

**LLED 381: Foundations of Teaching Modern Languages: Secondary
(3 credits: 3 hrs x 13 classes)**

Course Description

This foundational course introduces teacher candidates to an overview of teaching a number of modern languages (German, Italian, Japanese, Korean, Mandarin, Punjabi, Russian or Spanish) currently offered in British Columbia's secondary school contexts. Candidates are introduced to the major theories and pedagogical approaches of second/additional language acquisition and learning. The role of multicultural education in local, national and global contexts is discussed, and the integration of modern languages, literacies and cultures is examined in terms of a multi-dimensional language curriculum design. Additionally, emphasis is placed on the importance of literate environments to support modern language development, and the concept of assessment is explored from various frameworks, including a continuum approach to language learning and evaluation. The course is planned over a 13-week period in classes of three hours per week. The course is required for all B.Ed. Secondary teacher candidates with a Modern Language concentration.

Course Objectives

The course is designed to enable teacher candidates to

- develop an understanding of principles of communicative-experiential language learning and the historical, theoretical underpinnings of those principles,
- understand and apply a continuum-based approach to defining and assessing language proficiencies – as part of the provincial curriculum as well as a wider context,
- become familiar with the various approaches to teaching and learning modern languages,
- become familiar with problematics and current issues in second language education.

Course outline

Week 1	
Topic	<i>The student is the language learner.</i>
Key Notions	<ul style="list-style-type: none">- Self-assessment of language proficiencies, biography of linguistic/cultural background, pre-conceptions of second language acquisition and learning- Autonomy of the learner, prior experiences, understandings and challenges
Readings	<ul style="list-style-type: none">• Common European Language Framework & Portfolio for Languages. Samples of Languages Portfolio. Retrieved from: http://www.caslt.org/resources/general/research-articles-cfpl-samples_en.php• Rivers, W. (2001). <i>Principles of Interactive Language Teaching</i>. Cambridge: Cambridge University Press. Retrieved from: http://edevaluator.org/rivers/10Principles_0.html
Week 2	
Topic	<i>Language learning and teaching are shaped by student needs and goals.</i>
Key Notions	<ul style="list-style-type: none">- Language teaching and learning as social practice: developing classroom community, language-rich classrooms, second language socialization through routines- BC's modern languages curricula
Readings	<ul style="list-style-type: none">• BC Ministry of Education (draft). <i>Additional Languages Curriculum Draft</i>. Retrieved from: http://www.bced.gov.bc.ca/irp/drafts/additional_languages_draft.pdf

	<ul style="list-style-type: none"> • BC Ministry of Education, International languages: Integrated Resource Packages. German (1997), Italian (2005), Japanese (1997), Korean (2006), Mandarin Chinese (1998), Punjabi (1995), Spanish (2005). Retrieved from: http://www.bced.gov.bc.ca/irp/irp_lang.htm • Ellis, R. (2008). Principles of instructed second language acquisition. <i>CAL Digest</i>. Retrieved from : http://www.cal.org/resources/digest/digest_pdfs/Instructed2ndLangFinalWeb.pdf • Hall, K. J. (2002). Creating communities of learners in the classroom. In <i>Methods for teaching foreign languages</i>, (pp. 44-76). Upper Saddle River, NJ : Merrill Prentice Hall.
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Week 3

Topic	<i>Learning about language teaching involves learning about language acquisition</i>
Key Notions	<ul style="list-style-type: none"> - Overview of first and second language acquisition theories; key concepts in language learning - BC's modern languages curricula
Readings	<ul style="list-style-type: none"> • Horwitz, E. K. (2007). What should I know about second language acquisition? In <i>Becoming a language teacher : A practical guide to second language learning and teaching</i> (pp. 23-47). New York : Pearson Education. • BC Ministry of Education (draft). <i>Additional Languages Curriculum Draft</i>. Retrieved from: http://www.bced.gov.bc.ca/irp/drafts/additional_languages_draft.pdf • BC Ministry of Education, International languages: Integrated Resource Packages. German (1997), Italian (2005), Japanese (1997), Korean (2006), Mandarin Chinese (1998), Punjabi (1995), Spanish (2005). Retrieved from: http://www.bced.gov.bc.ca/irp/irp_lang.htm

Week 4

Topic	<i>Language learning and teaching: approaches and methods</i>
Key Notions	<ul style="list-style-type: none"> - Historical overview and critical examination of second/additional language teaching approaches
Readings	<ul style="list-style-type: none"> • Richards, J., & Rogers, T. (2001). Alternative approaches and methods. In <i>Approaches and methods in language teaching</i> (pp. 71-141). Cambridge : Cambridge University Press. • Ur, P. (1997). The communicative approach revisited. <i>ELT News & Views</i>, 4 (1), 6-8.

Week 5

Topic	<i>Language learning and teaching: approaches and methods (continued)</i>
Key	<ul style="list-style-type: none"> - Communicative-interactive language teaching

Notions	<ul style="list-style-type: none"> - The role of scaffolding in language teaching and learning - Facilitating student-student interaction; cooperative strategies
Readings	<ul style="list-style-type: none"> • Gibbons, P. (2002). Scaffolding language and learning. In <i>Scaffolding language, scaffolding learning: teaching second language learners in the mainstream classroom</i> (1-14). Portsmouth, NH: Heinemann. • Hedge, T. (2000). The communicative classroom. In <i>Teaching and learning in the language classroom</i> (pp. 43-74). Oxford: Oxford University Press.
Week 6	
Topic	<i>Development of language is nurtured by interactive, participatory activities using every possible medium and modality to aid learning.</i>
Key Notions	<ul style="list-style-type: none"> - Creating the context for language learning - The role of peer dialogue and collaboration for language development
Readings	<ul style="list-style-type: none"> • Rivers, W. (1987). <i>Interactive Language Teaching</i> (pp. 3-16). Cambridge: University of Cambridge. • Swain, M., Brooks, L., & Tocalli-Beller, A. (2002). Peer-peer dialogue as a means of second language learning. <i>Annual Review of Applied Linguistics</i>, 22, 171-185.
Week 7	
Topic	<i>Development of language is nurtured by interactive, participatory activities using every possible medium and modality to aid learning (cont'd)</i>
Key Notions	<ul style="list-style-type: none"> - Listening, viewing and reading for understanding - Language learning strategies: songs, gesture, drama, movement
Readings	<ul style="list-style-type: none"> • Brandl, K. (2008). Principles of communicative language teaching and task-based instruction. In <i>Communicative language teaching in action: Putting principles to work</i> (pp. 1-39). Upper Saddle River, NJ: Pearson Education. • Gibbons, P. (2002). Reading in a second language. In <i>Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom</i>, 77-101. Portsmouth, NH: Heinemann.
Week 8	
Topic	<i>Language learning is literacy learning.</i>
Key Notions	<ul style="list-style-type: none"> - Listening, viewing and reading for understanding (cont'd) - Integrating authentic documents, exploring multiliteracies
Readings	<ul style="list-style-type: none"> • Field, J. (2002). The changing face of listening. In J. Richards & W. A. Renandya (Eds.), <i>Methodology in language teaching: An anthology of current practice</i> (pp. 242-247). Cambridge: Cambridge University Press.

	<ul style="list-style-type: none"> Melvin, B. S., & Stout, D. F. (1987). Motivating language learners through authentic materials. In W. Rivers (Ed.), <i>Interactive language teaching</i> (pp. 44-56). Cambridge: Cambridge University Press. Vandergrift, L. (in press). Teaching listening. In C. Chapelle (Ed.), <i>Encyclopedia of Applied Linguistics</i>. Wiley-Blackwell.
Week 9	
Topic	<i>Language knowledge and awareness are basic to language learning.</i>
Key Notions	<ul style="list-style-type: none"> - Developing language awareness; learning vocabulary and grammar in context - Developing pronunciation; phonetic awareness and correction
Readings	<ul style="list-style-type: none"> Richards, J., & Renandya, W. (Eds.). (2002). Pronunciation. In <i>Methodology in language teaching: An anthology of current practice</i> (pp. 175-200). Cambridge: Cambridge University Press. Shrum, J., & Glisan, E. (2000). Using a story-based approach to teach grammar. <i>Teacher's handbook: Contextualized language instruction</i> (pp. 146-171). Boston: Heinle & Heinle.
Week 10	
Topic	<i>Language knowledge and awareness are basic to language learning (cont'd).</i>
Key Notions	<ul style="list-style-type: none"> - The role of grammar instruction - Developing vocabulary; language practice activities/games
Readings	<ul style="list-style-type: none"> Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. <i>Studies in Second Language Education</i>, 20, 37-58. Raptou, V. (2001). Using information gap activities in the second language classroom. CASTL website. Retrieved from http://www.caslt.org/Print/gapp.htm Telick, D. (1998). Research on error correction and implications for classroom teaching. <i>ACIE Newsletter</i>, 1(3). Retrieved from http://www.carla.umn.edu/immersion/acie/vol1/May1998.pdf
Week 11	
Topic	<i>Planning for and assessing for language learning.</i>
Key Notions	<ul style="list-style-type: none"> - Planning for teaching a lesson, a unit
Readings	<ul style="list-style-type: none"> Brandl, K. (2008). Instructional sequencing and task design. In <i>Communicative Language Teaching in Action</i> (pp. 178-219). Upper Saddle River, NJ: Pearson. Brown, H. D. (2003). Testing, assessing, and teaching. In <i>Language assessment: Principles and classroom practices</i> (pp. 1-18). White Plains, NY: Longman.

Week 12	
Topic	Planning for and assessing for language learning (cont'd).
Key Notions	<ul style="list-style-type: none"> - Assessment for, as, and of learning - Common Framework of Reference / Language Portfolio
Readings	<ul style="list-style-type: none"> • Gibbons, P. (2002). Learning language, learning through language, and learning about language: developing an integrated curriculum. In <i>Scaffolding language, scaffolding learning: teaching second language Learners in the mainstream classroom</i>, (pp. 118-140). Portsmouth, NH: Heinemann. • Vandergrift, L. (2006). Proposal for a framework of reference for languages for Canada. Ottawa: Official Languages Support Programs Branch, Department of Canadian Heritage.
Week 13	
Topic	<i>Language learning is penetrating another culture. Language learning is a lifelong endeavour.</i>
Key Notions	<ul style="list-style-type: none"> - Intercultural understandings; small 'c' versus big 'c' culture - Utilizing authentic documents and experiences - Revisiting the Modern Language Teacher Portfolio
Readings	<ul style="list-style-type: none"> • Duff, P., & Zappa-Hollman, S. (in press). Incorporating popular culture in language education. In C. Chapelle (Ed.), <i>The Encyclopedia of Applied Linguistics</i>. Wiley-Blackwell. • Ramirez, A. (1995). Culture in the language classroom. In <i>Creating contexts for second language acquisition: Theory and methods</i>, (pp. 58-78). White Plains, NY: Pearson.

Required readings

Course reading package

Recommended readings

Brandl, K. (2008). *Communicative language teaching in action*. Upper Saddle River, NJ: Pearson.

Brown, H. D. (2003). Language assessment: Principles and classroom practices. White Plains, NY: Longman.

Cook, V. (2008). Second language learning and language teaching (2nd Ed.). London: Hodder Education.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: teaching second language Learners in the mainstream classroom*. Portsmouth, NH: Heinemann.

Hall, K. J. (2002). *Methods for teaching foreign languages*. Upper Saddle River, NJ : Merrill Prentice Hall.

Knapp, K., & Seidlhofer, B. (2009). (Eds.) *Handbook of Foreign Language Communication and Learning*. Berlin: Mouton de Gruyter.

Lightbown, P., & Spada, N. (2006). *How languages are learned*. Oxford: Oxford University Press.

Shrum, J., & Glisan, E. (2000). *Teacher's handbook: Contextualized language instruction* (pp. 146-171). Boston: Heinle & Heinle.

Web resources

BC Ministry of Education (in development). [Draft Additional Languages Curriculum](#).

[Common Framework of Reference / Language Portfolio](#).

BC Ministry of Education. International Languages. Integrated Resource Packages.

http://www.bced.gov.bc.ca/irp/irp_lang.htm

British Columbia Association of Teachers of Modern Languages. <http://www.bcatml.org/>

CASLT (2010). Modern Languages. http://www.caslt.org/index_en.php

NihongoBC: British Columbia Teachers of Japanese. <http://sites.google.com/site/nihongobc/>

Rivers, W. (1997). [Principles of Interactive Language Teaching](#)

Grading system

The Pass/Fail system will be used for the final course grade. (Pass = B+ (76 %) or more.)

The professional program in teacher certification at UBC is committed to a high level of performance among all teacher candidates. It is with this in mind that a pass/fail system has been instituted. While marks are assigned in a few elective courses, all mandatory courses are judged on a pass/fail basis. Achieving a passing mark in our courses is contingent on a high standard of performance in all learning experiences (e.g., courses, practicals). Instructors use criterion-based assessment as a way of ensuring that all teacher candidates achieve a high level of performance in their learning experiences. Furthermore, attendance is essential to the experiential learning that permeates the B.Ed. program. Students who miss more than 15% of their course work (for unexplained reasons are normally expected to repeat the course. For more information, please see the Bachelor of Education Student Handbook.

Assignments (with links to the [UBC Attainment of Standards Report](#) and [BC College of Teachers Standards](#))

Assignment	Type	Due date	Marks
Reflections on Learning a Foreign Language	Individual	Weeks 2 and 12	10 marks (5 = part A; 5 = part B)
Inquiry Project	Individual	Week 11	25 marks
Professional Reading	Pair	Throughout the course	25 marks
Teaching demonstration	Individual	Throughout the course	25 marks
Attendance and participation	Individual	Throughout the course	15 marks

Reflections on Learning a Foreign Language – individual – 10 %

Part A: Write a brief summary about how you learned/studied/worked to improve your foreign language proficiency. When and how did you start your learning journey? Share some memories or significant moments. Which methods do you remember in your early learning? In your later learning? Which were most effective? Least effective? What are the challenges in learning/improving your knowledge of the foreign language? Describe your action plan for perfecting your language proficiency.

Due in Week 2.

Part B: Reread your first reflection: how do you perceive your language learning journey since the beginning of the course? How would you describe any progress made? Have you adjusted your action plan? What have you noticed about learning strategies that you have observed or experienced in the course? Which did you prefer and why? What links do you see between strategies that were effective for your learning and what you would like to accomplish as a language teacher?

Due in Week 12.

Standard 7: Educators engage in career-long learning.

Evidence of competence

- Participation in, and reflections about, university and school-based professional development.
- A commitment to professional development.
- Goal setting and plans to pursue ongoing development of understandings.
- Reflection about and an ability to improve practice.

Inquiry Project – individual – 25 %

Using the Language Portfolio as a departure point, reflect on your journey to date as a language learner (for all languages). You will consider the course's guiding principles and reflect on/share those that have been most instrumental in your learning journey and why. You will then conduct field research, for example, by speaking with or observing a student in your practicum class or interviewing a child that you know, to discover if and how the guiding principles have been operative in his/her language learning or teaching.

Due in week 11.

Standard 6: Educators have a broad knowledge base and understand the subject areas they teach.

Evidence of competence

- A substantial engagement in the subject areas relevant to the positions they intend to pursue.
- An intellectual curiosity and professional understanding of research, theory and practice related to subject based and/or integrated curricular planning.

Professional Reading – pair – 25 %

Students are required to read an article or chapter of a book pertaining to teaching a second language (with a focus on their language of interest). They will write a short paper (three pages, double-spaced) that will include the following:

1. Strengths and weaknesses of the chapter or article.
2. Three key ideas with an explanation of how they will try to implement them in the classroom.
3. Personal reflections indicating how the book is connected with the aspects of teaching and learning **they** care most about as language educators.
4. Students will lead small group discussions during class time.

Due date: TBA, throughout the course

Teaching demonstration – individual – 25 %

Prepare and teach a short lesson highlighting at least one communicative second language teaching element from among those presented in the course, for example, developing literacy using text (print, songs, visuals, audio); facilitating student interaction; utilizing authentic documents; building cultural awareness; conveying meaning through action and mime, etc. The lesson should clearly demonstrate some aspect of language development. Your demo lesson will be 15 minutes long, so there will only be time for you to present one part of the overall lesson plan.

Conduct the lesson segment as if the class members are the target student group, for example, a Grade 10 (Spanish, Japanese, Mandarin, etc) class. Instructions or prompts should be given in the target language.

Produce and submit to your instructor a lesson plan, comprising lesson objectives, target group information, resources needed, activities, evaluation, adaptation and extension ideas.

Standard 5: Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.

Evidence of competence

- The teacher candidate engages in teaching as a form of continuous experimentation based upon observation and reflective informed decision making
- The following competencies within their practicum and other placements (or on-campus contexts):
.....selecting appropriate goals/objectives in accordance with I.R.P.s;
.....designing units/lessons that support identified goals and objectives;
.....demonstrating an understanding of current pedagogy;
.....modeling correct written and oral language.

Attendance and Participation – 15 %

Attendance

Students are required to attend all scheduled course meetings and make full use of independent study time. Please note that students who miss more than 15% of class time shall not receive credit for the course.

Participation

All students are expected to participate in class. Participation involves more than bringing your body to class. In order to help create a positive classroom community of practice and to maximize your and your classmates' learning opportunities, you're expected to do the assigned readings and activities/homework as scheduled, to arrive in time, and to engage enthusiastically in class discussions (in class and online).