

EED 4240 / EST 5240 Elementary Foreign Language Teaching Methods
Fall 2018



COURSE CONTACT INFORMATION

Instructor: Dr. Raquel Prieta, Assistant Professor of Foreign Language Education

Time and place: Tuesdays from 6:00-8:30 pm at 265, South Foundation Hall

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Office: 370 O'Dowd Hall

Office hours: Wednesdays, 3:45-5:45 pm, or by appointment

Course description: EED 4240/EST 5240 is a three credit course for undergraduate or graduate students. EED 4240/EST 5240 gives an overview of communicative, task-based instruction as informed by research and theory in child second language acquisition. This course emphasizes the development of teaching strategies and human interaction techniques unique to elementary students in foreign language classrooms. The course is for foreign language teaching majors and students wishing to pursue the course in conjunction fulfilling requirements of a program at another institution, adding an endorsement or upgrading an existing endorsement.

Objectives & Goals: By the end of the course, students will be able to:

- Define and use terminology related to describe phenomena in child second language acquisition and language instruction pertaining to the elementary classroom.
- Understand the major cognitive and emotional characteristics of elementary learners and their implications for foreign language teaching.
- Analyze existing teaching practices and materials based on your understanding of theory and research.
- Develop the foreign language curriculum for a one academic year for a K-8 grade.
- Create teaching materials for the classroom, which are adapted to the needs of elementary foreign language learners.
- Develop skills to make the classroom a communicative environment.

Pre-requisite: Admission to K-12 Foreign Language Certification Program; students wishing to pursue the course in conjunction with adding an endorsement or upgrading an existing endorsement may be admitted at the discretion of the professor.

Preparedness: The format of this class takes seriously the premise that thoughtful and meaningful interaction with readings, with other students, and with the instructor is the best way to learn new material. For this reason, lecturing will be minimal, and student preparation prior to class, and student participation in class are a must. Most class sessions will involve discussions of readings and issues

Suggested Course Materials:

- Curtain & Dahlberg (2016). *Languages and children, making the match: Foreign language instruction for an early start grades K-8*, 5th edition. Pearson.

- Cameron, L. *Teaching Languages to Young Learners*. (2012), 2nd edition, Cambridge University Press.

Suggested Language Teaching Organization membership

I **strongly recommend** you to become a member of a professional organization for foreign language teachers. There are immediate benefits to your professional learning:

- Provides you access to subject-specific resources and the latest ideas about teaching and learning in your field of study.
 - Gives you access to online versions of many professional resources.
 - Membership in a professional organization tells prospective employers that you are already started as a professional language teacher.
 - It's really fun to learn about teaching from others who are doing the same. Eventually, you might contribute your own ideas!
- **All language teachers** should join **The Michigan World Language Association [MiWLA]**. In addition, **I strongly recommend** that you join the American Council for the Teaching of Foreign Languages [ACTFL], which includes a subscription to Foreign Language Annals or the professional organization for your language.

Course Components & Grading Scale:

Participation	10%
Curriculum design	30%
Presentations	30%
Teacher's website*	30%
TOTAL	100%

*Information will be given through the semester about what to include in the teacher's website.

Participation and attendance (10%)

Active participation, punctuality, and timely preparation are expected. Please see attendance policy below.

Teaching Website (30%)

Your final project for this course will be to create a website resource including teaching ideas for teaching children the four language skills: speaking, listening, reading and writing, along with ideas to teach vocabulary, grammar or culture. You will also include information on our key issues in Foreign Language education and example textbooks and other materials to be used in an elementary school classroom. This will be a culminating source of your ideas from throughout STEP/MATSE, **and will prepare you for the job market.**

Curriculum design (30%)

So far in the OU STEP Foreign Language major/MATSE program, you've had some experience with unit building. Now it is time to put those skills in the context of a complete academic year. Each student will be assigned a specific elementary grade (K-6), and you will design a complete syllabus and sample activities for the course. You will also have to include names of textbooks that you are going to use and other materials you might think are useful for the course. The goal here is to work within the realistic context of a school, while also applying the best practice methods we've discussed in our foreign language methods courses. I want you to think on the course as whole and remember that the curriculum has to align with Michigan World languages Standards. You will also have to provide one of the units that you have outlined for the curriculum and a couple sample activities to be used in that particular unit.

The last 45 min of each class will be devoted to work on some of these activities and materials. We will sample some of them via in class micro-teachings.

Presentation (30%)

Each student will be assigned a foreign language teaching topic (i.e., teaching grammar, teaching vocabulary, teaching culture...). You will prepare a presentation on the assigned topic. You will provide research insights about the acquisition of that particular structure, ideas and pedagogical implications toward the elementary classroom. Presentations should last between 10-15 minutes.

Policy on late work: The policy of this course is that late work may be accepted up to 24 hours after it is due BUT AN ENTIRE GRADE WILL BE DEDUCTED. Thus, if you turn in late work and the grade is A, you will receive a B; if the grade is B, you will receive a C. No late work beyond 24 hours is accepted.

Extra Credit

There are NO opportunities for extra credit in this course. The best way to improve your grade is to complete all assignments on time, actively participate in class, and to ask for assistance from your instructor during her office hours.

Attendance Policy

Students who miss 2 class periods will receive a 5% deduction on their final grade. Students who miss more than 2 class periods automatically FAIL the course. **Being late** (more than 10 minutes) equals 1 absence.

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holydays, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Oral Proficiency Interview (OPI)

The OPI or OPIc is a requirement from the Michigan Education department. The OPI is an interview conducted over the phone, whereas the OPIc is an interview conducted with an avatar on your computer. You can choose to take one or the other. Talk to me if you unsure to which exam to take or how to prepare for it. Foreign language students in French, German and Spanish who have been accepted into the STEP program are required to achieve a score of 'Advanced Low' for oral proficiency in an Oral Proficiency Interview (OPI or OPIc) before they do their student teaching. Japanese and Chinese students will be expected to achieve a minimum score of 'Intermediate High'. The rating system corresponds to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines set out on the official ACTFL OPI website. Please visit the following website on more information about how to register for the exam:

<https://oakland.edu/languages/student-resources/opi-information-and-registration/>

The Michigan World Language Association [MiWLA]

It is important as a teacher to be up-to-date with current research in the teaching and learning areas. As part of the class you are encouraged to go to at least one session of the MiWLA. The 2018 Conference will be held at the Lansing Center and the Radisson Hotel Lansing at the Capitol on **October 17-18, 2018**. Be sure to visit <http://miwla.org/home/conference/general-information/> to *apply for a grant to offset the cost of conference attendance*. Click on Awards and Grants to

download a grant application.

Lansing Center, 333 East Michigan Avenue, Lansing, MI 48933

Radisson Hotel Lansing at the Capitol

111 N. Grand Avenue, Lansing Michigan 48933

Reservations: +1 (800) 967-9033 US/Canada Toll-free

Telephone: +1 (517) 482-0188 Fax: +1 (517) 487-6646

E-mailing Your Instructor

Sign your name, and use a respectful tone. I will not respond to e-mails that are not signed. Please use your Oakland University email.

Cell Phones and Electronic Devices

The use of cell phones and electronic devices is prohibited in class, unless required by the instructor for a specific activity. All cell phones should be turned off *before* the start of class (not set on "vibrate", but turned OFF). If you have a medical or family emergency and need to receive a call during class, you should inform your instructor *before* class. Students who habitually use cell phones and electronic devices in class may be dismissed from class and counted as being absent for the day.

Name policy

"If you do not identify with the name that is listed with the Registrar's Office, please notify me so that I may appropriately amend my records. In addition, if you prefer to go by a different pronoun, please let me know as well.

Academic Honor Code & Honors Statement

Students are expected to submit assignments that conform to university policies governing academic dishonesty and misconduct. See the "Academic Conduct Policy" in the current *Catalog* or *Student Handbook*, for provisions regarding appropriate academic conduct and honesty.

The Academic Honor system of Oakland University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community.

ALL assignments that you turn in to your instructor for a grade must be your own work.

ACADEMIC DISHONESTY ON ALL ASSIGNMENTS AND EXAMS IS GROUNDS FOR FAILURE IN THE COURSE.

Copyright Statement

Some of the readings in this course are copyrighted. They are intended for use only by students registered and enrolled in SED 428/EST 511 and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

Students with disabilities

Pursuant to the Federal Rehabilitation Act, Oakland University will make reasonable modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified disabled applicant or student; provided however, that no modifications will be made to requirements essential to the instruction being pursued by such student or to any directly related

licensing requirement. Reasonable modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. Similarly, pursuant to the Federal Americans with Disabilities Act, Oakland University will make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability; provided however, no modifications will be made that will fundamentally or substantially alter the nature of the services, program, or activity.

Students with disabilities needing academic accommodations should: 1) Register with and provide documentation to the Office of Disabilities Support Service at 103, A North Foundation Hall; (248) 370-3266, and 2) Bring a letter to your instructor from the DSS indicating that you need academic accommodations no later than the second week of classes. This syllabus and other class materials are available in alternate format upon request.

CALENDAR

*Minor changes may be made and will be announced in class. It is the student's responsibility to be aware of any changes. **Always check Moodle for the most updated version of the syllabus.**

Date	Topic	Readings	Assignments
<p align="center">Week 1 September, 11</p>	<p>Introduction to the course and goals</p> <p>Children learning a foreign language</p> <ul style="list-style-type: none"> • Role of age and social/psychological factors in language acquisition • Benefits of early language learning • Characteristics of elementary school learners • Types of childhood bilingualism 	<p>Syllabus</p>	
<p align="center">Week 2 September, 18</p>	<ul style="list-style-type: none"> • Children learning a foreign language • Advantages of starting early with children <p>ACTFL world language Standards</p>	<p>Cameron (chapter 1)</p>	
<p align="center">Week 3 September, 25</p>	<p>Strategies for building toward proficiency I:</p> <ul style="list-style-type: none"> • Learning spoken language • Discourse skills development in childhood • Teaching pronunciation 	<p>Cameron (chapter 3)</p>	<p>Topic for the presentation must be decided</p>
<p align="center">Week 4 October, 2</p>	<p>Strategies for building toward proficiency II:</p> <ul style="list-style-type: none"> • Learning words • Vocabulary development in children's language learning 	<p>Cameron (chapter 4)</p>	<p>Outline for the k-16 curriculum</p>

<p>Week 5 October, 9</p>	<p>Strategies for building toward proficiency III: A place for grammar in the elementary classroom?</p>	<p>Cameron (chapter 5)</p>	
<p>Week 6 October, 16</p>	<p>NO CLASS this week; instead... Attend at least one day of the Michigan World Language Association Annual Conference. The conference will take place on October, 18th-19th, at the Lansing Center and Radisson Hotel, located in the heart of downtown Lansing, Michigan. Join over 800 world language teachers from throughout the stat to learn about effective world language pedagogy and discuss with your colleagues what works in your classroom. Gain new ideas, greet colleagues and join our professional community!</p>		<p>Provide registration for the conference before this date</p>
<p>Week 7 October, 23</p>	<p>Strategies for building toward proficiency IV:</p> <ul style="list-style-type: none"> • Language literacy skills • Using stories and Children’s Literature 	<p>Curtain & Dahlberg (Chapter 6)</p> <p>Cameron (chapter 7)</p>	
<p>Week 8 October, 30</p>	<p>Strategies for building toward proficiency V:</p> <ul style="list-style-type: none"> • Learning culture • Identifying resources for integrating culture • Educating towards multicultural awareness 	<p>Curtain & Dahlberg (Chapter 7)</p>	<p>Presentation #1</p>
<p>Week 9 November, 6</p>	<p>Strategies for building toward proficiency V:</p> <ul style="list-style-type: none"> • Writing and reading in the L2 	<p>Curtain & Dahlberg (last part of chapter 6 and Chapter 12)</p>	<p>Presentation #2</p>
<p>Week 10 November, 13</p>	<ul style="list-style-type: none"> • Theme based teaching 	<p>Cameron (chapter 8)</p>	<p>Presentation #3</p>
<p>Week 11 November, 20</p>	<ul style="list-style-type: none"> • Bringing language to life with games and activities 	<p>TBA</p>	<p>Presentation #4</p>
<p>Week 12 November, 27</p>	<ul style="list-style-type: none"> • Managing the learning 	<p>Curtain & Dahlberg (Chapter 10)</p>	

	environment		
Week 13 December, 4	<ul style="list-style-type: none"> Review of main issues around teaching children a foreign language Course conclusions and wrap up 	Curtain & Dahlberg (Chapter 14)	<p>*Teaching website due</p> <p>* Curriculum due</p>

*There is no final exam for this course