

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 22-07
Effective Summer 2023

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** WLE 4800
3. **Short title:** World Languages Methods
4. **Long title:** Methods, Theory and Pedagogy for the Teaching of World Languages
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☐ Spring ☒ Summer Year: 2023
8. **Catalog course description:** (3-0-3) Students will learn about current theoretical bases for second-language acquisition and how theory informs classroom practice. The course is organized around the 5 “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) for learning world languages and their supporting standards. Students will analyze and reflect on instructional strategies, assessments, diverse learner needs, and the role of literary texts in language teaching. They will design lesson plans, participate in professional development, and submit a final project where they put theory into practice.

9. Course attributes:

General education component: N/A

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive
☐ Writing active

10. Instructional delivery

Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify:

Mode(s) of Delivery:

☒ Face to Face ☐ Online Synchronous ☒ Online Asynchronous ☐ Study Abroad

☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved: N/A

12. Equivalent course(s):

N/A

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☒ No

13. Prerequisite(s): (for undergraduates) University approval to take teacher education courses; for MAT candidates: admission to MAT in Secondary Education program; for all but MAT candidates: permission of Department Chair.

a. Can prerequisite be taken concurrently? ☐ Yes ☒ No

b. Minimum grade required for the prerequisite course(s)? C

c. Use Banner coding to enforce prerequisite course(s)? ☒ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☒ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: MAT students; additionally teacher education candidates in the BA in WLF/G/S (French, German, Spanish) Teacher Licensure program with permission of Department Chair.

b. Degrees, colleges, majors, levels, classes which may not take the course: all others; students who have passed WLE 3400 Methods.

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor:

none

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software N/A

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ☒ Course is required for the major(s) of MAT Program

☐ Course is required for the minor(s) of _____

☐ Course is required for the certificate program(s) of _____

☐ Course is used as an elective

2. **Rationale for proposal** : This is a graduate-level version of World Language teaching methods, created for the College of Education's new MAT (Master of Arts in Teaching) online program. It is being created at the 4000-level to allow for flexibility so that students in the BA in WLF/G/S-TL program may take the course with permission of the Department Chair.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: This is a graduate level class that brings in many elements of WLE 3400 Methods.

Prerequisites: Most students would need to be admitted to the MAT program and would take this class in the order it comes within their cohort. For others enrolled, with the permission of the Chair, undergraduate WLF/G/S-TL students would need University approval to take teacher education courses.

Co-requisites: N/A

Enrollment restrictions: As a requirement for licensure, this course is only appropriate for students engaged in the study of world languages for teacher licensure (French; German; Spanish).

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: The course is being developed for a fully online MAT program and therefore will be delivered online.

Instruction: The course will be delivered through EIU's online learning management system (D2L/Brightspace). It will be supplemented as needed by other online technologies. Faculty teaching the course will complete OCDI training and implement best practices in online teaching. Materials, activities and assessments will reflect learning objectives and the learning goals of COE and the Graduate School. They are aligned with the World-Readiness Standards for Learning Languages.

Integrity: Students will submit papers, discussion posts, and lesson plans through D2L/Brightspace. They are required to analyze sources, read critically, and produce writing that shows their own original work. They are expected to quote appropriately and give credit to outside ideas and sources where applicable.

Interaction: Students interact with each other and the instructor through discussion posts, peer critiques, and zoom meetings. Students are given rubrics that outline expectations and criteria. Instructor provides feedback on assignments, using the pertinent rubrics.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title
WLE 4800 Methods, Theory and Pedagogy for the Teaching of World Languages
2. Catalog description
(3-0-3) Students will learn about current theoretical bases for second-language acquisition and how theory informs classroom practice. The course is organized around the 5 "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) for learning world languages and their supporting standards. Students will analyze and reflect on instructional strategies, assessments, diverse learner needs, and the role of literary texts in language teaching. They will design lesson plans, participate in professional development, and submit a final project where they put theory into practice.
3. Learning objectives.
Students will:
 - (1) Apply language acquisition theories to instructional practice. CT3; WR1-4; RC1-2; G1.
 - (2) Integrate the National Standards in their planning and instruction. SL2-4; WR1-4; CT3; RC1-2, 4; G1.
 - (3) Select, adapt, and create instructional materials to reflect Standards-based goals. CT4; WR1-4; G1.
 - (4) Design and utilize multiple ways of instruction and assessment to meet needs of diverse learners. CT1-4; WR6; G1-3, 5.
 - (5) Access, research and use professional sources. CT2-3, G1.
 - (6) Analyze and evaluate teaching methods, strategies and materials. CT3; WR1-4; G2.

- (7) Participate in, reflect on and critique professional development activities. WR1-4; RC1-2; G2-3.
- (8) Analyze scholarly literature about the use of literary texts in the language classroom and create a bibliography of literary texts. CT2-4; WR1-7; G1-4.

4. Course materials.

Shrum, Judith L., and Eileen W. Glisan. *Teacher's Handbook: Contextualized Language Instruction*. 5th ed., Cengage Learning, 2016.

Curtain, Helena Anderson, and Carol Ann Dahlberg. *Languages and Learners: Making the Match: World Language Instruction in K-8 Classrooms and Beyond*. 5th ed., Pearson Education, 2016.

World-Readiness Standards for Learning Languages. National Standards in Foreign Language Education Project, 2015.

“Teaching Foreign Languages K-12: A Library of Classroom Practices.” *Annenberg Learner*. <https://www.learner.org/series/teaching-foreign-languages-k-12-a-library-of-classroom-practices/>.

Supplementary:

Adair-Hauck, Bonnie, et al. *Implementing Integrated Performance Assessment*. American Council on the Teaching of Foreign Languages, 2013.

Clementi, Donna, and Laura Terrill. *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*. The American Council on the Teaching of Foreign Languages, 2017.

Sandrock, Paul. *The Keys to Assessing Language Performance: A Teacher's Manual for Measuring Student Progress*. The American Council on the Teaching of Foreign Languages, 2015.

5. Weekly outline of content.

Week 1	Course Introduction. Syllabus and Course Materials. Becoming Familiar with the Profession and Expectations for Language Teachers (Shrum, Preliminary Chapter). The Architecture of the Profession. Investigate and Reflect: Professional organizations; Foreign Language resources; Language Policy and Language Education Policy.
Week 2	Understanding Language Learning through Second Language Acquisition Theory and Research (Shrum, Chapter 1)
Week 3	Contextualizing Language Instruction to Address Goals of the Standards for Learning Languages (Shrum, Chapter 2)
Week 4	Planning Standards-Based Instruction Using Backward Design (Shrum, Chapter 3)
Week 5	Connecting Language Learning to the Elementary School Curriculum (Shrum, Chapter 4)

Week 6	Integrating Cultures and Comparisons in Middle Level Education and Beyond (Shrum, Chapter 5) Lesson Plan 1.
Week 7	Using an Interactive Approach to Develop Interpretive Communication. The role of literary texts. Blending language and literary content. (Shrum, Chapter 6)
Week 8	PACE: A Story-Based Approach for Dialogic Inquiry about Form and Meaning (Shrum, Chapter 7)
Week 9	Developing Oral and Written Interpersonal Communication (Shrum, Chapter 8) Lesson Plan 2.
Week 10	Developing Oral and Written Presentational Communication (Shrum, Chapter 9)
Week 11	Addressing Needs of Diverse Learners in the Language Classroom (Shrum, Chapter 10)
Week 12	Assessing Standards-Based Language Performance in Context (Shrum, Chapter 11)
Week 13	Assessing Standards-Based Language Performance in Context (Shrum, Chapter 11) Integrated Performance Assessment (IPA).
Week 14	Technology and the 21 st Century Language Classroom (Shrum, Chapter 12)
Week 15	Technology and the 21 st Century Language Classroom (Shrum, Chapter 12)
Week 16	Final Exam

6. Assignments and evaluation, including weights for final course grade.

Discussion of Readings and Videos (15%)

Students submit weekly posts to prompts that relate to readings and/or videos (learner.org website). They also respond to their peers' posts over the Discussion Board.

Written Responses (15%)

Students analyze, respond to and reflect on assigned readings as well as videos from the website learner.org.

Video Journals (10%)

Every two weeks students submit a short video sharing their teaching experiences with the instructor and their peers. They will talk about challenges and successes and also pose questions.

Lesson Plans (20%)

Students develop, submit and implement two full lesson plans demonstrating integration of the Standards and reflecting their knowledge of second language acquisition. They create appropriate materials as part of their lesson plans. Students submit their lesson plans before teaching, receive feedback, implement their plans, and reflect on their teaching.

Lesson Plan 1: Focus on contextualization of vocabulary and direct binding techniques.

Lesson Plan 2: Focus on contextualized teaching of grammar with PACE Approach (Dialogic Approach to the Teaching of Grammar)

Professional Development (10%)

Students attend a conference (such as the annual fall conference of the Illinois Council on the Teaching of Foreign Languages –ICTFL, or other professional development event). They summarize, reflect on and critique the sessions they attended.

Putting Theory into Practice Planning Project (20%)

Students develop and submit a unit plan. They create appropriate materials and assessments as part of their unit plan.

Final Exam (10%)

Students submit a literature review on the role of authentic literary texts in the world language classroom. They generate insights on how literary texts connect to the Standards and different proficiency levels in their target language. Undergraduate students enrolled in this course will develop and compose a Rationale for the Study of World Languages, with bibliography.

7. Grading scale. 100%-90% A, 89.9%-80% B, 79.9%-70% C, 69.9%-60% D, below 60% F.

8. Correlation of learning objectives to assignments and evaluation.

Objective	Disc 15%	Written Resp 15%	VidJ 10%	LP 1 & 2 20%	PD 10%	Unit Plan 20%	Final Exam 10%
(1) Apply language acquisition theories to instructional practice. CT3; WR1-4; RC1-2; G1.	x	x	x	x		x	
(2) Integrate the National Standards in their planning and instruction. SL2-4; WR1-4; CT3; RC1-2, 4; G1.		x	x	x		x	
(3) Select, adapt, and create instructional materials to reflect Standards-based goals. CT4; WR1-4; G1.				x		x	x
(4) Design and utilize multiple ways of instruction and assessment to meet needs of diverse learners. CT1-4; WR6; G1-3, 5.				x		x	
(5) Access, research and use professional sources. CT2-3, G1.	x	x		x	x	x	x
(6) Analyze and evaluate teaching methods, strategies and materials. CT3; WR1-4; G2.	x	x	x				
(7) Participate in, reflect on and critique professional development activities. WR1-4; RC1-2; G2-3.		x			x		
(8) Analyze scholarly literature about the use of literary texts in the language classroom and create a							x

bibliography of literary texts. CT2-4; WR1-7; G1-4.							
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Date approved by the department or school: January 27, 2022

Date approved by the college curriculum committee: February 2, 2022

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: February 15, 2022 CGS: March 1, 2022