

CURRICULUM PROPOSAL FORM
University-Wide Undergraduate Curriculum Committee

PROPOSAL FOR COURSE REVISION AND NAME CHANGE

UWUCC USE

Number 19, C
Action _____
Date _____

I. TITLE/AUTHOR OF PROPOSAL

COURSE TITLE:
SP 390 Change from: Spanish in the Elementary School

Change to: Teaching of Elementary Content Through the
Spanish Language

DEPARTMENT: Spanish & Classical Languages
(Course will be team taught with faculty from
Professional Studies in Education)

CONTACT PERSONS: Dr. Eileen W. Glisan
Spanish and Classical Languages

Dr. Mary Renck Jalongo
Professional Studies in Education

II. APPROVALS

Joan Canary
Dept. Curriculum Committee

Joan Canary
Department Chairperson
Spanish & Classical Langs.

Edwina D. Voe
Department Chairperson
Professional Studies in Educ.

Ruth Shirley
College Curriculum Committee

Mark J. Stacey
College Dean*

Director of Liberal Studies
(where applicable)

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 1988
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 SP 390 is "Teaching of Elementary Content Through the Spanish Language."
The course goals are:
(a) to improve the English proficiency and academic content knowledge of language minority students;
(b) to strengthen second language capacities through improved teaching and learning of foreign languages;
and (c) to improve research and practice in educational programs that meet the needs of language minority and majority students. (See attached course syllabus.)

While the old course content was designed to prepare the prospective teacher to teach language as a separate subject area, the revised content will prepare teachers to combine elementary content and language learning. The proposed course also has a greater emphasis on practical applications of theory and research in foreign language instruction.

3. Since the course has not been taught for many years, the Department has no old course syllabus. However, the catalog description is:
SP 390 SPANISH IN THE ELEMENTARY SCHOOL 3c-01-3sh
Prerequisite: Spanish 252 or equivalent
The prospective teacher of Spanish on the elementary level is introduced to materials suitable for Grades 1 through 6. Preparation of games, songs, poems, and storytelling included.
New Course Syllabus attached.
4. Course changes are being made in order to prepare elementary education majors to teach language in an immersion or partial immersion program and thus help satisfy the growing demand for elementary teachers with this area of expertise. This course is a requirement for students enrolled in the Foreign Languages and International Studies for Elementary Teaching (FLISET) program.

V. LETTERS OF SUPPORT

Attached is a letter of support from the Chairperson of the

Dept. of Spanish & Classical Languages.

IV. DESCRIPTION OF CURRICULUM CHANGE

1. CATALOG DESCRIPTION

SP 390 TEACHING OF ELEMENTARY CONTENT THROUGH THE SPANISH
LANGUAGE 3c-01-3sh

Prerequisites: Successful completion of SP 290; passage of a language proficiency examination and permission of the instructor.

The student will study current theories of language acquisition processes in children and will develop foreign language instructional objectives and activities which integrate language and cultural learning with the content areas of the elementary school curriculum. Through hands-on practice, the student will develop techniques for teaching functional language, planning lessons, testing language skills, setting curricular objectives, and selecting/designing materials appropriate to the needs and interests of elementary school foreign language learners.

May 6, 1988

SUBJECT: FLISET Proposal

TO: Dr. John Butzow, Acting Dean
College of Education

FROM: Jose M. Carranza, Chairperson *JMC*
Spanish and Classical Languages Department

This is to inform you that at the departmental meeting held on Thursday, May 4th., the two Spanish courses, SP 290 Intensive Spanish for the Elementary Teaching (2 s.h.), and SP 390 Teaching of Elementary Content Through the Spanish Language (3 s.h.), components of the FLISET Proposal, were unanimously approved by the faculty. Also, the FLISET Proposal was enthusiastically endorsed and approved by the faculty.

In the discussion of the program, the faculty expressed its pleasure for the success of the pilot program as evidenced last summer and pledged its strong support for all facets of the program, including the recruiting of good candidates for the program. It should be pointed out that this proposal is consistent with current national efforts to develop special programs in modern foreign language for elementary education. Just recently three high-level advisory groups independently concluded that the U.S. system of foreign language instruction needed the following: to start language study at the elementary grades, to train more foreign language teachers, especially at the elementary levels, and to develop imaginative curricula dealing with other countries and cultures. The faculty is confident that this excellent FLISET Proposal will go a long way towards carrying out these national recommendations.

cc. Dr. Mary Jalongo
Dr. Edwina Vold
Dr. Eileen Glisan

NEW COURSE SYLLABUS

I. CATALOG DESCRIPTION

SP 390 TEACHING OF ELEMENTARY CONTENT THROUGH THE SPANISH
LANGUAGE 3c-01-3sh

Prerequisites: Successful completion of SP 290; passage of a language proficiency examination and permission of the instructor.

The student will study current theories of language acquisition processes in children and will develop foreign language instructional objectives and activities which integrate language and cultural learning with the content areas of the elementary school curriculum. Through hands-on practice, the student will develop techniques for teaching functional language, planning lessons, testing language skills, setting curricular objectives, and selecting/designing materials appropriate to the needs and interests of elementary school foreign language learners.

II. COURSE OBJECTIVES

1. The student will demonstrate knowledge of theories of first and second language acquisition processes in children.
2. The student will demonstrate knowledge of the rationale, history, and purposes of foreign language instruction in the elementary school.
3. The student will demonstrate knowledge of program models of foreign language instruction in the elementary school and identify goals and objectives appropriate to each model.
4. The student will demonstrate the ability to develop foreign language instructional objectives and activities which integrate language and cultural learning with the content areas of the elementary school curriculum.
5. The student will demonstrate the ability to develop children's higher order thinking skills through foreign language instruction.
6. The student will demonstrate the ability to plan and execute instructional strategies and activities which are based on current theory and research findings in order to develop children's skill in understanding, speaking, reading, and writing a foreign language.

7. The student will demonstrate the ability to evaluate, select, and design instructional materials appropriate to the skills, needs, and interests of elementary school foreign language learners.

8. The student will demonstrate knowledge of the theoretical bases for assessing children's foreign language proficiency, and demonstrate the ability to develop appropriate measures of children's language skills.

III. COURSE OUTLINE

A. Language Acquisition Theory (3 classes)

1. Theories of first language acquisition
 - a. Behaviorist theories (e.g., Skinner)
 - b. Language acquisition as an innate process
 - c. Grammatical development in L1 acquisition
 - d. The relationship between cognition and language learning
2. Theories of child second language acquisition
3. The role of input in child L2 acquisition
4. Output in child L2 acquisition

B. Children With Language Differences (2 classes)

1. Sources of language differences
 - a. biological
 - b. environmental
2. Who is language different?
 - a. children who speak a nonmajority dialect of the language community
 - b. children who are bilingual or multilingual
 - c. children who are acquiring the language of the community as a second language
 - d. children who are studying a second language

C. Categories of Language Differences (2 classes)

1. Differences in language processing
2. Differences in language development
3. Knowledge of the use of language
4. Knowledge of the structure of language

5. Differences in cognitive development

D. Foreign language learning in the elementary school
(5 classes)

1. Rationale for foreign language instruction in the elementary school
 - a. ultimate level of attainment of proficiency
 - b. cognitive benefits
 - c. research on the effect of foreign language study on first language skills
2. History of elementary school foreign language instruction
3. Models of elementary school foreign language instruction
 - a. models of immersion programs
 - b. FLES programs
 - c. FLEX programs
 - d. goals/objectives/outcomes of various program models
4. Defining proficiency
 - a. the ACTFL guidelines and their relation to foreign language learning in the elementary school
 - b. defining appropriate proficiency objectives for children
5. Discourse theory, language functions, and their role in L2 instruction and in L2 curriculum design
 - a. the inappropriateness of the grammar-based syllabus to elementary school foreign language programs
 - b. the communicative syllabus--deciding what to teach; designing how to teach it
6. The role of grammar in language in the elementary school
7. Error correction: what/how/why

E. Integrating Language and the Elementary School Curriculum
(10 classes)

1. The role of language in learning
 - a. memory
 - b. information processing
 - c. problem solving and controlling behavior
 - d. communicative interaction
 - e. language knowledge in reading and writing

2. Content in the elementary school foreign language program
 3. The reciprocal interaction of language content
 4. Teaching the target culture in relation to the social sciences curriculum
 - a. identifying culture objectives appropriate to the cognitive development of children
 - b. relating culture objectives to the social studies curriculum at various grade levels.
 5. Teaching the content areas (science, math, art, music, physical education, health and safety)
 - a. identifying objectives from the content areas that coincide with language content/contexts and functions
 - b. using content objectives to design an L2 curriculum
 6. Higher order thinking skills, content and language learning
 7. Modifying language input
 - a. designing appropriate language/content activities
 - b. alternative strategies for content delivery
 - c. modifying input through simplification and elaboration
 - d. using listening centers and audio-visual aids
 8. Classroom environment and affective considerations
 - a. promoting self esteem
 - b. reducing anxiety about errors
 - c. encouraging cooperation through peer teaching and noncompetitive games
- F. Making language meaningful (8 classes)
1. Developing listening comprehension
 2. Developing oral proficiency
 - a. the importance of meaningful and purposeful language practice
 - b. designing meaningful activities for children
 3. Designing a developmentally appropriate curriculum
 - a. using classroom routines as scaffolds for language
 - b. using realia and visual aids (charts, labels, graphic organizers)
 - c. using the language experience approach (dictated stories as reading material)

- d. using a literature-based curriculum (predictable books, stories, oversized books, poetry and music)
- e. using gestures, modeling, sentence expansion and elaboration to enhance children's content mastery and language proficiency
- f. using role play, creative dramatics, enactment and puppetry
- g. using computer software
- h. using the audio-visual media

G. Developing second language literacy

- 1. The place of reading and writing in the elementary school foreign language program
- 2. Overview of L1 reading methodologies
- 3. Relation of L2 reading methodologies to L2 theories of acquisition
- 4. Relation of L1 reading methodologies to L2 theories of acquisition
- 5. Review and assessment of available L2 reading materials
- 6. Children's literature in the target language
- 7. Writing as a process: writing for varied audiences and purposes

H. Materials for language teaching (2 classes)

- 1. Criteria for identifying, evaluating, and selecting materials
- 2. Sources of instructional materials
- 3. Teacher-made instructional materials

I. Evaluating students' skills (3 classes)

- 1. Formative vs. summative evaluation
- 2. Diagnostic/prescriptive teaching and testing
- 3. Relating assessment to objectives
- 4. Measuring the four skills: integrated tests or separate ones?
- 5. Assessing cultural learning

J. Introduction to Student Teaching (1 class)

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

IV. EVALUATION METHODS

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

- 30% Midterm and Final Exams
- 25% Peer Teaching (with written scripts) 5 lessons
- 15% 5 Outside Readings with Critiques
- 10% Lesson Plan
- 10% Testing Module
- 10% Development of Curricular Goals

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Required: Curtain, Helena A. and Carol Ann Pesola.
Children and Languages: Making the Match. Reading, MA:
Addison-Wesley, 1988.

VI. SPECIAL RESOURCE REQUIREMENTS

None

VII. BIBLIOGRAPHY ATTACHED