

*Grande Prairie Regional College  
Department of Arts and Education  
Spring 2012*



DEPARTMENT OF ARTS & EDUCATION

*ED 4450*  
**TEACHING SECOND LANGUAGES IN THE  
ELEMENTARY SCHOOLS**

**Spring 2012**

**ED 4450 (3) UT 45 hours**

Instructor: Lesley Doell, BFA, BEd, MEd (OISE)

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Office Hours: Upon appointment

Telephone: 780-512-4784

### *Course Description*

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An introduction to theory and practice of teaching second languages in the elementary classroom. Focus is on curricular planning, teaching methods and techniques, materials and resources and assessment. Will include a field placement in an off campus second language, immersion or bilingual classroom for one half day per week.

This is also a mandatory education course towards the French Language Education Certificate designed for education students working towards a Bachelor of Education degree as well as teachers currently teaching French in grades 4 to 9.

### *Course Delivery:*

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Three Hour Sessions from 9:00 am to 12:00 pm from May 14<sup>th</sup> to June 1<sup>st</sup>. Classroom observations days will be from May 23<sup>rd</sup> to May 25<sup>th</sup>.

### *Course Prerequisites:*

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The Introductory Professional Term and a working knowledge of the language to be taught or consent of Department. Priority is given to students in the Second Languages Minor

### *Course Objectives*

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The purpose of this course is to prepare in becoming a second language teachers. Having experienced learning a second language, you most likely have developed your own beliefs on what it means to know a language and how a second language should be taught. You may also have been puzzled by many questions and wanted to find answers for them. This course will allow you to connect to your rich experiences while at the same time be exposed to many perspectives from other people, including experts in the field. Its purpose is to give you

opportunities to testify your beliefs, to examine the theories and practices of others and to develop your own thinking. More specifically, at the end of the course, you are expected to:

Know the various theories of language acquisition and how one's theoretical framework affects pedagogy and curriculum materials

Have a clear understanding of the various approaches, methods and techniques used in second language teaching and be able to appropriately choose among them.

Be aware of the professional literature in the field and be able to critically evaluate them.

Be able to discuss current issues in second language and bilingual education particularly as they pertain to Alberta.

Be able to discuss general considerations and provide specific ideas for planning and teaching.

Be able to critically evaluate second language materials and adapt them.

### ***Required Texts and Course Materials:***

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1. Judith L. Schrum & Eileen W. Gilsan (2010) *Teacher's Handbook, Contextualized Language Instruction*. Fourth Edition. Thomson & Heinle: Toronto.
2. Roy Lyster (2007) *Learning and Teaching Languages Through Content: A Counterbalanced Approach. First Edition*. John Benjamins Publishing Company: Amsterdam/Philadelphia
3. You are required to obtain your personal copy of the Program of Studies of your language.
4. Additional readings will be posted on Moodle.

### ***Required Notes***

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GPRC is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the College in this respect. Students are urged to familiarize themselves with the provisions of the Code of Student Conduct (see GPRC Calendar). Academic dishonesty is a serious offence and can result in suspension or expulsion from the College.

### ***Statement on Plagiarism and Cheating:***

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Regarding plagiarism, cheating and the resultant penalties, please refer to this college website link:

<http://www.gprc.ab.ca/downloads/documents/Student%20Misconduct%20Plagiarism%20and%20Cheating.pdf>

These are serious issues and will be dealt with severely. The instructor reserves the right to use electronic plagiarism detection services.

## *Transferability*

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University of Alberta

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions.

Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

## *Evaluation*

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- Program of Studies Analysis and Critique (20%)
- School Visits and Reflections (20%)
- Chapter Synopsis Presentations (20%)
- Resource Review (15%)
- Reading Reflections (15%)
- Final Exam (Open-Book) (10%)

## *Attendance and Policy on Late Assignments*

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1. Since presence at lectures, participation in classroom discussion and projects and the completion of assignments are important components of most courses, students will serve their interest best by regular attendance. Those who choose not to attend must assume whatever risks are involved.
2. Assignments are due at the beginning of class on the due date. Ten percent will be deducted each day. The instructor may consider an extension if notified within 24 hours of the due date.

## *Final Grade Distribution System*

Letter	%	Pts	Descriptor
A+	90-100%	4.0	<b>Outstanding:</b> Superior performance showing understanding and knowledge of the subject matter far exceeding expectations.
A	85-89%	4.0	<b>Excellent:</b> Superior performance showing comprehensive understanding of subject matter.
A-	80-84%	3.7	<b>Very good:</b> Clearly above average performance with complete knowledge of subject matter.
B+	76-79%	3.3	<b>Very good</b>
B	73-75%	3.0	<b>Good:</b> average performance with knowledge of subject matter generally complete.
B-	70-72%	2.7	<b>Good</b>
C+	67-69%	2.3	<b>Satisfactory:</b> Basic understanding of the subject matter
C	64-66%	2.0	<b>Satisfactory</b>
C-	59-63%	1.7	<b>Satisfactory</b>
D+	54-58%	1.3	<b>Minimal Pass:</b> Marginal performance; generally insufficient preparation for subsequent courses in the subject matter.
D	50-53%	1.0	<b>Minimal Pass:</b> Marginal performance; generally insufficient preparation for subsequent courses in the subject matter.
F	0-49%	0.0	<b>Fail:</b> Unsatisfactory performance or failure to meet course requirements.

## *ED 4450 – Teaching Second Languages in the Elementary Schools*

## *TENTATIVE SCHEDULE OF CLASSES AND ASSIGNMENTS*

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<b>Date</b>	<b>Content and Discussion Topics Required Readings for dates indicated</b>	<b>Assignment Due Dates</b>
May 14	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Outline</li> </ul> <p>Chapter 1 – Understanding the Roles of Contextualized Input, Output, and Interaction in Language Learning</p> <p>Chapter 2 – Contextualizing Language Instruction to Address Goals of the Standards for Foreign Language Learning</p>	<p><b>Evening Required Readings for May 15</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 –TH</li> <li>• Chapter 2 - TH</li> </ul>
May 15	<p>Chapter 3 – Organizing and Planning for Integrated Content</p> <p>Chapter 4 – Connecting Language Learning to the Elementary Curriculum</p>	<p><b>Reading Reflections Due Today:</b> Chapters 1 and 2</p> <p><b>Evening Required Readings for May 16</b></p> <ul style="list-style-type: none"> <li>• Chapter 3 – TH</li> <li>• Chapter 4 - TH</li> </ul>
May 16	<p>Chapter 5 – Integrating Cultures and Comparison into Middle School Language Construction</p> <p>Chapter 6 – Integrating Cultures and Comparison into Middle School</p>	<p><b>Reading Reflections Due Today:</b> Chapters 3 and 4</p> <p><b>Evening Required Readings for May 17<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Chapter 5 –TH</li> <li>• Chapter 6 – TH</li> </ul>
May 17	<p>Chapter 7 – Using a Story-Based Approach to Teach Grammar</p> <p>Chapter 8 – Developing Oral and Written Interpersonal Communication</p>	<p><b>Reading Reflections Due Today:</b> Chapters 5 and 6</p> <p><b>Evening Required Readings for May 18<sup>th</sup>:</b></p> <ul style="list-style-type: none"> <li>• Chapter 7 - TH</li> <li>• Chapter 8 - TH</li> </ul>
May 18	<p>Chapter 9 – Developing Oral and Written Presentational Communication The</p> <p>Chapter 10 – Addressing Divers Needs of Learners in the Language Classroom</p>	<p><b>Reading Reflections Due Today:</b> Chapters 7 and 8</p> <p><b>Evening Reading Readings for May 22<sup>nd</sup>:</b></p> <ul style="list-style-type: none"> <li>• Chapter 9-TH</li> <li>• Chapter 10 - TH</li> </ul>
May 22	<p>Chapter 11 – Assessing Standards-Based Language Performance in Context</p> <p>Chapter 12 – Using Technology to Contextualize and Integrate Language Instruction</p>	<p><b>Program of Studies Analysis Critique Due</b></p> <p><b>Resource Review - Due</b></p> <p><b>Reading Reflections Due Today:</b> Chapters 9 and 10</p> <p><b>Evening Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 11-TH</li> <li>• Chapter 12-TH</li> </ul>

May 23	Classroom Observations	
May 24	Classroom Observations	
May 25	Classroom Observation	
May 28	Common European Framework of Reference for Language  Chapter 1 -Lyster	<b>School Visits and Reflections Due</b>  <b>Chapter Synopsis Presentations</b>  <b>Reading Reflections Due Today:</b> Chapters 11 and 12  <b>Evening Reading:</b> Lyster Chapter 1
May 29	Chapter 2 - Lyster	<b>Chapter Synopsis Presentations</b>  <b>Evening Reading:</b> Lyster Chapter 2  <b>Reading Reflection: Chapter 1</b>
May 30	Chapter 3 - Lyster	<b>Chapter Synopsis Presentations</b>  <b>Evening Reading:</b> Lyster Chapter 2  <b>Reading Reflection: Chapter 2</b>
May 31	Chapter 4 and 5 - Lyster	<b>Chapter Synopsis Presentations</b>  <b>Evening Reading:</b> Lyster Chapter 2  <b>Reading Reflection: Chapter 3</b>
June 1	Course summary, Celebration, Closure	<b>Reading Reflection: Chapter 4 and 5</b>  <b>Final exam – Open Book</b>