

Why & how are you going to distinguish between ele & sec.

15  
88-89

CURRICULUM PROPOSAL FORM  
University-Wide Undergraduate Curriculum Committee

PROPOSAL FOR COURSE REVISION AND NAME CHANGE

UWUCC USE

Number 15 / 88-89  
Action \_\_\_\_\_  
Date \_\_\_\_\_

I. TITLE/AUTHOR OF PROPOSAL

COURSE/PROGRAM TITLE:

ED 453 Change from: Teaching of Foreign Languages in the  
Secondary School

Change to: Teaching of Foreign Languages in the  
Elementary/Secondary School

DEPARTMENT: Spanish & Classical Languages

CONTACT PERSON: Dr. Eileen W. Glisan

II. APPROVALS

*Jose M. Canavan*  
Dept. Curriculum Committee

*Jose M. Canavan*  
Department Chairperson

*Mark Stasler*  
College Curriculum Committee

*Mark Stasler*  
College Dean\*

*John B...*  
Chairperson, Committee on Education

\_\_\_\_\_  
Provost  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes.

III. TIMETABLE

Date Submitted to UWUCC:  
Semester/Year to be Implemented: Fall 1989  
Year to be published in Catalog: 1989

IV. DESCRIPTION OF CURRICULUM CHANGE

1. New catalog description appears on page 3.
2. The proposed new title of ED 453 is "Teaching of Foreign Languages in the Elementary/Secondary School"

to reflect the addition of an elementary school focus. The course objectives and outline also reflect the additional content focus (see attached syllabus).

3. Old and new course syllabi are attached.

4. Course changes are being made in response to the new Pennsylvania Department of Education requirement that our teacher certification program must require "studies of and experiences in foreign language instruction for the elementary, middle and secondary school students" (Standard III).

V. LETTERS OF SUPPORT

Attached are letters of support from the Chairpersons of the Department of Spanish & Classical Languages, the French Department and the German Department, since the change affects teacher education candidates from those departments.

Did you collapse rather than add a course.



## OLD COURSE SYLLABUS

### I. CATALOG DESCRIPTION

ED 453 Teaching of Foreign Languages in the Secondary School 3 credits

Prerequisites: Successful completion of 351-352 and 055-056 in the student's major language; passage of a language proficiency examination and permission of the instructor.

Methods and materials for secondary school teaching, current theories and techniques, and classroom demonstrations are given. (Course taught in fall semester only.)

### II. COURSE OBJECTIVES

1. The student will demonstrate an understanding of current theories of foreign language learning and acquisition through review of current research.
2. The student will demonstrate an understanding of previous and current teaching methodologies and relate acquisition theory to classroom methods.
3. The student will be able to plan and deliver effective classroom lessons for teaching all four skills and to use appropriate error correction strategies, as demonstrated in peer teaching experiences.
4. The student will be able to test language skills and grade student performance.
5. The student will be able to incorporate culture into language lessons, as demonstrated by peer teaching practice.
6. The student will be able to select and design materials and establish curricular goals.
7. The student will demonstrate an understanding of the expectations for the student teaching experience: the student teacher's role, responsibilities and expected skill development.

### III. COURSE OUTLINE

A. Language Proficiency: Acquisition and Learning  
Chapter 1 Asner 1974; Terrell 1982\* (3 classes)

1. Defining language proficiency
2. How do adults become proficient in a second language?

- B. Teaching Approach, Methods, Techniques  
Chapter 2 Bancroft 1982; Senseler 1980) (3 classes)
1. Methodology and proficiency
  2. The proficiency orientation of existing methodologies
- C. Role of Context in Learning  
Chapter 3 Omaggio 1979; Seliger 1979 (2 classes)
- D. Proficiency-Oriented Approach: Teaching Listening Comprehension Chapter 4 (pp. 121-49) Brynes 1984 (5 classes) Peer Teaching #1
1. A rationale for teaching the receptive skills
  2. Similarities and differences in listening and reading
  3. Planning instruction and developing techniques for teaching the receptive skills
- E. Teaching Reading Comprehension  
Chapter 4 (pp. 249-73) Phillips 1984 (5 classes)  
Peer Teaching #2
- F. Developing and Testing Oral Proficiency  
Chapter 5; 8 (pp. 33c-54) (5 classes)  
Peer Teaching #3
- G. Teaching Writing  
Chapter 6 Cooper 1981; Lalande 1982 (3 classes)  
Peer Teaching #4
1. Writing in the second language classroom
  2. Writing at various levels of proficiency
  3. Techniques for teaching writing across levels
- H. Error Correction  
Chapter 7 Ludwig 1982 (2 classes)
1. Errors and fossilization
  2. The role of feedback
  3. Error correction strategies for the classroom
- I. What about Grammar? (4 classes)  
Peer Teaching #5 (videotaped)

J. Testing: Listening, Reading, Writing  
Chapter 8 (pp. 309-36) Woodford 1980 (3 classes)

1. Hybrid classroom tests
2. Characteristics of test items and item types
3. Testing the receptive skills
4. Writing and mixed-skills formats
5. Creating contextualized paper-and-pencil tests
6. Testing oral skills

K. Teaching for Cultural Understanding  
Chapter 9 (2 classes)

1. "The Land of the Monolingual"
2. Strategies for teaching culture

L. Curricular Planning/Material Design  
Chapter 10 (2 classes)

1. Setting goals for the proficiency-oriented program
2. Designing the course syllabus
3. Textbook selection and adaptation
4. Assigning grades/recordkeeping

M. Introduction to Student Teaching (2 classes)

1. Role and responsibilities of the student teacher
2. Expected performance outcomes

\*The references for additional readings are listed at the end of each chapter in the text.

#### IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 30% Midterm and Final Exams: identification; short essay
- 25% Peer Teaching (with written script) 5 lessons
- 15% Five outside readings with critique of each
- 10% Development of lesson plan
- 10% Development of chapter test
- 10% Evaluation of textbook series

## V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Required: Omaggio, Alice C. Teaching Language In Context: Proficiency-Oriented Instruction. Boston: Heinle & Heinle Publishers, Inc., 1986.

Suggested: Higgs, Theodore V., ed. Teaching for Proficiency: The Organizing Principle. Lincolnwood, IL: National Textbook Co., 1984.

Krashen, Stephen D. Principles and Practice in Second Language Acquisition. New York: Pergamon Press, 1982.

## NEW COURSE SYLLABUS

## I. CATALOG DESCRIPTION

ED 453 Teaching of Foreign Languages in the Elementary/  
Secondary School 3 credits

Prerequisites: Successful completion of 351-352 and 321-322 in the student's major language; passage of a language proficiency examination and permission of the instructor.

The student will study current theories of language acquisition and methods of language teaching for the elementary and secondary school. Through hands-on practice and peer teaching demonstrations, the student will develop techniques for teaching functional language, planning lessons, setting curricular objectives, testing language skills, and selecting/adapting materials for both the elementary and secondary school classroom. (Course taught in fall semester only.)

## II. COURSE OBJECTIVES

1. The student will demonstrate an understanding of current theories of foreign language learning and acquisition through review of current research.
2. The student will demonstrate an understanding of previous and current teaching methodologies and relate acquisition theory to classroom methods.
3. The student will be able to plan and deliver effective classroom lessons for teaching all four skills, use appropriate error correction strategies, and incorporate culture, as demonstrated in peer teaching experiences.
4. The student will be able to test language skills and grade student performance.
5. The student will be able to develop and conduct effective interdisciplinary lessons which combine foreign language/culture and elementary content (math, science, geography, health, etc.), as demonstrated by peer teaching practice.
6. The student will be able to select and design materials (to include visuals, props, realia) for both the elementary and secondary school classrooms.
7. The student will be able to write objectives for the secondary school foreign language curriculum as well as for the elementary school program in which language skills and content area are combined.



3. The student will demonstrate an understanding of the expectations for the student teaching experience: the student teacher's role, responsibilities and expected skill development.

### III. COURSE OUTLINE.

- A. Language Proficiency: Acquisition and Learning  
Chapter 1 Asher 1974; Terrell 1982\* (3 classes)
1. Defining language proficiency
  2. How do adults and children become proficient in a second language?
- B. Teaching Approach. Methods, Techniques  
Chapter 2 Bancroft 1982; Benseler 1980 (3 classes)
1. Methodology and proficiency
  2. The proficiency orientation of existing methodologies
- C. Role of Context in Learning  
Chapter 3 Omaggio 1979; Seliger 1979 (2 classes)
- D. Proficiency-Oriented Approach: Teaching Listening Comprehension  
Chapter 4 (pp. 121-49) Brynes 1984 (5 classes) Peer Teaching #1
1. A rationale for teaching the receptive skills
  2. Similarities and differences in listening and reading
  3. Planning instruction and developing techniques for teaching the receptive skills
- E. Teaching Reading Comprehension  
Chapter 4 (pp. 249-73) Phillips 1984 (5 classes)  
Peer Teaching #2
- F. Developing and Testing Oral Proficiency  
Chapter 5; 8 (pp. 336-54) (5 classes)  
Peer Teaching #3
- G. Teaching Writing/Error Correction  
Chapter 6 Cooper 1981; Lalande 1982; Ludwig 1982 (3 classes) Peer Teaching #4
1. Writing in the elementary and secondary classrooms

2. Writing at various levels of proficiency
3. Techniques for incorporating writing in the elementary and secondary classrooms
4. Errors and fossilization
5. The role of feedback
6. Error correction strategies for the classroom

↙ H. Elementary Foreign Language: Programs and Goals  
 The Concept of Webbing (5 classes)  
 Peer Teaching #5 (videotaped)

1. Models of elementary school foreign language instruction
2. Content in the elementary school foreign language program
3. The interaction of language and content
  - a. the target culture and the social studies curriculum
  - b. the target language and the content areas (science, math, art, music, physical education, health and safety)
4. Modifying language input in the elementary foreign language classroom

I. What about Grammar? (2 classes)

1. The communicative syllabus
2. The inappropriateness of the grammar-based syllabus to elementary school foreign language programs

J. Testing: Listening, Reading, Writing  
 Chapter 8 (pp. 309-36) Woodford 1980 (2 classes)

1. Formative vs. summative evaluation
2. Relating assessment to objectives
3. Testing the four skills: integrated tests or separate ones?
4. Testing oral skills
5. Assessing cultural learning

- K. Teaching for Cultural Understanding  
Chapter 9 (2 classes)
1. "The Land of the Monolingual"
  2. Strategies for teaching/incorporating culture
- L. Curricular Planning/Material Selection and Design  
Chapter 10 (2 classes)
1. Setting goals for the proficiency-oriented program
  2. Designing the course syllabus
  3. Textbook selection and adaptation
    - a. sources of instructional materials for the elementary and secondary school classrooms
    - b. evaluating and selecting materials
- M. Introduction to Student Teaching (2 classes)
1. Role and responsibilities of the student teacher
  2. Expected performance outcomes

\*The references for additional readings are listed at the end of each chapter in the text.

#### IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 30% Midterm and Final Exams: identification; short essay
- 25% Peer Teaching (with written script) 5 lessons
- 15% Five outside readings with critique of each
- 10% Development of lesson plan
- 10% Development of chapter test
- 10% Evaluation of textbook series

#### V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Required: Omaggio, Alice C. Teaching Language In Context: Proficiency-Oriented Instruction. Boston: Heinle & Heinle Publishers, Inc., 1986.

Suggested: Higgs, Theodore V., ed. Teaching for Proficiency: The Organizing Principle. Lincolnwood, IL: National Textbook Co., 1984.

VI. There are no special resource requirements.

VII. BIBLIOGRAPHY ATTACHED.

*For each level*

## BIBLIOGRAPHY

- Adcock, Dwayne. "Foreign Languages in Elementary and Emerging Adolescent Education." An Integrative Approach to Foreign Language Teaching: Choosing Among the Options. Skokie, IL: National Textbook, 1976, 289-325.
- American Council on the Teaching of Foreign Languages. ACTFL Proficiency Guidelines. Hastings-on-Hudson, NY: ACTFL, 1986.
- Asher, James J. Learning Another Language Through Actions: The Complete Teacher's Guidebook. Los Gatos, CA: Sky Oaks Publications, 1981.
- Ausubel, David. Educational Psychology: A Cognitive View. New York: Holt, Rinehart and Winston, 1968, 1973.
- Bragger, Jeannette D. "The Development of Oral Proficiency." In A. Omaggio, ed., Proficiency, Curriculum, Articulation: The Ties That Bind. Middlebury, VT: Northeast Conference, 1985.
- Brynes, Heidi. "The Role of Listening Comprehension: A Theoretical Base." Foreign Language Annals 17 (1984), 317-34.
- Burt, M.K. and H.C. Dulay. "Optimal Language Learning Environments." In Alatis, J.E., H.B. Altman and P.M. Alatis, eds. The Second Language Classroom: Directions for the 1980's. Oxford University Press, 1981.
- Chastain, Kenneth. "Native Speaker Reaction to Instructor-Identified Student Second-Language Errors." Modern Language Journal 64 (1980), 210-15.
- Chomsky, Noam. Aspects of the Theory of Syntax. Cambridge, MA: MIT Press, 1965.
- Cummins, J. "Language Proficiency and Academic Achievement." In J.W. Oller, ed., Current Issues in Language Testing Research. Rowley, MA: Newbury House, 1983.
- Curran, Charles. Counseling-Learning in Second Languages. Apple River, IL: Apple River Press, 1976.
- Dulay, H.C., M.K. Burt and S.D. Krashen. Language Two. Oxford University Press, 1982.
- Galloway, Vicki B. "Communicating in a Cultural Context." ACTFL Master Lecture Series. Monterey, CA: Defense Language Institute, 1984.
- Garcia, Ramiro. Instructor's Notebook: How to Apply TPR for Best Results. James Asher, ed. Los Gatos, CA: Sky Oaks

Productions, 1985.

Gaudiani, C. Teaching Composition in the Foreign Language Curriculum. Language in Education: Theory and Practice Series, no. 43. Washington, D.C.: Center for Applied Linguistics, 1981.

Glisan, Eileen W. "Total Physical Response: A Technique for Teaching All Skills in Spanish." Foreign Language Annals 19:5 (1986), 419-27.

Glisan, Eileen W. "A Plan for Teaching Listening Comprehension: Adaptation of an Instructional Reading Model." Foreign Language Annals 21:1 (1988), 9-16.

Global Perspectives in Education. Intercom: Moving Toward a Global Perspective: Social Studies and Second Languages. New York, NY: Global Perspectives in Education, 1983.

Grellet, Françoise. Developing Reading Skills. Cambridge, U.K.: Cambridge University Press, 1981.

Higgs, Theodore V., and Ray Clifford. "The Push toward Communication." In T. Higgs, ed., Curriculum, Competence, and the Foreign Language Teacher. ACTFL Foreign Language Education Series, vol. 13. Lincolnwood, IL: National Textbook, 1982.

Krashen, Stephen D. Principles and Practice in Second Language Acquisition. New York: Pergamon Press, 1982.

Krashen, Stephen D., and Tracy Terrell. The Natural Approach. Language Acquisition in the Classroom. San Francisco, CA: Alemany Press, 1983.

Lipton, Gladys, Nancy Rhodes and Helena A. Curtain, eds. The Many Faces of Foreign Language in the Elementary School: FLES, FLEX and Immersion. Champaign, IL: American Association of Teachers of French, 1986.

Lozanov, Georgi. "Suggestology and Suggestopedia." Robert W. Blair, ed., Innovative Approaches to Language Teaching. Rowley, MA: Newbury House, 1982.

Medley, Frank W., Jr. "Designing the Proficiency-Based Curriculum." In A. Omaggio, ed., Proficiency, Curriculum, Articulation: The Ties That Bind. Middlebury, VT: Northeast Conference, 1985.

Met, Myriam. "Decisions! Decisions! Decisions! Foreign Language in the Elementary School." Foreign Language Annals 18: 6 (1985), 469-73.

Minsky, Marvin. "A Framework for Representing Knowledge." In

John Haugeland, ed., Mind Design. Cambridge, MA: MIT Press, 1982.

Oller, John W., Jr. and Patricia A. Richard-Amato, eds. Methods that Work. Rowley, MA: Newbury House, 1985.

Omaggio, Alice C. Teaching Language in Context: Proficiency-Oriented Instruction. Boston: Heinle & Heinle Publishers, Inc., 1986.

Pesola, Carol Ann. A Sourcebook for Elementary and Middle School Language Programs. State of Minnesota Department of Education, 1982, ED 225403.

Phillips, June K. "Practical Implications of Recent Research in Reading." Foreign Language Annals 17 (1984), 235-76.

Rosenbusch, Marcia. "FLES: An Important Step in the Right Direction." Hispania 69 (1986), 174-76.

Savignon, Sandra J. Communicative Competence: Theory and Practice. Reading, MA: Addison-Wesley, 1983.

Simon, Paul. The Tongue-Tied American. New York: Continuum, 1980.

Skinner, B.F. Verbal Behavior. New York: Appleton-Century-Crofts, 1957.

Stevick, Earl W. Memory, Meaning and Method--Some Psychological Perspectives on Language Learning. Rowley, MA: Newbury House, 1976.

Swain, Merrill and Sharon Lapkin. Evaluating Bilingual Education: A Canadian Case Study. Clevedon, England: Multilingual Matters, 1985.

Terrell, Tracy D. "A Natural Approach to Language Teaching: An Update." Modern Language Journal 66 (1982), 121-32.

Winitz, Harris, ed. The Comprehension Approach to Foreign Language Instruction. Rowley, MA: Newbury House, 1981.

Woodford, Protase E. "Foreign Language Testing." Modern Language Journal 64 (1980), 97-102.

April 25, 1988

TO: Dr. Eileen Glisan  
Department of Spanish and Classical Languages

FROM: Mr. Jacob Voelker, Interim Chairperson  
Department of German *J. Voelker*

Dr. Robert Whitmer, Chairperson  
Department of French *RWH*

Dr. Jose M. Carranza, Chairperson *JMC*  
Department of Spanish and Classical Languages

The Departments of German, French, and Spanish and Classical Languages support and give their approval to the curriculum revision of ED 453 to include the Elementary Education focus.