

**William Paterson University  
College of Education  
Department of Secondary & Middle School  
Wayne, NJ**

*Theme – Preparing Inquiring Educators for Diverse Settings:  
Developing Knowledge, Dispositions, Application*

**COURSE OF STUDY**

**1. Title and Number of Credits:**

CISE 536: World Language Methods in Secondary Schools (3 credits)

**2. Course Description:**

This subject field graduate level course focuses on research, theory, materials, and practices of teaching a World Language in secondary schools. Pedagogical knowledge, an understanding of language acquisition and the development of multiple literacies including visual, media, literary, cultural and critical literacies, in a World Language are explored. The planning, execution and assessment of innovative instruction and World Language programs for diverse and special needs learners using 21<sup>st</sup> century tools will be addressed.

**3. Course Pre-requisites: SOC 540; CISE 505; CISE 510; CISE 512; CISE 514**

**Course Co-requisites: CISE 520; CIRL 522; CISE 530**

**4. Course Objectives:**

This course will offer teacher candidates the opportunity to:

1. Analyze the development of methods for teaching a World Language and examine and assess contemporary methods of teaching a World Language at the secondary level.
2. Engage in preliminary activities of contrastive analysis of the World Language and English.
3. Explore the multiple theories of World/Foreign language acquisition, the language learning process, and adolescent linguistic development.
4. Develop knowledge of current standards (National Standards for Foreign Language Learning in the 21st Century, New Jersey Core Curriculum Content Standards for World Languages, the 11 New Jersey Professional Teaching Standards, ACTFL).
5. Identify issues in the design and implementation of World Language Programs and units of teaching (e.g. content-based instruction, immersion, multiple literacies instruction using 21<sup>st</sup> century tools, project-based learning) particularly as they relate to the integration of the literature and culture frameworks for foreign language standards into their instructional practices.

6. Apply second language teaching methodology in the classroom by designing and evaluating units and lesson plans with an emphasis on integrating all language skills, cultural texts, and multiple literacies using 21<sup>st</sup> century tools for all learners including diverse and special needs.
7. Integrate knowledge of other disciplines into world language instruction and identify distinctive viewpoints accessible only through the target language.
8. Micro-teach units and lessons, self-assess, and receive feedback from peers and professor.
9. Understand the use of assessment tools and methods, and a wide variety of student assessments in World Language Programs, including alternative forms of evaluation (checklists, rubrics, observation) and portfolio assessment; practice designing oral and written examinations, and other forms of assessment.
10. Develop the ability to integrate cultural aspects of the target language into the curriculum by weaving the same topic/theme across different disciplines using traditional and 21<sup>st</sup> century tools.
11. Examine and understand the uses of technology in the classroom by evaluating recently developed programs (videos, software, Internet, study abroad, immersion) for the study of a World Language.

**5. Student Learning Outcomes:**

The teacher candidate will be able to:

1. Demonstrate the ability to integrate cultural and literary texts with effective techniques, strategies and activities, and assessments for teaching a World Language by preparing and micro-teaching a thematic content unit plan that integrates 21<sup>st</sup> century tools for all learners including diverse and special needs learners.
2. Demonstrate the knowledge and dispositions that foreign language learning is valuable and essential to the success of all students by preparing either a position paper or simulated presentation to a school board, community members, and/or other stakeholders, to demonstrate advocacy for and knowledge of foreign language learning.
3. Demonstrate knowledge of World Language methodology; the National Standards for Foreign Language Learning in the 21st Century, New Jersey Core Curriculum Content Standards for World Languages, the 11 New Jersey Professional Teaching Standards, ACTFL; and today's pedagogical issues, current theory and research pertaining to adolescent linguistic development, language acquisition and the development of multiple literacies in the teaching of World Languages by successfully passing a final exam.
4. Demonstrate appropriate knowledge, skills, and dispositions and the ability to reflect, self-evaluate, and engage in on-going professional development by maintaining a reflective journal and joining a professional organization.

Student Learning Outcome	NJ Teaching	ACTFL/N	WPU	NJ DOE
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	Standards	NCATE Standards	COE Competencies	CCCS
Demonstrate the ability to integrate cultural and literary texts with effective techniques, strategies and activities, and assessments for teaching a World Language by preparing and micro-teaching a thematic content unit plan that integrates 21 <sup>st</sup> century tools for all learners including diverse and special needs learners.	2; 3; 4; 5; 7; 8	2.a; 2.b; 2.c; 5.a; 5.b; 5.c	2; 3; 4; 5; 6; 12; 16; 17; 20	7.1.A; 7.1.B
Demonstrate the knowledge and dispositions that foreign language learning is valuable and essential to the success of all students by preparing either a position paper or simulated presentation to a school board, community members, and/or other stakeholders, to demonstrate advocacy for and knowledge of foreign language learning.		6.a; 6.b		7.1.C
Demonstrate knowledge of the chronology of World Language methodology; the National Standards for Foreign Language Learning in the 21st Century, New Jersey Core Curriculum Content Standards for World Languages, the 11 New Jersey Professional Teaching Standards, ACTFL; and today's pedagogical issues, current theory and research pertaining to second language acquisition and the development of multiple literacies in the teaching of World Languages by successfully passing a final	3; 6; 11	3.a; 3.b; 4.a; 4.b; 4.c	7; 8; 11; 13; 14; 15	7.1.A; 7.1.B; 7.1.C

exam.				
Demonstrate appropriate knowledge, skills, and dispositions and the ability to reflect, self-evaluate, and engage in on-going professional development by maintaining a reflective journal and joining a professional organization.	1; 2; 3; 10; 11	1.a; 1.b; 1.c	2; 9; 10	7.1.A; 7.1.C

<http://www.wpunj.edu/coe/resources/standards.dot>

Visit the above site to access NJ Professional Teaching Standards, NCATE SPA Standards, NJ Core Curriculum Content Standards, and WPU College of Education Competencies.

## **6. Course Content:**

1. Major Trends in 21<sup>st</sup> Century Language Teaching
  - a. Publisher-Prepared Programs
  - b. On-line, Software, and Immersion Programs
2. Research and Theory in World Language Teaching and Learning
  - a. Current research findings
  - b. Learning Theory and Language Learning Implications
3. Alternative Approaches and Methods
4. Contrastive Linguistics: English and World Language
  - a. False Cognates
  - b. Grammar differences
  - c. Cultural differences that impact language use
5. World Language Acquisition for Adolescents
  - a. Oral/Aural; Reading/Writing
  - b. Multiple Literacies
  - c. Cultural and Literary Texts
6. Integration of Cultural Aspects of World Language
  - a. Big “C” cultural aspects
  - b. Small “c” cultural aspects
  - c. Current events including social justice issues, history, geography,
7. Standards (National, NJ CCCS, 11 NJ Professional Teaching Standards, ACTFL)
  - a. Knowledge of standards
  - b. Advocacy and Funding Issues
8. Teaching Diverse and Special Needs Learners
9. Assessment in Language Teaching
  - a. Formative Assessments
  - b. Summative Assessments
  - c. Formal and Informal Assessments
10. 21<sup>st</sup> Century Tools

- a. Technology
  - b. Multiple Literacies
  - c. Content use for Teaching Languages
11. Micro-Teaching
12. On-Going Professional and Linguistic Development Opportunities
- a. In the United States
  - b. Study Abroad, Travel, Grants, Peace Corps
  - c. Professional Organizations

**7. Teaching/ Learning Methods:**

- 1. Whole, small, and paired group work
- 2. Lecture and discussion
- 3. Foreign Language Films, video and DVD formats
- 4. Language Lab activities
- 5. Micro-teaching, assessment and self-evaluation
- 6. Video and language teaching demonstrations

**8. Evaluation Methods:**

- 1. Student Learning Outcome #1: Multi-level Unit Plans and Micro-Teaching
- 2. Student Learning Outcome #2: Position paper and/or simulation activity
- 3. Student Learning Outcome #3: Final Exam
- 4. Student Learning Outcome #4: Reflective Journal

**9. Recommended Textbook/Readings:**

Kramsch, Claire. (2010). *The multilingual subject*. New York, NY: Oxford University Press.

Lightbrown, Patsy & Spada, Nina. (2006). *How languages are learned (3<sup>rd</sup> Ed.)*. New York, NY: Oxford University Press.

Swaffar, Janet & Arens, Katherine. (2006). *Remapping the foreign language curriculum: An approach through multiple literacies*. New York, NY: Modern Language Association.

**10. Preparers' Names and Date:** Dr. E. Frye

**11. Original Department Approval Date:** 2004

**Reviser's Name and Date:** Dr. Kathleen F. Malu, 2011

**12. Department Revision Approval Date:** Spring 2011

**13. Bibliography:**

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- de Bot, K. (2008). Introduction: Second language development as a dynamic process. *Modern Language Journal*, 92, ii, 166-178.
- Blaz, Deborah. (2006). *Differentiated instruction: A guide for foreign language teachers*. Larchmont, NY: Eye on Education.
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- Chen, Yea-Fen. (2006). Foreign language learning strategy training in circumlocution. *Journal of the Chinese Language Teachers Association*, 41(3), 1-18.
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- Foreign Language Teacher Standards Writing Team. (2002). *Program standards for the preparation of foreign language teachers (Initial level-Undergraduate & Graduate) (For K-12 and Secondary Certification Programs)*. Yonkers, NY: Author.
- Hernández, T. A. (2010), Promoting speaking proficiency through motivation and interaction: The study abroad and classroom learning contexts. *Foreign Language Annals*, 43(4), 650–670. doi: 10.1111/j.1944-9720.2010.01107.x
- 梁新欣 Hsin-hsin Liang. (2008). 如何从观摩课堂教学学习教学技巧 How to learn teaching techniques from classroom observation. *Journal of the Chinese Language Teachers Association*, 41(3), 16.
- Ke, Chuanren. (2005). Patterns of acquisition of Chinese linguistic features by CFL learners. *Journal of the Chinese Language Teachers Association*, 40(3), 1-24.
- Kissau, S. P., Kolano, L. Q. and Wang, C. (2010), Perceptions of gender differences in high school students' motivation to learn Spanish. *Foreign Language Annals*, 43, (2), 703–721. doi: 10.1111/j.1944-9720.2010.01110.x
- Krashen, Stephen. (2005). Second language “Standards for Success”: Out of touch with language acquisition research. *International Journal on Foreign Language Teaching* 1(2), 12-16.
- Krashen, S. (2003) *Explorations in language acquisition and use: The Taipei lectures*. Portsmouth, NH: Heinemann.

- Lancashire, Ian. (2009). *Teaching literature and language online*. New York: Modern Language Association.
- Omaggio, Hadley A. (2001). *Teaching language in context*. Boston: Heinle.
- Pagan, C. R. (2005). English learners' academic achievement in a two-way versus a structured English immersion program [Abstract]. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, 66 (5), 1603-A-1604-A. (Available from UMI, Ann Arbor, MI. Order No. DA3175715.)
- Richards, Jack & Rodgers, Theodore S. (2001). *Approaches and methods in language teaching: A description and analysis*. Cambridge, MA: Cambridge University Press.
- Shively, R. L. (2010). From the virtual world to the real world: A model of pragmatics instruction for study abroad. *Foreign Language Annals*, 43(1), 105–137. doi: 10.1111/j.1944-9720.2010.01063.x
- Thomas, W. P., Collier, V. P., & Abbott, M. (1993). Academic achievement through Japanese, Spanish, or French: The first two years of partial immersion. *Modern Language Journal*, 77(2), 170-179.
- Watzke, J. L. (2002). *Lasting change in foreign language education: A historical case for change in national policy*. Westport, CT: Bergin & Garvey.
- WebWatch. (2011). What's online for foreign language educators? *The Language Educator*. Retrieved from <http://www.actfl.org/i4a/pages/index.cfm?pageid=5216>

#### Websites

- AATSP Classroom Resources <http://www.aatsp.org/?page=ClassResourcesPublic>
- American Association for Applied Linguistics: <http://www.aal.org>
- American Association of Teachers of French: <http://aatf.utsa.edu>
- American Association of Teachers of Spanish and Portuguese: <http://www.aatsp.org>
- American Council on the Teaching of Foreign Languages: <http://www.actfl.org>
- Center for Applied Linguistics: <http://www.cal.org>
- Center for Teaching Chinese as a Foreign Language <http://www.ctcfl.ox.ac.uk/>
- Chinese Language Teachers Association <http://clta-us.org/>
- Computer Assisted Language Instruction Consortium: <http://www.calico.org>
- Fairtest <http://www.fairtest.org>
- Heinle Publishers: [http://www.heinle.com/worldlang\\_d/special\\_features/quia.html](http://www.heinle.com/worldlang_d/special_features/quia.html)
- Internet Activities for Foreign Language Classrooms <http://www.clta.net/lessons/>
- i-Radio Podcasts: [http://www.heinle.com/worldlang\\_d/special\\_features/quia.html](http://www.heinle.com/worldlang_d/special_features/quia.html)

Modern Language Association:  
Rethinking Schools  
Teachers of English to Speakers of Other Languages

<http://www.mla.org>  
<http://www.rethinkingschools.org>  
<http://www.tesol.org>