

UNIVERSITY OF WISCONSIN-MADISON
Department of Curriculum & Instruction

Spring 2012—C&I 564
Advanced Problems on the Teaching of World Languages

Instructor: Francois Victor Tochon Schedule: Thursdays 5:00-7:30 pm
Email: fytochon@wisc.edu Room: Teacher Ed Bldg #401C
Office Hours: Upon appointment. Portfolio Lab: EdSci #141, Feb 9 & Mar 29 4:30pm

General Description

Recent developments in technologies and methods of teaching world languages; exploration and analysis of teaching practices; critical review of relevant literature and adaptation of materials; recent innovations in elementary and secondary world language teaching. P: Tchg experience or cons inst.

Teacher Education Standards for C&I 564

STANDARD 4: DEMONSTRATES PEDAGOGICAL KNOWLEDGE IN SPECIFIC DOMAINS

STANDARD 7: UNDERSTANDS AND ADAPTS TO MULTIPLE FORMS OF COMMUNICATION

STANDARD 11: USES TECHNOLOGIES

Teachers appropriately incorporate new and proven technologies into instructional practice. They understand the major social, cultural, and economic issues surrounding their implementation.

STANDARD 13: IS A REFLECTIVE PRACTITIONER

Teachers are reflective practitioners who evaluate the effects of their assumptions, choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. They examine assumptions enmeshed in ways of thinking and in familial, institutional, and cultural lore and practices.

This course is designed to expose language teachers to advanced problems related to world language teaching, and provide a framework for personal investigation of those problems. Portfolios will be used as the primary tool for each class member to document their investigations and facilitate collaborative inquiry into their problems of choice. These problems will help contextualize the process of portfolio development.

Part of the course will be dedicated to building professional knowledge through practice-oriented discussions of the pedagogical and professional topics. The other part of the course will focus on a variety of teaching and learning methods, with classroom videos and portfolio labs. Each class member will present one method and will introduce problems that arise out of the context of their personal teaching practices to the entire class through the use of an original video recording and discussion, E-portfolio artifacts and whatever other means they see fit. Those who are not presenting will be expected to offer comments and feedback from their own experience to the presenter.

Course objectives

Upon completion of the course, you will:

1. demonstrate an understanding of the links between teaching philosophy, standards and classroom practice.
2. present in your portfolio classroom experiences related with standards 4, 7, 11, or 13 on video; discuss classroom experiences, and the way standards were achieved.
3. incorporate lesson plans that integrate the National Foreign Language Standards into a web-based portfolio, and design a variety of practices to illustrate one teaching and learning method and use it in the FL classroom.
4. analyze and evaluate how new technology can be used in classroom situations; use technology to enhance instruction; use a digital camera or camcorder to illustrate classroom experiences.
5. reflect in practice on issues that are crucial for language education: social justice, diversity and language discrimination, critical thinking in a school context, disciplinary knowledge in view of life-long learning, and advocacy for the cause of languages in American society.
6. demonstrate ethical conduct and professionalism.

Evaluation

<i>Participation</i>	15%	Demonstrating through contributions to class and small group discussions that you have completed readings and assignments and have a positive and reflective attitude on your experiences; active participation; excellence in e-portfolio presentation.
<i>2 Peer Visits</i>	12%	Observing someone else's language teaching, including observation report and follow-up discussion. E-mail your report using the observation form with Subject: "Peer visit – my name"
<i>e-Portfolio</i>	24%	Illustrating in your portfolio how you have achieved standards 4, 7, 11, and 13. Each entry includes a narrative of experience, context description, critical analysis, discussion of why and how you believe the standards was achieved.
<i>Portfolio Feedback</i>	12%	Providing regular feedback to 2 fellow class-members on their portfolios using the EPCS shared journaling function.
<i>Methods Presentation and Video Project</i>	25%	Doing a 20-minute presentation of one method of teaching or learning foreign languages with concrete examples and a 1- or 2-page summary of the method on paper for all participants. Leading a 25-minute presentation and discussion of an original 5-minute video of you teaching with the aforementioned method in your class. Please provide your plan with a 10' critical analysis of what happened identifying strengths and weaknesses of the lesson; a 10' critical commentary from your peers will follow.
<i>Technology Briefing</i>	12%	Giving one 5-minute update on new technologies for learning & teaching languages; present useful sites and links; using the LCD projector or the smart board.

Schedule

Date	Topic	Professional Development
January 26	Introduction, syllabus, team building, rosters: schedule of presentations Deep Education and Deep Learning Teaching methods; cooperative learning; suggestopedia	Group work to plan standards Food & Video Rosters Technology Roster
February 2	Project-based Learning (PjBL) for deep learning Reading: PjBL method	Groups: Placement & relation w/ cooperating teacher Technology Presentation 1
February 9 Time: 4:30pm to 7pm	E-Portfolio Lab Ed Science: Room 141 Intro to 5Cs page , setup of PDP , Intro to on-line peer feedback , standards - feedback system and portfolio catch up Reading:	PORTFOLIO STANDARD 4 Technology Presentation 2
February 16	Classroom Management – Bullying - Socioaffective Goals Reading: Democratic approaches to classroom discipline	Technology Present. 3-4
February 23	Teaching autistic students Guest teacher: Mary Alice Sicard Self Directed Learning Reading: Autism - Ivan Illich chapter 1 – Rabbit Story	Technology Presentation 5
March 1	The transdiscipline: life-connected deeper, critical values for a better world Reading: Integrated taxonomy	Technology Presentation 6 Video & method 1
March 8	New Technologies Reading: Rocmelia	PORTFOLIO STANDARD 7 Technology presentation 7 Video & method 2
March 15	Language Policies and Human Rights Reading: Ebonic, Lang. discrimination	Technology presentation 8 Video & method 3
March 22	Teaching Heritage Learners with the deep approach. Guest specialist: Elizabeth Miranda Readings: Gringa - Whiteness	Technology presentation 9 Video & method 4
March 29 Time: 4:30pm to 7pm	E-Portfolio Lab Ed Science: Room 141 Image artifacts, intro to video. Update for 5C and PDP.	Time: 4:30pm to 7pm Self-directed work
April 5	<i>Spring recess</i>	
April 12 AERA	The impact of nutrition on learning – How to teach autistic students Reading: Crazy makers, Saying No to Fake and Toxic Food	PORTFOLIO STANDARD 11 Video & methods 5 & 6
April 19	Paradoxes of Standardized Assessment Peer feedback on portfolios Reading:	Video & methods 7 & 8
April 26 NCOLCTL	Getting a Job - Meaning of Teaching Peer practice: job interviews Reading:	Technology presentation 10 Video & method 9
May 3	Advocacy and Teacher activism – Why we teach – Building a professional community Reading: Review of Educational Research – Professional Community	PORTFOLIO STANDARD 13 Video & Method 10
May 10	Portfolio Exhibition focus on deep learning	Portfolio Exhibition

General Assignment: Building your portfolio on the web

You will research, plan, develop, assess and present a teaching portfolio that documents your judgment, language proficiency, know-how, teaching competence, and effectiveness as a world language teacher. This semester, you will add the 5Cs standards page and your Professional Development Project page to your portfolio. The course will include four standard-related assignments that must be met by specific deadlines in the order you prefer: 4-February 9th, 7-March 8th, 11-April 12th and 13-May 3rd.

Educational Technology in the Classroom (Standard 11 and 13): How you applied educational technology for instruction: internet sites in the target language, students' portfolios on powerpoint, e-mails with another class abroad, etc. We'll have a Technology Briefings roster. Present in 10 minutes new, exciting Language & Culture experiences and instructional units that were integrated in classroom activities; present the instructional technology and report on your experiences OR present new technologies useful to teach and learn languages with websites. Provide guidelines to use them with a class. You can explore sites specifically designed for language teachers, or sites in the target language that may be useful for your teaching. You can build a web page and use it for classroom activities. Or use digital audio or video as a means for feedback and language improvement. The instructional experience and its artifacts must be reported in your e-portfolio. It can meet other standards than standard 11 as well (maximum three standards for one activity). Share your experience on April 8th.

Teaching that Accommodates Differences (Standards 4 and 7): Design a rich educational environment and develop a learning unit with an approach you never tried. Use instructional practices that accommodate students' achievements, strengths, challenges, interests and learning styles. You could use the Communicative Approach, Multiple Intelligences, Cooperative learning, or Content-Based Learning, etc. Identify non-linguistic factors involved in language learning and explain how you addressed them in the classroom. Choose artifacts, write pedagogical comments and organize your portfolio unit with the activities, artifacts, pictures, and links that you used. Describe it in relation with the 5Cs page of your e-portfolio.

Video Project (Standards 4 and 13) You will illustrate one specific Language method with commented, pre-selected digital video excerpts of your classroom experiences. The project will take the form of a video of you teaching your class, with a guided commentary on your teaching, the level of student participation, and the fulfillment of the chosen method of language teaching and learning. This is an in-class presentation and discussion focusing on actual classroom practice. You can reflect upon your lesson plan, experiences, assessment and present some students' evaluations with the video in your e-portfolio. The total time should be about 25 minutes, which includes 10 minutes at the end for the class to discuss your work. You will be graded on the quality of your presentation, not the excellence of your teaching. This is meant as a learning tool, not a research project requiring library work. You will turn in a video tape (DV) or video file (DVD or portfolio clip), an outline of the activity you are showing, the points you wish to discuss on the video, as well as a transcript of key interactions between you and the students. You should select about 5 minutes of the video to show in your presentation, and use the time before that (10 minutes) to explain the background of the activity in the segment (what your goal was, its context, what activities preceded it, etc.) and to identify what we should focus on while viewing the tape. At the time of your course presentation, you will bring the video with a one-page written reflective comment of its context and experience with 11 photocopies, one for each participant in the class. The discussion afterward will be built around the topic you identify for us to discuss.

Professional Development Plan For the Next Three Years (Standard 13): What are your plans for recertification after three years of teaching in schools? How would you imagine your preferred

professional development? Do you plan travels and contacts with teachers abroad, teacher research, keeping up with UW peers to exchange experiences, starting Master's courses? DPI requires you to prepare one page in your e-portfolio with you PDP.

Class Visits will receive full credit if a classroom visitation journal is completed with thoughtful, pertinent comments where required and a summary of the post-observation discussion at the end. You should be able to observe other people in the class by notifying your cooperating teacher at least a week in advance that you will be absent. Be sure to confirm with the person you intend to visit that the day you'd like to go will be suitable for them as well, and don't forget to ask for directions to their school.

Accommodations for full inclusion of all students in teaching and learning activities

We try to ensure that people with disabilities are fully included in this course. Please let us know if you need any special accommodations in curriculum, instruction, or assessments of this course to enable you to participate fully. We will try to maintain the confidentiality of the information you share with us.

GRADING SCALE:

A =100-92

AB = 91-87

B = 86-82

BC = 81-77

C =76-70

C = 76-70

D =69-60

F = 59 or below

FOR REFERENCE:

Wisconsin state law pertaining to training in learner diversity: (PI 34.15)

(4) (c) Minority Group Relations

1. The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin

2. The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.

3. The psychological and social implications of discrimination, especially racism and sexism in American society.

World Language Education requirements

Communities, resources: use technology and other media to locate authentic materials and then show how to adapt them for use with a variety of levels

Communities, Professional development and reflective teaching: create a detailed professional development plan.

Communities, adapting teaching: create and teach lessons adapted to a variety of ages, learning styles, and ability levels (including heritage speakers), adapting the instruction based on student assessment data.

Job interview questions:

<http://www.humanresources.hrvinet.com/74-interview-questions-and-answers/>

Linguistics and SLA, L1 and L2 language development: identify similarities and differences in first and second language development, and the impact of one on the other; requires candidate to identify non-linguistic factors involved in language learning and how to address them in the classroom.

Applications to Teaching, Self-assessment of teaching: present evidence of reflective assessment of own teaching, based on student performance data, targeting paths for improvement in teaching and students' learning.

EXAMPLE OF OBSERVATION FORM:

Name of teacher John Smith Name of observer ...
 Class number/name Spanish III Observation number 1 Date of observation
03/12/12 Class meeting time 1st Block
 Time of observation: from 7:55 to 8:45 Number of Students 19

Notes on the Lesson as a Whole:**1. Strengths of the lesson:**

I think the biggest strength of his lesson is how he introduced the subjunctive to the class. He started off the lesson by using the subjunctive to tell students what to do. For example: "Quiero que cierres la puerta": I want you to run to the door. By introducing the subjunctive in a fun and easy to understand manner, the kids were immediately involved and interested.

2. Areas for improvement:

I think that it is important to get everyone in the class speaking, even if it is the first day in a grammar-based unit. I feel that John Smith succeeded in getting most of the students involved, but some kids were definitely left out. I am assuming that these were the shy kids in the class. But even the shy kids need to participate in a foreign language class since communication is such an important aspect.

3. Classroom management. Observations regarding instructor's rapport with students and professionalism:

Students only speak when appropriate. Students NEVER speak English during class. There are no students doing other work during class. Students seem to be attentive to the material and answer any question elicited from teacher. Students take notes without being told and are not distracted by other things going on. Students are engaged the entire 50 minutes. Most importantly, every minute is used and the students stay in their seats until the bell rings.

4. Organization. Evidence of careful lesson planning, or lack thereof

John's lesson plan was very well-organized. There was no downtime between activities and the transition time was very minimal. I could see that he put a lot of time and effort in to achieve this.

5. Comprehensibility of teacher language. Steps taken by teacher to ensure that students understand him/her in the target language:

John uses informal comprehension checks in Spanish to find out if her students understand the material presented. In addition, she uses some English to reaffirm important grammar structures. In this lesson she used some English to make sure the students understood what the subjunctive was. However, the use of English was very minimal and only used when important.

6. Elicitation of student language. Steps taken to maximize student participation, (e.g., appropriate task and question types, effective activity sequencing, adequate linguistic support for speaking activities, clear objectives)

John asks questions after explaining each topic to make sure students understand what he is teaching. Additionally, he was very effective in the way he sequenced the activities throughout the class to ensure understanding.

7. Feedback and error correction techniques: Steps taken to correct learners, and their appropriateness/ effectiveness in the context when they occurred. When a student said the wrong answer in class, John used a self-correction technique instead of just giving him/her the answer.

Other noteworthy features of learner or teacher language, including teacher errors with object of instruction:
No errors in Spanish use and very good explanation of grammar concepts.