Three-Quarter Course Sequence Overview

The three-course curriculum and instruction sequence (ED 264 a, b, & c) is designed to provide preparation for teaching a world language at the middle school and high school levels. The purpose of the full sequence is to, via an examination of research, standards, and practice, prepare future language teachers to understand the process of language acquisition and to use instructional strategies in the classroom that can support the language acquisition process. We will also explore the nature of cultural and content understanding and their implications for curricular and instructional design, and we will develop the habits of mind to evolve as an educator.

At the end of the three-course sequence, future language teachers will:
1. Be able to design effective world language curriculum that is congruent with national and state standards, from full unit planning, to daily lesson planning, and individual task design.
2. Be able to select, adapt, and design materials and classroom activities that support achievement of standards, with attention to social justice issues.
3. Be able to plan and implement instructional strategies that result in the development of proficiency in the skills of speaking, listening, reading, and writing across the interpersonal, interpretive, and presentational communicative modes.
4. Use a variety of procedures to assess language proficiency in order to monitor student learning and to inform instruction.
5. Demonstrate the habits of mind to evolve as a teacher and design responsive instruction via principled decision-making, collaboration, experimentation, experience, evidence-based reflection, and revision.

Description of ED 264a Summer Course
At the end of this first of three courses, teacher candidates will:
- Understand the process of second-language acquisition and its implications for designing curriculum and instruction.
- Be able to describe the different levels of proficiency and performance for a language, including their associated language function types.
- Become familiar with local, state, and national world language professional organizations and be able to apply the state and national standards for language learning.
- Be able to design the framework of a full unit and a scaffolded 5-Step Communicative Lesson Plan.
- Develop their skills in collaborating professionally with other colleagues.
- Begin to understand the importance of critical pedagogy and social justice in the conceptualization of a language course.

Required Materials for ED 264a Summer Course
  - Online Appendices (click “Conceptual Orientation”): http://goo.gl/8k3ZiL
- Course Reader
- Additional readings will be distributed by instructor or will be available on the web.

Further Recommended Resources
- ACTFL’s *The Keys to the Classroom* (approx. $25)
- ACTFL’s *Foreign Language Annals*, a research journal
- ACTFL’s *The Language Educator Magazine*
Office Hours for ED 264a Summer Course

- Michael: after class by pre-arranged appointment
- Helene: by pre-arranged appointment

Course Format and Policies
The course will be taught using a lecture/discussion format and will also include the specific modeling of instructional strategies. Candidates are expected to have completed the assigned sets of readings and any assignments before each class and to be prepared to discuss the readings at each class meeting. A portion of each class will be devoted to questions and comments that students might have about readings as well as to activities that build on the readings themselves. Student attendance is essential as the class will actively participate in the examination of the techniques presented in class, in the analysis and identification of theories underlying instruction, and in the preparation of tasks, activities, collaboration, and materials for teaching world languages. You are encouraged to bring a personal laptop to class for each session for accessing digital materials, collaborating with peers, etc.

Candidates are expected to demonstrate the same level of professionalism as demanded of any credentialed teacher with respect to time management, communication, and integrity.

- If for any reason a student must miss a class, s/he must make arrangements beforehand with the instructor to make up the material covered in class and to hand in the assignment due on that date.
- Assignments will be scored based on a full rubric, a simplified scoring guide, or for completion. Course grade will be assigned based on a modified version of Stanford’s grading system: A+ (98-100%), A (93-97%), A- (90-92%), B+ (88-89%), B (83-87%), B- (80-82%), etc.
- Any assignment turned in late (i.e., after class time has started) or incomplete during the quarter will lose 10% credit per day.
- All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide. http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm

- Students with Disabilities. Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). http://studentaffairs.stanford.edu/oae.

Course Grade Weighting:
- 5% Teacher Survey
- 5% World Language Professional Organizations Investigation
- 10% Language Teaching & Learning Principles Log
- 30% Class Participation
- 25% Standards-Based Unit Overview
- 25% Language Learning App Review

Note: The information below is subject to revision as the course progresses.

<table>
<thead>
<tr>
<th>Class</th>
<th>Readings and Assignments Due</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Class 1 Wed. 7/5</td>
<td>1. Due: Summer Teacher Survey (Google Form: <a href="https://goo.gl/forms/O5udzn6criRuga42">https://goo.gl/forms/O5udzn6criRuga42</a>)</td>
<td>Orientation</td>
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<td>a. Table of Contents (preview of year’s content)</td>
<td>Intro to Second</td>
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<td>standards)</td>
<td>Theory</td>
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<td>c. Preliminary Chapter: Becoming Familiar with the Profession and</td>
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<td>Expectations for Language Teachers (7pp)</td>
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<td>d. Note: Shrum &amp; Glisan has tasks, discussion questions, etc. at</td>
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<td>end of each chapter. You are not required to complete unless</td>
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<td>3. Due: World Language Professional Organizations Investigation</td>
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4. **Watch:** Annenberg Foundation’s video on the national world language standards, ACTFL’s “Five C’s” (2003) (58min)
   Refer to “Viewing Chart” if desired; no activities required.

   a. Table of Contents, Foreword, Preface
   b. Introduction (8pp)
   c. Ch 1: Some Givens About SLA (24pp)
   d. Come prepared to discuss the embedded “Pause to consider” prompts.
   e. Begin your **Language Teaching and Learning Principles Log**
      (found in course Google Folder; update this document for all readings in class)

**Class 2**

**Thur. 7/6**

1. **Read:** Shrum & Glisan (2015) *Teacher’s Handbook*
   b. Online Appendices:
      i. 1.1 Some Types of Language-Promoting Assistance
   c. Come prepared to discuss the embedded questions; update **Log**

   a. Ch 2: Input (16pp)
   b. Ch 3: The Developing System (18pp)
   c. Ch 4: Output (15pp)
   d. Come prepared to discuss embedded “Pause to consider” prompts; update **Log**

**Class 3**

**Fri. 7/7**

1. **Read:** ACTFL Proficiency Guidelines (2012)
   a. Read the overview/preface on the main page. Download the complete guidelines text PDF for future reference.
   b. Find the actual guidelines as explained in English or the TL (link in margin on left). For each skill (Speaking, Writing, Listening, Reading) in your TL, read over the descriptions for the major ratings (Distinguished, Superior, Advanced, Intermediate, Novice) and view/read at least one language sample for each major rating. Reviewing the sub-ratings (e.g. Advanced-Low/Mid/High) is not necessary. (approx. 4pp & 30min)
   c. Note: ACTFL also has a useful glossary in the margin for some of the technical linguistic terms that you might like to refer to.

2. **Read:** ACTFL Performance Descriptors For Lang. Learners (2012) as found in Clementi & Terrill's *The Keys to Planning for Learning.* (4pp)
   a. Introduction: p7, 2nd column
   b. Actual Descriptors: p91-93
   c. **Further Resource:** Download and read the complete Performance Descriptors For Language Learners for deeper treatment: http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners

3. **Read:** SWLP’s description of “Language Functions” (3pp)
   (in our course Google Folder)

4. **Read:** NCSSFL-ACTFL’s *Can-Do Statements* (2013) (40pp)
   a. Download the full Can-Do Statements document, not just the abbreviated “Benchmarks”:
   b. Digitally mark/highlight each individual statement that you are able to perform in a language of your choice across three modes: Interpersonal Communication, Presentational Writing, Interpretive Reading. You may also print p8-41 and work off a hard copy if you prefer.
### Class 4
**Mon. 7/10**

1. **Read:** B. VanPatten (2003) *From Input to Output* (in Course Reader)
   - a. Ch 5: FAQs (23pp)
   - b. Epilogue: Implications for Teaching (11pp)
   - c. Come prepared to discuss the embedded “Pause to consider” prompts; update Log
3. **Further Resources:**
   - a. Appendix C (p86-87) of Clementi & Terrill’s *The Keys to Planning for Learning* includes a simple table summarizing various WL teaching methodologies and approaches.
   - b. VanPatten’s 2013 Presentation “What Everyone Should Know about Second Language Acquisition”:
     - http://learninglanguages.celta.msu.edu/sla-vanpatten/

### Class 5
**Tues. 7/11**

2. **Read:** Shrum & Glisan (2015) *Teacher’s Handbook*
   - a. Ch 4: “Connecting Language Learning to the Elementary School Curriculum” (38pp)
3. **Read:** Shrum & Glisan Appendices:
   - a. 4.4 (*book/online*) Thematic Planning Web
   - b. 4.5 (*online*) Unit Plan Inventory…¿Cuál es el secreto de la llama?
   - c. 4.6 (*online*) Semantic Map: Transportation
   - d. 4.7 (*online*) Semantic Map: Trees
   - e. 4.8 (*online*) Venn Diagram to Illustrate Similarities and Differences
   - f. 4.9 (*online*) Story Map
4. **Read:** Instructor Examples
   - a. Tips for Infusing Context
   - b. Feel Comfortable with Instructions
   - c. Walls Sign Expressions
   - d. Canicas / Marbles (with English translation)
5. **Read:** Shrum & Glisan (2015) *Teacher’s Handbook*
   - a. Ch6: p195-6 on “Acquiring and Building New Vocabulary” (2pp)
7. **Read:** SWLP/BAFLP’s 5-Step Communicative Lesson Plan document, p12-18 (“Then & Now” to end) (Google Drive) (7pp)
8. **Read:** ACTFL Language Educator’s 2016 Targetted Talk: About Teaching in the Target Language, p44-46 (3pp) (Google Drive)
9. **Read:** ACTFL Language Educator’s 2012 How to Stay in the Target Language (5pp)
10. **Read:** Read Kristy Placido’s *Real-world Communication: So easy, a novice can do it!* (2pp)
    - http://www.adlit.org/article/27738/
13. **Further Resources:**
    - b. ACTFL’s *Language Educator*, Oct/Nov 2014 issue focus topic “Creating Comprehensible Input & Output”

### Class 6
**Wed. 7/12**

1. **Read:** Shrum & Glisan (2015) *Teacher’s Handbook*
   - a. Ch 2: Contextualizing Language Instruction to Address Goals of the Standards for Learning Languages (21pp)
   - b. Come prepared to discuss embedded questions; update Log
2. **Read:** *World-Readiness Standards for Learning Languages. 4th ed* (2015), also known as ACTFL’s “five C’s.” Focus on Middle/High School levels.

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**Notes:**
- **Language Teaching Principles**
- **Approaches and Methodologies**
- **Context, Comprehensible Input & Teaching in the Target Language**
- **Teaching Vocabulary & “Content Words”**
- **National World Languages Standards**
- **California World Languages Standards**
- **Intro to Unit Design**
   b. Ch 9: Toward a Critical Foreign Language Pedagogy (7pp)
   c. Come prepared to discuss the questions at end of chapters; update Log

2. **Read:** *What Does Research Show About the Benefits of Language Learning?* (skim list) (1p)
   https://www.actfl.org/advocacy/what-the-research-shows

   a. Forward
   b. Ch 1: Introduction (includes “21st Century Skills)
   c. Ch 2: Preparing to Teach with Social Justice
   d. Appendix B: Social Justice Themes, Objectives, and Activities for WL Classrooms
   e. Update Log

4. **Further Resource:** Deeper description of 21st Century Skills on ACTFL website.

### Class 7
**Thurs. 7/13**

5. **Bring:** *WL Content Standards for Calif. Public Schools.* No need to read, just bring to class. Bring the better-formatted 2009 draft version, not the official 2010 version. (in our course Google Folder)

### Class 8
**Fri. 7/14**

1. **Due:** 1st draft of Standards-Based Unit Overview
2. **Due:** Analysis of a Language Learning App

### Sat. 7/15 11:59pm

1. **Due:** 2nd draft of Standards-Based Unit Overview
2. **Due:** Language Teaching and Learning Principles Log

- Why study a World Language?
- Integrating Social Justice
- 21st Century Skills

- Presentations of Units & App Reviews