

**Grande Prairie Regional College
EDEL 4450**

TEACHING SECOND LANGUAGES IN THE ELEMENTARY SCHOOL

Fall	Instructor:	TBA
September 2008	Office Number:	TBA
	Phone:	TBA
	Email:	TBA
	Office hours:	TBA

Course Prerequisites: A working knowledge of the language to be taught or consent of Department. Priority is given to students in the Second Languages Minor.

Course Description:

The course is 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. It will include a field placement in an off-campus second language, immersion, or bilingual classroom for one half day per week.

Course Objectives:

The purpose of this course is to prepare you to become a beginning second language teacher in the elementary school. 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 personal experiences while at the same time be exposed to many perspectives from other people, including experts in the field and other course participants. 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 this course, you are expected to:

1. know the various theories of language acquisition, and how one's theoretical framework affects pedagogy and curriculum materials,
2. have a clear understanding of the various approaches, methods, and techniques used in second language teaching and be able to appropriately choose among them,
3. be aware of the professional literature in the field and be able to critically evaluate them.
4. be able to discuss current issues in second language and bilingual education, particularly as they pertain to Alberta,
5. be able to discuss general considerations and provide specific ideas for planning and teaching.
6. be able to critically evaluate second language materials and adapt them,
7. have an awareness of and the ability to utilize the various government, school board, and community resource and services in second language education.
8. as a result of direct interaction with second language students, teachers, and programs, recognize the reality of our profession.
9. and be confident as a classroom teacher in making your own decisions in teaching.

Knowledge, Skills and Attributes (for Interim Teacher Certification in Alberta):

- the purposes of the Guide to Education and programs of study is germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;
- the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;
- all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;
- the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;
- there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;
- the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;
- the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyse the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;
- student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;
- the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities, and
- they are expected to achieve the *Teaching Quality Standard*, i.e. To provide students with the best possible opportunity to learn.

Source: Alberta Education. (1999). *An integrated framework to enhance the quality of teaching in Alberta*.

Required Texts and Readings:

Judith L. Shrum & Eileen W. Glisan (2005) *Teacher's Handbook, Contextualized Language Instruction*. Third Edition. Thomson & Heinle: Toronto.

Some additional readings will be posted in WebCT. In addition, our library contains several journal series on second language education (a list will be provided).

Evaluation:

Assignment	Due Date	Weight
Mid-Term Exam	Oct. 18	20%
School Visit Reflections	Nov. 15	20%
Unit Plan	Dec. 4	30%
Final Exam	To be scheduled	30%

Policy on Late Assignments:

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 48 hours of due date and documentation (e.g. medical note) is provided.

Final Grade:

- A distribution system will be used to determine the final grade

Attendance:

- Since presence at lectures, participation in classroom discussions and projects, and the completion of assignments are important components of most courses; students will serve their interests best by regular attendance. Those who choose not to attend must assume whatever risks are involved. Students who are repeatedly absent may receive an email notifying them of the risks associated with absenteeism and a note will be placed on their file at the Registrar's office.

Course Schedule**Week One**

Course objectives, content, assignments and Textbook
Getting to know each other
Current trends and issues in second language education

Week Two

Historical development of SLA and teaching methodology
Behaviourism and Audiolingual Method
Innatism and cognitive method

Readings:

1. Alberta Education website
 - a) Search Albert Education's website to find where the second language curriculum documents are located.
 - b) Or go to [Alberta Education Program of Studies](#) directly (Hold the "Ctrl" key and click this link)

- c) Click [International Languages Program](#) to learn about these documents
 - d) For students in French Minor, also look at [French Language Arts \(Immersion\)](#) and [French as a Second Language](#)
 - e) In the [International Languages Program](#), find The Common Curriculum Framework for International Languages, Alberta Version, 2001
 - f) Open [Kindergarten to Grade 12](#)
(http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/9yr.pdf)
 - g) Read the following sections:
RATIONALE
EFFECTIVE LANGUAGE LEARNING
THE CONCEPTUAL MODEL
2. *Teacher's Handbook*: pp. 95-106
- Readings:**
- 1. [Principles of L2 Teaching Methods and Approaches](#) (hold "ctrl" key and click this link.)
Read the descriptions of following four teaching methods:
[Grammar-Translation Approach](#)
[Direct Approach](#)
[Reading Approach](#)
[Audiolingual Method](#)
There are many other links in this site. If you are interested, further explore these teaching methods and approaches.
 - 2. *Teacher's Handbook*: pp. 189-210

Week Three

Interactionism
Communicative Language Teaching (CLT)

Readings:

- 1. *Teacher's Handbook*, pp. 11-14, 21-28, 40-44, and Appendices 2.1, & 2.2.
- 2. **Website:** <http://www.cal.org/resources/digest/gallow01.html>

Week Four

Understanding Second Language Acquisition
Krashen's five hypotheses and language input
Other related theories
TPR and the Natural Approach

Readings:

Teacher's Handbook: pp. 14-21, 28-35 69-77
[Krashen and Terrell's "Natural Approach"](#)

Week Five

[First school visit](#)

Teaching interpretive communication (I)

Readings: *Teacher's Handbook*: pp. 111 - 114. pp. 154 – 184. Appendix 6.2, pp. 460 - 462.

Week Six

Second school visit, no class

Teaching interpretive communication (II)

Week Seven

Third school visit, no class

Midterm exam

Week Eight

Fourth school visit, no class

Teaching interpersonal communication

Week Nine

Fifth school visit, no class

Teaching interpersonal communication (II)

Week Ten

Teaching presentational communication

Week Eleven**Fall term break**

Second language curricula and Designing curricula and lesson plans

Week Twelve

School Visit Reflection due

Assessing performance

Week Thirteen

Connecting with other disciplines

Understanding other cultural perspectives

Week Fourteen.

Course summary

Reflection, Celebration, Closure

Unit Plan due

Final Exam: to be scheduled

Field experience:

EDEL 4450 students will visit elementary second language classrooms for five half days during the term. Since participants in this course usually work in many different language areas and want to experience different second language programs, you are encouraged to make school visit arrangements through your own contacts. If you need help, inform your instructor early to allow enough time to find a placement for you. Please remember that you are guests of the school you visit, so please arrive at the school before the time

indicated so as not to disrupt their schedules. In addition to observing classes, your cooperating teacher may wish to involve you in activities with the students. If this occurs, please do not hesitate to offer your assistance and cooperation.

Grading Policy: Refer to GPRC College Calendar p. 37, 39-41

Grading Scale:

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

Procedures for Registering Complaints About Marking, Grading and Related Issues

Where the above guidelines have not been followed or where students have concerns about the instructor's teaching, the student should make the concern known to the appropriate individual in the following sequence:

- 1) Instructor
 - 2) Chair of the department in which the course is taught
- a. A student needing advice on these matters should see his/her student advisors.

Cheating and Plagiarism

Grande Prairie Regional College considers plagiarism and cheating to be serious academic offences. Intellectual dishonesty undermines the quality of academic activity and accordingly, the College has established appropriate penalties for student misconduct in respect to plagiarism and cheating depending on the degree of the infraction. Penalties could include a re-write of the assignment or examination, a reduction of the grade, a grade of "F", a permanent record on your file, forced withdrawal from the College and a permanent record on your transcript.