ED 264b: Curriculum and Instruction in World Languages
Stanford Teacher Education Program
Fall 2015
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School of Education (Cubberley) Rm 208

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.
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 264b Fall Course
At the end of this second of three courses, teacher candidates will be able to:
● Design and implement research-based instructional strategies for acquisition of vocabulary, communicative functions, and grammar structures.
● Design and implement research-based instructional strategies and lesson plans for promoting acquisition of language in the four skills of reading, listening, speaking, and writing across the interpersonal, interpretive, and presentational communicative modes.
● Design and plan an appropriately sequenced and scaffolded 5-Step Communicative Lesson Plan.
● Collaborate with colleagues and reflect critically after implementing their lessons.

Required Materials for ED 264b Fall Course
  ○ Online Appendices (click “Select a chapter”): http://college.cengage.com/french/1428290362_shrum/index.html?eISBN=9781428290365&pid=437487#
● Additional readings will be distributed by instructor or will be available on the web. Please bring a copy (digital or hard) to class each day.

Further Recommended Resources
● University of Texas at Austin’s “Foreign Language Teaching Methods” http://coerll.utexas.edu/methods/
● Annenberg’s “Teaching Foreign Languages K-12 Workshop” http://www.learner.org/resources/series201.html
Instructor Office Hours
- Michael: after class on Tuesdays by pre-arranged appointment: 6:15-6:35pm, 6:40-7:00pm, 7:05-7:25pm
- Helene: after Supervisory on Wednesdays by pre-arranged appointment: 6:15-6:35pm, 6:40-7:00pm, 7:05-7:25pm

Course Format and Policies
The course will be taught using a lecture/discussion format and will also include the specific modeling of instructional strategies. Students 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.

- 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.
- 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.
- 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).

Fall Quarter Assignment Weighting:
1. Fall Teacher Survey, CT Interview, Course Scope & Sequence, TELL Document Self-Assessments – 5%
2. Comprehensible Input Presentation Demonstration – 15%
3. Interpretive Listening Activity Lesson – 15%
4. Interpretive Reading Activity Lesson – 15%
5. Interpersonal Speaking Activity Lesson – 15%
6. Presentational Writing Activity Lesson – 15%
7. Class Participation – 10%
8. Language Teaching & Learning Principles Log (continue from Summer) – 10%

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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</table>
| Class 1 9/22 | 1. Due: Fall Teacher Survey (Google Form) https://goo.gl/eEQG50  
2. Read: TELL documents (Teacher Effectiveness for Language Learning, in our course Google Folder). First read the Framework documents, then read the Feedback Tools. For each individual characteristic/technique listed (e.g. E1a, P2g), self-assess your current teaching practice by annotating the document, digitally or on a hard copy, using the following symbols. (16pp)  
? = I’m not clear what this means or what an example would be  
✓ = I understand what this would look like in practice  
★ = I’ve taught using this technique  
4. Due: Begin updating Language Teaching & Learning Principles Log (continue for all future classes)  
5. Further Resources:  
   a. Lemov, D. & Atkins, N. (2010) Teach Like a Champion: 49 Techniques that Put Students on the Path to College (K-12) | • Orientation to Quarter  
• General Principles of Classroom Language Teaching  
• Activity Design and Delivering Instruction |
| Class 2 9/29 | 1. Due: CT Interview  
2. Due: Course Scope & Sequence  
• 5-Step |
2. **Read:** Shrum & Glisan Online Appendices:  
   - 4.3 Effective Elementary & Middle School Language Teacher  
   - 4.4 Immersion Teaching Strategies Observation Checklist  
   - 4.5 *(in book)* Thematic Planning Web  
   - 4.6 *(in book)* Semantic Map  
   - 4.7 *(in book)* Tree Map  
   - 4.8 *(in book)* Venn Diagrams to Illustrate Similarities and Differences  
   - 4.9 *(in book)* Story Map  
4. **Read:** SWLP/BAFLP’s 5-Step Communicative Lesson Plan document, p12-18 (“Then & Now” to end) (7pp)  
5. **Read:** Kristy Placido’s *Real-world Communication: So easy, a novice can do it!* http://kplacido.files.wordpress.com/2012/11/placidoactfl2012_sat10am.pdf  
10. **Due:** come in with a rough idea for a **Comprehensible Input Presentation** lesson to teach in your placement  
11. **Further Resources:**  
   b. ACTFL’s *Language Educator*, Oct/Nov 2014 issue focus topic “Creating Comprehensible Input & Output”  

| Class 4 10/13 | 1. **Due:** Comprehensible Input Presentation Demonstration  

| Class 5 10/20 | 1. **Read:** Shrum & Glisan (2010) *Teacher’s Handbook*, Ch6 “Using an Interactive Approach to Develop Interpretive Communication” (38pp)  
2. **Read:** Shrum & Glisan Online Appendices:  
   a. 6.2 *(in book)* Interactive Model Used with an Authentic Spanish Reading  
   b. 6.3 Interactive Model Used With a Semi-Scripted English Audio Segment *(with audio)*  
3. **Due:** come in with a rough idea for an interpretive mode **listening** activity to teach in your placement  

| Class 6 10/27 | 2. **Due (11:59): Interpretive Listening Lesson**  
3. **Read:** ACTFL’s (2013) *Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*.  
   - Appendix E: ACTFL Performance Descriptors For Lang. Learners: “Interpretive Mode”  
   - Appendix J: *Common Core Anchor Standards:* “Reading”  
4. **Read:** *Alignment of the National (ACTFL) Standards for Learning Languages with the Common Core State Standards* (Reading standards only)  
   http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Stand...
   - Appendix D: IPA Interpretive Task Comprehension Guide: Template
   - Appendix F: IPA Interpretive Task Rubric (for Assessment)
7. **Due:** come in with a rough idea for an interpretive mode **reading** activity to teach in your placement
8. **Recommended:** For Chinese teachers: TED Talk “Learn to read Chinese...with ease!” www.ted.com/talks/shaolan_learn_to_read_chinese_with_ease.html (6min)
9. **Further Resources:**
   - Phillips, June (1984) *Practical Implications of Recent Research in Reading*
   - Schoenbach, Greenleaf, and Murphy (2012) *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*
   - Fox, Mem (1993) *Radical Reflections: Passionate Opinions on Teaching, Learning, and Living*
   - **Common Core Standards, Appendix A:** “Text Complexity” p2-16

### Class 7 11/3
1. **DUE (11:59) Interpretive Reading Lesson**
5. **Read: Identifying Text Structures: Revolutionary War example** (Google folder)
6. **Read: Shrum & Glisan Online Appendices:**
   - 7.1.0 Sample Lesson in Story-Based Language Learning: PACE Model
   - 7.1.1 – 7.1.15 (the corresponding materials)
7. **Skim: Grammar explanation from your target language:**
   - **Spanish Teachers**
     - if you have strong explicit knowledge, skim at least **one** of these chapters from Butt & Benjamin’s *A New Reference Grammar of Modern Spanish*: “The Subjunctive,” “Ser & Estar,” “Existential Sentences”
   - if you have weaker explicit knowledge, read this chapter from Iguina & Dozier’s *Manual de Gramàtica: Verb Usage*
   - **French Teachers**
   - TBD
   - **Chinese Teachers**
   - TBD

### Class 8 11/10
2. **Read: Shrum & Glisan Online Appendices:**
   - 8.2 (in book) Instructional Conversation Discourse in a Foreign Language Class: Feature Description
   - 8.3 (in book) A Sample Instructional Conversation
   - 8.4 Common Spanish Gambits (Spanish teachers only)
   - 8.5 Eine Geschichte erzählen
   - 8.6 La sala de estar
   - 8.7 Quels pays manquent à la carte d’Afrique?
   - 8.8 What’s Missing?
   - 8.9 (in book) “TALK Scores”: Monitoring and Evaluating Group Speaking Activities

**Focusing on Form: Grammar & Language Structure Instruction**

**Interpersonal Mode: Speaking Skills**
4. **Read:** the four ideas for speaking activities found at bottom of page (Hot Seat, Role Play, Inside-Outside Circles, Debate): www.carla.umn.edu/assessment/VIB/resources.html

5. **Read:** ACTFL’s (2013) *Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design.*
   b. Appendix J: Common Core Anchor Standards: “Speaking and Listening”

   a. Appendix F: IPA Interpersonal Task Rubric (for Assessment)

7. **Read:** Alignment of the National (ACTFL) Standards for Learning Languages with the Common Core State Standards (Speaking & Listening standards only) http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf

8. **Due:** come in with a rough idea for an interpersonal mode speaking activity to teach in your placement

9. **Recommended:** Read Seeing Pictures of Home Can Make It Harder To Speak a Foreign Language blogs.smithsonianmag.com/science/2013/06/seeing-pictures-of-home-can-make-it-harder-to-speak-a-foreign-language


Class 9 11/17

1. **Due (11:59): Interpersonal Speaking Lesson**


3. **Read:** Shrum & Glisan Online Appendices:
   a. 9.1 Learning Strategies Used by Students of Arabic
   b. 9.2 Writing Process Questionnaire (Native Language)
   c. 9.3 Foreign Language Writing Process Questionnaire
   d. 9.4 Checklist for Preparing the Writing Task
   e. 9.6 Adapted version of ECCO
   f. 9.7 Adapted version of EASE
   g. 9.8 Original Story: An Oral and Written Presentational Practice
   h. 9.9 Peer and self analysis worksheet for peer revision
   i. 9.10 Peer Response Sheet
   j. 9.11 My Revision Plan
   k. 9.12 Holistic Scoring for AP French Writing
   l. 9.13 ESL Composition Profile
   m. 9.15. Multiple Trait Scoring Guide
   n. 9.16 Oral Presentation Rubric
   o. 9.17 Children’s Literature Presentational Project (Spanish teachers only)
   p. 9.18 (in book) Multimedia Rubric

4. **Read:** ACTFL’s (2013) *Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design.*
   b. Appendix J: Common Core Anchor Standards: “Writing”

   a. Appendix F: IPA Presentational Task Rubric (for Assessment)

6. **Read:** Hillsdale High School’s Three Writing Rubrics: Narrative, Informative, Argumentative Writing (in Google Folder)

7. **Read:** Alignment of the National (ACTFL) Standards for Learning Languages with the Common Core State Standards (Writing standards only) http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf


9. **Further Resources:**
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