Course Title: Instruction of Foreign Languages at the Elementary School Level (FLES) CEF 501 & CEF 502

Instructor: Dr. Elaine Margarita

Instructor Contact Information: emargarita@jerichoschools.org; cell: 516.286.3398

Catalog Course Description: This course will address the goals of certified secondary teachers of foreign languages, 7-12 interested in extending their certification to include the instruction of foreign languages at grades 1-6. Students who are currently enrolled in a certification program for foreign languages, 7-12 may take this course and apply for an addendum on the 7-12 certification. Certification will be granted by the New York State Department of Education upon completion of requirements and submitting appropriate application and fees. The focus of the course is application of theories of second language learning to instruction at the elementary school level, understanding of developmental issues for teaching young children, and the designing of effective curriculum, instructional practice, and assessment appropriate for world languages at the elementary school level.

CEF 502--The companion course includes a 15-hour practicum which includes observation, instruction, and reflection on FLES classes. This course also requires written reflection on the practicum experience.

Course Goals: The following course objectives have been approved by the New York State Education Department as desired outcomes for teachers seeking the extension for teaching grades 1-6 on a 7-12 certification in a world language.

Students will be:

- able to demonstrate familiarity with the various program models (FLES, FLEX and Immersion) and the history of foreign language instruction at the elementary level.

- able to write a proposal for a FLES program based on research, practice, and literature on FLES.

- able to apply theories of second language acquisition and child development to the instruction of elementary aged children.

- able to design activities, lesson plans, thematic units, and assessments for various elementary grade levels.

- able to demonstrate familiarity with elementary level curricula in order to employ content-related instruction.

- able to demonstrate awareness of various methods for integrating culture into the FLES experience.

- able to demonstrate knowledge regarding current instructional materials available from various sources (publishing companies, teacher-made, etc.) that are suitable for use at the elementary level.

- able to demonstrate awareness of the professional organizations and support networks in existence for teachers of FLES.
Required Texts:


Suggested Texts:


Course Assignments and Assessments:
The course will be run as a participatory course with work done primarily in groups. All work done in groups must be prepared by each individual in the group. A copy of all work done by each group will be submitted to the instructor. Groups will read, discuss, and write reactions to literature and research presented in class.

Each participant (in each group) will prepare:
1) A Proposal for a FLES program based on research (due as Final Paper: 6-8 pages)
2) Activities appropriate for three levels of instruction at the elementary level (3 pages)
3) A Lesson Plan to be used during practicum with visiting elementary-aged children (2-3 pages)
4) A Thematic (Content-Related) Unit (2 pages)
5) An Assessment Technique for lesson presented (2 pages)
6) 5 hours of online research on FLES programs, curriculum, instruction and assessments, along with a 30-minute presentation of data collected

Description of Assignments:
1) In your group, write a proposal for a FLES program in your school district. The proposal should have eight sections. All group members should have a copy of the final proposal. The sections should include:
   • Statement of philosophy,
   • Description of the FLES program,
   • Rationale based on research,
   • Section addressing the obstacles and how they will be dealt with,
   • Cost analysis (based on a district with 5 elementary schools; 200 students per school),
   • Plan for the curriculum of the program,
   • Plan for articulation,
   • Plan for assessment and evaluation.

2) Groups will write activities based on an elementary instructional theme. The activities will be spiraled to address developmental needs for three levels (Pre-K, Early Primary and Late Primary).

3) In your group, write a lesson plan for a selected grade level. The lesson should reflect your awareness of the developmental stage of the students. It should include visuals, small group or paired activities and culturally relevant material. Using the models of lesson plans provided, include the:
   • grade level
   • learning objective(s)
   • demonstration of communicative orientation (language function)
   • materials and visuals
   • cultural component
   • vocabulary and/or structures included
   • detailed description of each activity
4) In your group, write a thematic (or content-related) unit based on a topic from the elementary curricula provided. Keep in mind the:
- language skills necessary to deal with content
- opportunities for language development
- potential for advancement of theme
- potential for integration with cultural information
- developmental appropriateness of content and tasks
- meaningfulness and interest value for students (Curtain & Pesola, 2003).

Using the models provided, include:
- the thematic center
- the outcomes for language in use, content, and culture
- materials
- classroom setting
- activities (at least five)
- ideas for assessment strategies (Pesola, 1995)

5) In your group, write an assessment technique for the lesson or the thematic unit you prepared. Using either performance assessment or achievement testing, demonstrate that the evaluation:
- is contextualized and meaningful
- uses clearly defined rubrics (performance assessment)
- is an opportunity for the children to discover how much they know, not how much they still have to learn
- tests what has been taught in the way it has been taught (Curtain & Pesola, 2003)

6) In addition to the assignments listed above, there will be 5 hours of online work assigned during class and a 30-minute presentation of research on the work completed.

Nature and Number of Evaluations and Other Major Requirements:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and active participation in class</td>
<td>25%</td>
</tr>
<tr>
<td>Completion of assignments (in class and online)</td>
<td>25%</td>
</tr>
<tr>
<td>Final paper (FLES proposal)</td>
<td>25%</td>
</tr>
<tr>
<td>Practicum Component</td>
<td>25%</td>
</tr>
</tbody>
</table>

Course Attendance Policy:

As this is a course leading to certification from the State Education Department, full attendance is required in order to meet eligibility for certification. Any student who is unable to attend one of the classes may be deemed ineligible for certification.

Expectations for participation:

1) Full attendance and participation in group work
2) Completion of assignments (individual work is required during group work)
3) Participation in practicum

Resources Needed/Location of Course:

The course will be held at The Herricks Community Center, 999 Herricks Road, New Hyde Park, NY 11040, Room 208. The practicum (CEF 502) will be held at The Herricks Community Center during the fall and spring semesters. During summer sessions, the practicum will be held at Herricks Union Free School District Summer Recreational Program. Details for the practicum will be provided during the course.
**Class Meetings and Topic Schedule:**

Day 1  Definitions and History of FLES. Readings=Curtain & Pesola, 406-414; Margarita, 7-14, 39. Group work on program description.

Research and Rationales for FLES. Readings=Curtain & Pesola, 437-463; Margarita, 24-36, 118-125, 140-145. Groups=proposal for FLES.


Day 3  Content-Related Instruction (CRI) and Thematic Units. Readings=Curtain (ERIC Digest), Curtain & Pesola, 131-150; Margarita, 48-54, 132-134. Groups=work on thematic units.


Day 4*  Practicum/Teaching FLES students.


Culture in the FLES classroom. Readings=Curtain & Pesola, 225-239, 244; Margarita, 62, 216-220. Groups=preparing/sharing fantasy experience.


FLES materials and professional support networks. Readings=Curtain & Pesola, 299-330; Margarita, 194-202, 221

**Summer Courses run 4 consecutive days:**

Day 1 = Definitions/History/Research/Rationale/Language Acquisition/Child Development
Day 2 = Practicum/Activities/Lesson Plans
Day 3 = Practicum/Content Based Instruction/Elementary Curriculum/Culture
Day 4 = Assessment/Materials/Summary

**University Policies:**

- SPD Academic Honesty Statement
- FERPA statement
- DSS Statement
- SBU Critical Incident Management Statement
- Grading Policy