaching this chapter/unit, i.e., what points or elements do you want students to remember most? Which elements will be used to scaffold learning in later lessons? Which ones will you continue to revisit in future lessons? Why are they important?

2. **Overview of the unit of study** for the chapter/unit of work covered **and two daily lesson plans that are part of this chapter/unit.** In general, your overview plan should include the use of technology (your use and your students' use), objectives stated in terms of student learning outcomes, connection to the National Standards, interactive/hands-on activities, at least one of the teaching methodologies we learned about in class, and assessment strategies. (See my suggested overview plan for both the unit and daily plans, as well as the one provided by our textbook authors. Either format, or an adaptation thereof, are acceptable for submission.)

It is suggested that you use the unit and lesson plan formats provided you in class, but variations of this may be substituted (i.e., for immersion, FLES, exposure classes), as appropriate. You should:

1. describe your students (elementary, middle school/secondary school; exposure, FLES, immersion, fluent speakers, level of learning; hours per day/week of language instruction, etc.)

2. state whether you are using the block length (approx. 90 minutes) or traditional length (approximately 50 minutes) class for your daily plans.

3. Include all materials you use for instruction, including those you made/created, as well as those used from text, any authentic realia, any web sites or technology used, any rubrics, and your assessment strategies. As indicated on the model lesson plan, include a warm-up activity, estimate the amount of time you think each of the learning activities will take, and what your transitions will be (this might be as short as one question or a redirection of focus). Remember to vary the lesson focus and to alternate cooperative and individual learning activities. You may also find it helpful to use the multiple intelligences planning form (or a variation of it) as you plan for your unit. You may include this (or a similar) overview with your unit plan.

4. Although you will not have had the opportunity to teach this unit, you should include as many reflective elements as possible. Examples: What classroom management strategies will you incorporate? Which teaching methodologies? How have you connected this lesson to the Standards? Consult the ■Reflections• portion of the lesson plan model for some guiding areas for reflection.

5. EXERCISE YOUR CREATIVITY! Make your lessons colorful both in content and presentation. You and your students will find this rewarding. *Most of all, enjoy this challenge as you bring together all the elements we have worked on this semester in our methodology course.*