

Revised April 2008

Ashland University
Dwight Schar College of Education
Department of Curriculum and Instruction
Course Syllabus

Graduate: Undergrad: X
Credit Hours: 3
Field/Clinical Hours: 0/0

Course Number: EDCI 380

Course title for the catalog: Foreign Language Education Curriculum & Instruction

Prerequisites: EDFN 202

Fees and charges: None

Effective catalog date for this master syllabus: Fall 2006

1. Catalog description:

A course designed to examine the theoretical and practical issues relating to the teaching of foreign languages K-12. Instructional practices pertaining to the following are explored through lectures, reading of current literature, class discussion, etc.: the role of context in comprehension and learning, listening, reading, oral proficiency, writing, testing, culture, and curriculum. Required for French & Spanish multi-age license.

2. Course content: The following issues will be the point of departure for readings (textual and online), class lectures and discussions, and exams. Additionally, students write three papers in order to address professional issues and are encouraged to participate in professional listservs and attend one professional meeting in order to engage them personally in the professional community. Issues:

Key Concepts in Foreign Language Education; Teacher/Student Roles in Communicative Language Teaching

Second Language Acquisition/ Methodology in Transition; Characteristics of Proficiency-Oriented Language Instruction ; *Ohio's Academic Content Standards FL K-12*; *National Standards* *ACTFL TEACHER STANDARDS 3a:4a*

Curricular Design *Standard: Connections Goal* *ACTFL TEACHER STANDARDS 2c; 3a*

The Role of Context in Comprehension and Learning

Standard: Communication & Connections Goals

ACTFL TEACHER STANDARDS 3a

The Teaching of Listening And Reading

Standard: Communication Goal~Interpretive Mode

ACTFL TEACHER STANDARDS 2a; 2b; 3a; 4b

Developing Oral Proficiency

Standard: Communication Goal~Interpersonal & Presentational Modes *ACTFL*

TEACHER STANDARDS 3a; 4b

Teacher Preparation & Professional Development *ACTFL TEACHER STANDARDS 6: Professionalism*

The Teaching of Writing & Error Correction

Standard: Communication Goals & Comparisons (4.1)

ACTFL TEACHER STANDARDS 4b

The Teaching of Culture

Standard: Cultures & Comparisons (4.2) Goals

ACTFL TEACHER STANDARDS 2a; 3a

Using Technology

Standard: the 5 C's *ACTFL TEACHER STANDARDS 2a; 3a*

Assessment *ACTFL TEACHER STANDARDS 5a*

Professionalism: (Written papers)

Why Study Foreign Languages? *ACTFL TEACHER STANDARDS 6b*

Foreign Language Journal Exploration: *ACTFL TEACHER STANDARDS 6a*

Professional Development Plan: *ACTFL TEACHER STANDARDS 6b; 1a; 1b*

3. Student learning objectives:

KNOWLEDGE

1. Acquire a basic understanding of the teaching/learning process in foreign language education.
2. Become a purposeful decision maker in the foreign language classroom.
3. Become familiar with current research in second language acquisition/learning.
4. Become familiar with different types of curricular designs.
5. Demonstrate an understanding of goal areas and standards of the national and state academic standards.
6. Identify characteristics of effective foreign language teachers.
7. Be cognizant of the trends in methodology - from an historical perspective as well as current practices.
8. Recognize the potential for the use of technology in the foreign language classroom.
9. Become familiar with professional literature, professional organizations, and professional development opportunities.

SKILLS

1. Learn effective techniques for teaching foreign language in context (in all four skill areas: reading, writing, listening, speaking).
2. Identify the purpose of theoretical underpinnings of teaching strategies and anticipate learning outcomes.
3. Articulate the value and importance of foreign language learning by developing a rationale for the inclusion of foreign languages in the school curriculum.
4. Explore multiple procedures of assessment and evaluation for testing foreign language development and competence.
5. Engage in a reflective process regarding professional preparation and develop a professional development plan.

DISPOSITIONS

1. Demonstrate an attitude that will convey to students the value of foreign language learning and cross-cultural understanding.
2. Demonstrate an attitude that will assist students to accept their own culture as valid, as well as the culture of the target language.
3. Demonstrate the ability to accept linguistic and cultural diversity.
4. Display enthusiasm for teaching/learning foreign languages.
5. Believe that every student can learn when the environment is facilitative.
6. Appreciate the role of theory and research in the teaching process and appreciate the importance of keeping current with developing theory, research, and practice.
7. Understand the importance and benefits of belonging to a professional community.

4. Student assessment criteria: Students will be assessed on their knowledge of the course content through: class attendance, preparation & participation, three papers on *Professionalism*, a midterm exam and a final exam.

5. Additional information (optional): Suggested texts:

- Curtain, H.A. & Dahlburg, C.A. (2004). *Languages and children-Making the match* (3rd ed.). White Plains: Longman.
- Omaggio Hadley, A. (2001). *Teaching language in context* (3rd ed.). Boston: Heinle and Heinle.
- Ohio Department of Education (2004). *Academic Content Standards: Foreign Languages K-12*. Columbus: Office of Curriculum & Instruction.