

# TLL 2702: Advanced Practicum in Foreign Language Teaching Spring 2024

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## Course information

**Meeting time:** Wednesdays 5:00-7:30

**Meeting place:** WWPB TLL Conference Room (5140 Posvar Hall)

**Credits:** 3 units

## Instructor information

**Instructor:** Heather Hendry

**Email:** heh15@pitt.edu

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*"Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger, 2010)*

## What is this course about?

The purpose of this course is to assist students with the enactment of high leverage teaching practices (HLTPs) that have been identified as essential for effective foreign or world language teaching. To accomplish this goal, a practice-based approach will be utilized. According to current research in teacher education, a practice-based approach is the most current and effective way to professionally develop pre-service and in-service teachers. Through this approach, students will deconstruct, observe and analyze, co-plan, discuss, rehearse, and reflect on their enactment of two high leverage practices that are essential to support foreign language learning. The two HLTPs that this course will focus on are: a) dialogic grammar teaching through authentic texts in the PACE model with the **P**resentation, **A**ttention, **C**oconstruction, **E**xtension, and b) dialogic culture teaching through the IMAGE model by selecting of **I**mages, **M**aking observations, **A**nalyzing **A**dditional information, **G**enerating hypotheses, and **E**xploring the topic further.

## What are High-leverage teaching practices (HLTPs)?

High-leverage teaching practices (HLTPs) are the instructional actions/moves that are essential for skillful teaching and that all world language teachers need to understand and implement in their classrooms. HLTPs apply to ALL languages and can be adapted to ALL levels of instruction.

HLTPs are based on current theories of how languages are learned and on research findings on the learning of additional languages (sometimes referred to as foreign languages, world languages, second languages, community languages, or L2).

Through the practice-based approach, teachers engage in praxis (theoretical practice and practical theory). With each practice-based cycle, teachers deconstruct the HLTP, identify the theories that support each HLTP, engage in coaching and teaching the HLTP, and

complete the cycle by reflecting back on the practice and rethinking the related theories and concepts associated with the HLTP.

### **Why are Dialogic Grammar and Culture critical pedagogies?**

These two HLTPs are considered critical pedagogies because they provide teachers with strategies that: a) ensure that the lesson content is accessible to all learners in a class, b) foster a discourse community that cultivates care-based, meaningful relationships and situates learning through the dialog *between* teachers and students (rather than through teacher-fronted lecture), c) allow students agency in what and how they learn (“voice and choice”, d) encourage students to think critically, reflect, and inquire about content, e) invite and honor students’ home languages and cultures, learning preferences, oral contributions, individual identities, and multiple ways of knowing, and f) to take action on injustices and unfair structures and practices in both home and target language cultures.

### **Essential Questions**

*The course:*

- Who are we? Why are we here?
- What is a community of practice and how will it support our learning?
- What are high leverage teaching practices? What are high leverage teaching practices in WHLE? How are these practices critical pedagogies?
- How do I co-plan, enact, and reflect on my enactment of HLTPs?

*HLTP 3:*

- What is Dialogic Grammar Teaching through PACE? What theories support Dialogic Grammar Teaching through PACE
- Why is Dialogic Grammar Teaching through PACE a critical pedagogy? Why is Dialogic Grammar Teaching through PACE an HLTP?
- What strategies lead to effective Dialogic Grammar Teaching through PACE?
- How do I co-plan and enact TLC strategies through storytelling? What reflections do I have on my practice of enacting I-TLC?

*HLTP 4:*

- What is a Dialogic Culture Teaching through IMAGE and why is it important in a language classroom? What theories support the importance of teaching Culture Dialogically? Why is Dialogic Culture Teaching through IMAGE a critical pedagogy? Why is Dialogic Culture Teaching through IMAGE an HLTP?
- What strategies lead to effective Dialogic Culture Teaching through IMAGE? How do I co-plan and enact a Dialogic Culture lesson through IMAGE? What reflections do I have on my practice of Dialogic Culture Teaching through IMAGE?

### **Required Text:**

Glisan, E.W., & Donato, R. (2016). *Enacting the work of language instruction: High-leverage teaching practices*. Alexandria, VA: ACTFL

## Course evaluation/Assignments:

### **PACE Dialogic Grammar Teaching (100 points)**

Observation and analysis of grammar lesson	20 points
PACE Dialogic grammar planning template and script	20 points
Coaching session of PACE dialogic grammar lesson	20 points
Video of revised PACE dialogic Grammar OR	20 points
Presentation of revisions to PACE dialogic Grammar	
Self-analysis of PACE dialogic grammar lesson	20 points

### **IMAGE Dialogic Culture Teaching (100 points)**

Observation and analysis of culture lesson	20 points
IMAGE Culture lesson planning template and script	20 points
Coaching session of IMAGE Culture lesson	20 points
Video of revised PACE dialogic Grammar OR	20 points
Presentation of revisions to PACE dialogic Grammar	
Self-analysis of IMAGE culture lesson	20 points

### **Participation**

week) 70 points (5 per

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Total 270 points

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### ***Class schedule (subject to change)***

<b>Date</b>	<b>In-class Topics</b>	<b>Readings</b>	<b>Assignments</b>
Week 1 Wed., Jan. 10	<b>Introduction to Course:</b> What did you take away from the Fall course on HLTPs? What HLTPs will we focus on? How do Fall course concepts relate to the Advanced Practicum coursework? What are critical pedagogies?  <b>Dialogic Grammar Deconstruction:</b> What is Dialogic Grammar/PACE? Why is it identified as an HLTP? What theories support Dialogic Grammar/PACE? What strategies are used in effective Dialogic Grammar/PACE lessons (checklist)? How is teaching grammar dialogically a critical pedagogy?		

Week 2: Wed., Jan. 17	<b>Dialogic Grammar Observations and Analysis:</b> How do teachers engage in grammar teaching (or) interactive storytelling of an authentic text in the target language to introduce a grammar structure? What checklist strategies are used/not used? How can the lesson be improved?	Glisan & Donato (2016) Chapter 4	<b>Assignment:</b> Search for a storyteller on the web, watch them, and note at least 3 characteristics that made the story-telling effective.
Week 3: Wed., Jan. 24	<b>Dialogic Grammar Storytelling/Presentation Co-Planning:</b> How can I plan for interactive storytelling of an authentic text in the target language to introduce a grammar structure? What checklist strategies will I use? How will I ensure the storytelling is interactive? What materials will I use?	REREAD Glisan & Donato (2016) Chapter 4	<b>Observation and analysis of a grammar lesson due</b>  <b>Dialogic grammar planning template Part A due (Presentation):</b> Bring an authentic text that you plan to use for your dialogic grammar lesson and the associated story telling visuals/props and activities. Be prepared to share your text, visuals/props, and activities in class. Your story should have multiple representations of the grammar structure and your activities should be interactive.
Week 4: Wed., Jan. 31	<b>Dialogic Grammar Attention and Coconstruction Co-Planning:</b> How can I plan for a conversation about the structure and use of a focused grammar form? What is the use/function of the focused grammar form? What checklist strategies will I use? How will I ensure the coconstruction is dialogic? What questions will I ask? How might students respond? What is the generalization I want to uncover collaboratively?		<b>Dialogic grammar planning template Part B due (Attention and Coconstruction):</b> Bring your proposed grammar generalization relating form and function/use, and a script of questions and anticipated student responses and be prepared to share with the class.

Week 5: Wed., Feb. 7	<b>Dialogic Grammar Coaching:</b> How can I enact a PACE dialogic grammar lesson implicitly representing the grammar form? How do I ensure my storytelling is interactive? How can I elicit a grammar conversation through conconstruction?		<b>Group A PACE Dialogic Grammar Coaching:</b> prepare to rehearse and receive coaching on 30 minutes of your PACE Dialogic Grammar lesson
Week 6: Wed., Feb. 14	<b>Dialogic Grammar Coaching:</b> How can I enact a PACE dialogic grammar lesson implicitly representing the grammar form? How do I ensure my storytelling is interactive? How can I elicit a grammar conversation through conconstruction?		<b>Group B PACE Dialogic Grammar Coaching:</b> prepare to rehearse and receive coaching on your PACE Dialogic Grammar lesson
Week 7: Wed., Feb. 21	<b>Dialogic Grammar Re-teaching, video sharing, and reflections:</b> What went well in my lesson? What can I improve? What did I change to teach dialogic grammar more effectively?		<b>Video of Revised Dialogic Grammar lesson OR Presentation of Revisions Dialogic Grammar lesson Due</b>
Week 8: Wed., Feb. 28	<b>Dialogic Grammar Re-teaching, video sharing, and reflections:</b> What went well in my lesson? What can I improve? What did I change to teach dialogic grammar more effectively?		
Week 9: Wed., Mar. 6	<b>No class: Dr. Hendry to SEL conference</b>		<b>Dialogic Grammar Self-Analysis Paper due</b>
Week 10: Wed., Mar. 13	<b>Spring Break!</b>	<b>No classes!</b>	

Week 11: Wed., Mar. 20	<b>IMAGE Culture Lesson Deconstruction, Observation and Analysis:</b> What is the IMAGE Culture lesson? Why is it identified as an HLTP? What theories support the IMAGE Culture lesson? What strategies are used in effective IMAGE Culture lessons (checklist)? How is teaching culture dialogically a critical pedagogy?	Glisan & Donato (2016) Chapter 5	<b>Culture “show and tell:”</b> Bring in an artifact from the target culture that you may use in a culture lesson (product) and be prepared to identify the associated practice(s) and perspective(s)
Week 12: Wed., Mar. 27	<b>IMAGE Culture Lesson Co-Planning:</b> How can I plan for an IMAGE lesson? What perspective(s), products and practices will I focus on? What images and data will I use? What checklist strategies will I use? How will I ensure the cultural understanding is dialogic? What questions will I ask? How might students respond?	REREAD Glisan & Donato (2016) Chapter 5  Hendry (2023) article “IMAGEs for Justice”	<b>Observation and analysis of a culture lesson due</b>
Week 13: Wed., Apr. 3	<b>IMAGE Culture Lesson Coaching:</b> How can I enact an IMAGE Culture lesson? How do I ensure my visuals are demonstrating a perspective? How can I elicit a discussion of the cultural 3 Ps using questioning strategies?		<b>Group A PACE Dialogic Grammar Coaching:</b> Prepare to rehearse and receive coaching on 30 minutes of your IMAGE Culture lesson  <b>IMAGE Culture lesson planning template due</b>
Week 14: Mon., Apr. 10	<b>IMAGE Culture Lesson Coaching:</b> How can I enact an IMAGE Culture lesson? How do I ensure my visuals are demonstrating a perspective? How can I elicit a discussion of the cultural 3 Ps using questioning strategies?		<b>Group B PACE Dialogic Grammar Coaching:</b> Prepare to rehearse and receive coaching on 30 minutes of your IMAGE Culture lesson

Week 15: Wed., Apr. 17	<b>Dialogic Grammar Re-teaching, video sharing, and reflections:</b> What went well in my lesson? What can I improve? What did I change to teach dialogic grammar more effectively?		<b>Video of Revised Dialogic Grammar lesson OR Presentation of Revisions Dialogic Grammar lesson Due</b>
Week 16: Wed., April 24	<b>Dialogic Grammar Re-teaching, video sharing, and reflections:</b> What went well in my lesson? What can I improve? What did I change to teach dialogic grammar more effectively?		<b>IMAGE Culture Lesson Self-Analysis Paper due</b>

### **Class and Department Policies:**

**Disabilities:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 216 William Pitt Union, (412) 648-7890 or (412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

**Statement on Classroom Recording:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

**TLL Departmental Grievance Procedures:** The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in TLL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.
3. If the matter remains unresolved, the student should talk to the associate chair of TLL.
4. If needed, the student should next talk to the SOE associate dean of students.

If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer

**Attendance:** This course is an opportunity for you to become part of a community of learners who are committed to learning through reading, writing, discussing, and collaborating. To be a part of that community, you need to attend every class meeting and participate thoughtfully in all activities. Final grades **will be** lowered because of absences and lack of participation and collaboration. Each absence will result in a 3-point loss to the final grade. Arriving to class late and leaving early will count as absences. If you attend all classes on time, and participate **actively** in discussion posts and face-to-face class discussions, you will receive all 65 participation points (5 points per class). However, if for some reason, you need to miss class, please **be proactive**, and inform me before the absence and provide a valid reason. I realize these are challenging times, but if we make the effort to attend and be attentive, including myself, we can have a positive experience and leave the course at a point beyond where we started.

**Academic Integrity:** Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

**Course Assignments:** Course assignments are due via Canvas on the date indicated. It is the expectation that all assignments will be submitted on time regardless of class attendance. Unexcused late assignments will result in a 10% loss of points for each day late. If, for some reason, you cannot submit an assignment on the date it is due. **Please be proactive**, provide a valid reason, and email me asking for an extension indicating the date by which you plan to turn in the assignment. This is an intense program, and we all must be flexible, yet meet the requirements of the course so that we can all grow and develop this term.

**Professionalism:** Professionalism and engagement are core components of the course, as they are a reflection of the entire program. Your colleagues are counting on the combined preparedness, enthusiasm, engagement and commitment to your education. Thus, in this course, you will be held to the highest of professional standards and treated as such. Language usage should also reflect your goal of developing a professional demeanor. It is presumed that cell phones will be kept on silent and not used during class time. Likewise, although laptops may be used for note taking, it is unprofessional to be surfing the web during class time. Additionally, working on other work during class time (i.e. working on other homework, checking emails) is unprofessional and may affect your grade.

### ***Civility Commitment***

As future teachers, we will operate from a standpoint that everyone believes that all students deserve a quality education in a safe setting. The same can be said for university learning. A university classroom is, by definition, a space where free exchange of ideas



must happen, but where consideration for others, their views and their life experiences is also paramount. When you are uncomfortable with an idea, it is your right to speak up about that. As we learn with and about people with very different life experiences and beliefs from our own, it is imperative that we respect these perspectives and use respectful language in discussing and challenging ideas. Carefully consider your language choices to ensure that all learners feel safe and valued. If at any time, you are uncomfortable please feel free to speak out and/or speak to me privately.

***Class time:*** The time before, after, and during this class is dedicated to content relating to **THIS** course. Please do not use the time before, after, and during class to ask questions regarding other issues such as student teaching, assignments, and academic advising. I would be **HAPPY** to discuss these other issues during an office hour meeting.

### ***Food/Housing Insecurity***

Many students, both undergraduate and graduate, experience housing and/or food insecurity that can impact their academic work and general health. Please know there are resources available to you that are confidential. Of course, you are welcome to speak with me if you need support in contacting the right people/offices:

- **Pitt Pantry** (Food Pantry available to the wider University community)
  - <https://www.sustainable.pitt.edu/student-organizations/pitt-pantry/>
  - **Off-Campus Housing Office:** <http://www.ocl.pitt.edu/>