TLL 1594/2870/2255: Teaching and Learning in PK-12 World and Heritage Language 2
Fall 2025

Course information
Meeting time and location: MW 4:30-5:45; 5404 Posvar Hall

Instructor information
Instructor: Heather Hendry
Email: heh15@pitt.edu

Core texts:

- Glisan, E.W., & Donato, R. (2016). *Enacting the work of language instruction: High-leverage teaching practices, Volume 1.* Alexandria, VA: ACTFL.
- Glisan, E.W., & Donato, R. (2021). *Enacting the work of language instruction: High-leverage teaching practices, Volume 2.* Alexandria, VA: ACTFL.
- Curtain, Helena & Carol Ann Dahlberg (2015). *Language and Learners: Making the Match: World Language Instruction in K-8 Classrooms and Beyond (5th Edition)*. Pearson.
- Adair-Hauck, Bonnie, Eileen W. Glisan, & Francis J. Troyan (2013). *Implementing Integrated Performance Assessment. American Council on the Teaching of Foreign Languages*. Yonkers, NY.
- Glynn, Wesely, & Wassell (2018). Words and Actions: Teaching Languages Through the Lens of Social Justice (2nd Edition). Alexandria, VA: ACTFL.

What is this course about?
The purpose of this course is to enhance the development of praxis (theory enacted in practice/practice informed by theory) by exploring the most current, justice-oriented world language teaching practices, and connecting these practices with second language acquisition theory. Through this work, we will address our program pillars: a) centering radical care and relationality, b) designing and enacting specialized pedagogies to teach meaningful concepts and practices, c) recognizing power and seeking to remake unjust systems, structures, practices, and norms, d) cultivating a deep and reflective professional practice, and e) inviting, honoring, and supporting diverse ways of knowing. One can think of this course as a core methods class that will provide teachers with foundational knowledge of theories and practices associated with how to effectively teach and assess a world language in PK-12 grade contexts.

The World-Readiness Standards for Learning Languages will be discussed, as well as how to plan standards-based lessons that incorporate functional language objectives and effective language teaching practices. Discussions will also focus on how these effective language teaching practices simultaneously address the goals of social justice education by incorporating critical pedagogies and provide equitable opportunities for *all* profiles of students in a variety of PK-12 teaching contexts. For example, students will learn how to incorporate radical care and asset-based critical pedagogies by honoring and incorporating student profiles and identities when engaging in contextualized backward lesson planning. In addition, students will design lessons that incorporate dialogic approaches that alter traditional teacher-student power dynamics and situate the learning in the student-teacher talk rather than solely in teacher-centered lecture. Finally, students will design mediational tools to assist in providing equitable instruction and assessment of all three modes of communication for students with varying needs, profiles, and diverse ways of knowing. Students will exit the class with a wealth of ideas,

approaches, lesson plans, and materials that teachers can use to provide effective, equitable, and justice-oriented language instruction in their future teaching.

What are our goals?
In this methods-style course, we will understand and apply praxis to design standards-based, justice-oriented teaching practices that provide equitable opportunities for *all* students to develop target language proficiency and intercultural competence. Throughout the course, we will analyze classroom practices with a theoretical lens, engage in the process of iterative backward design for care-based, equitable lesson and unit planning, create lessons that foster student proficiency in the three communicative modes, develop performance-based alternative forms of assessment, and discuss how effective language teaching practices are critical pedagogies.

The class will function as a *discourse community*, using a shared language to help and support each other's learning; showing care and kindness to each other when contributing to discussions, providing feedback, reactions, and advice. Each class participant will grow individually from the contributions that are provided by all members of the discourse community.

The class will meet therefore, as a community of practice. "A community of practice is a group of individuals who share a concern and a passion for something they do. Together the group learns how to improve performance as they support and interact with each other regularly" (Wenger, 2010).

Communities of practice **apply** teaching **knowledge** to **teaching actions**. Communities of practice are about DOING and IMPROVING what they do, not just memorizing and displaying knowledge of facts. Communities of practice are action-oriented.

Essential questions
- What are the most **prominent theories** of second language acquisition?
- What are **teaching practices** that enact second language acquisition **theories**?
- What are the **World Readiness Standards** for World Language Learning? How does standards-based instruction meet the goals of **social justice education**?
- How do I write a **lesson plan** using iterative backward design? How do I design a unit plan using iterative backward design? How do I design lessons that are student-centered?
- How do I write **lesson objectives** that support the World Readiness Standards for Learning Languages? How do I **revise a textbook activity** to meet the standards and incorporate a purposeful, meaningful context?
- What is **Content-Based Instruction (CBI**)? How do I design lessons and curricula that are content-based?
- What are teaching practices that integrate the **three communicative modes** (interpretive, interpersonal, and presentational)? How are effective, standards-based practices critical pedagogies?
- How do I **select** an **authentic text** to use in a standards-based lesson? How do I select authentic texts to honor and represent voices of marginalized groups?
- How do I design a lesson around an authentic text using the **Interactive Model**?
- What are some **technological tools** that enhance student proficiency in the three communicative modes?
- How can I **adapt lessons f**or students of various ages, learning needs, preferences, and cultural and linguistic backgrounds?
- How do I **foster equitable opportunities** for *all* of my students?

- What **materials** (e.g. visuals, props, realia, and authentic texts) can I design to support and mediate PK-12 world language instruction?
- How can I teach a **world language** through the lens of **social justice** incorporating our program pillars? How can I orient my language teaching practices to address, think critically about, reflect upon, and take action on social injustices?

Assignments

Evaluation:

Project 1: Language Acquisition Project	50 points
Project 2: Backward planning lesson plan Project	30 points
Project 3: CBI Info-Gap Project	50 points
Project 4: Interactive Model project	50 points
Project 5: Integrated Performance Assessment (IPA) project	50 points
2 Quizzes: standards, proficiency guidelines	20 points
Participation	80 points
Social Justice assignment	20 points
	350 points

By the end of the course, students should demonstrate the following PDE competencies:

IA: Development, Cognition, and Learning: Child Development Theory
IB: Development, Cognition, and Learning: Early Childhood Theory
IC: Development, Cognition, and Learning: Adolescent development
ID: Development, Cognition, and Learning: Organizational structure of Schools
IIB: Performances: Planned instruction

Week	Focus & Essential Questions	Readings	Assignments
Week 1: Aug. 25 & 27	**Introduction to Course** • Who are we? Why are we here? **Second Language Acquisition Theory** • What are the prominent second language acquisition theories?	S&G Chapter 1: pg. 11-23	
Week 2: Sept. 3	**Second Language Acquisition Theory** • What are the prominent second language acquisition theories? • What are their implications for practice (praxis)? **World Readiness Standards** • What are the World Readiness Standards for Language Learning? • How do the standards support goals of Social Justice Education?	World-Readiness Standards for Learning Languages Standards document S&G Chapter 1: pg. 23-32 C&D Chapter 3: pg. 69-75 Glynn et al. Chapters 1, 2	1 Discussion board post by midnight Sunday night
Week 3: Sept. 8 & 10	**Contextualized Language Instruction** • How do I contextualize language instruction? • What are the various types of contexts that I can incorporate (situational, cultural, content-based)? • How do these contexts connect to my students' identities and cultural backgrounds? • How do I modify a textbook activity to be more contextualized, purposeful, and standards-based?	Glisan & Donato volume 2 (purple): Chapter 1 Review Pitt Lesson Planning Template for WHLE	1 Discussion board post by midnight Sunday night **Quiz 1: SLA Theory Due – take online** **Select** and **bring** two activities from a textbook (either from your site or any world language textbook)
Week 4: Sept. 15 & 17	**Content-based Instruction:** • What is CBI? • How do I use CBI as a context for language learning?	C&D Chapter 8	1 Discussion board post by midnight Sunday night
Week 5: Sept. 22 & 24	**Lesson Planning Through Iterative Backward Design** • How do I plan a lesson using iterative backward design? • How do I plan a lesson that has a meaningful, purposeful context? • How do I plan a lesson that incorporates the standards?	Glisan & Donato volume 2 (purple): Chapter 2 Review Pitt Lesson Planning Template ACTFL CAN DO Statements	1 Discussion board post by midnight Sunday night **Project 1: Language Acquisition Project Due**

	• How do I write functional language objectives using the CAN DO statements? • How do I include and honor student identities, cultural backgrounds, and needs? • How is backward planning a critical pedagogical practice?	Glynn et al. Chapter 3 Appendix A & E	
Week 6: Sept. 29 & Oct. 1	**Interpersonal Communication** • What professionally endorsed teaching practices support *interpersonal* communication (e.g. IGA, jigsaw, etc)? • How is supporting interpersonal communication a critical pedagogical practice? • Which second language acquisition theories support these practices? • How can I ensure equitable participation in interpersonal tasks? • How do graphic organizers mediate student development in the interpersonal mode?	Glisan & Donato volume 1 (blue): Chapter 2 ACTFL proficiency guidelines for speaking	1 Discussion board post by midnight Sunday night **Project 2: Backward Planning Lesson Plan Project Due**
Week 7: Oct. 6 & 8	**Interpersonal Communication** • What professionally endorsed teaching practices support *interpersonal* communication (e.g. IGA, jigsaw, etc)? • How is supporting interpersonal communication a critical pedagogical practice? • Which second language acquisition theories support these practices? • How can I ensure equitable participation in interpersonal tasks? • How do graphic organizers mediate student development in the interpersonal mode? • What technology tools support interpersonal communication?	C&D: Chapter 5 Glisan & Donato volume 1 (blue): Chapter 6	1 Discussion board post by midnight Sunday night **Quiz 2: ACTFL proficiency guidelines due – take online**
Week 8: Oct. 13 & 15	**Interpretive Communication** • What professionally endorsed teaching practices support *interpretive* communication? • What is the interactive model (IM) and how does it support critical analysis and interpretation of texts? How is supporting interpretive	Glisan & Donato volume 1 (blue): Chapter 3 ACTFL proficiency guidelines for listening and reading	1 Discussion board post by midnight Sunday night **Project 3: Info-Gap CBI Project Due**

	communication a critical pedagogical practice? • How do I select an authentic text? • How do authentic texts provide multiple perspectives of those of both dominant and marginalized groups? • How do graphic organizers mediate student development to provide equitable instruction through differentiated mediation of student development in the interpretive mode? • What technology tools support interpersonal communication?	S&G on Reading Research	
Week 9: Oct. 20 & 22	**Interpretive Communication** • What professionally endorsed teaching practices support *interpretive* communication? • What is the interactive model (IM) and how does it support critical analysis and interpretation of texts? How is supporting interpretive communication a critical pedagogical practice? • How do I select an authentic text? • How do authentic texts provide multiple perspectives of those of both dominant and marginalized groups? • How do graphic organizers mediate student development to provide equitable instruction through differentiated mediation of student development in the interpretive mode? • What technology tools support interpersonal communication?	C&D: Chapter 6	1 Discussion board post by midnight Sunday night **Bring in an authentic text**
Week 10: Oct. 27 & 29	**Presentational Communication** • What professionally endorsed teaching practices support *presentational* communication in my classroom? • How do I utilize a genre-based approach to support my students presentational writing and why is it a critical pedagogical practice? • How do graphic organizers provide equitable instruction through	Glisan & Donato volume 2 (purple): Chapter 3	1 Discussion board post by midnight Sunday night

	differentiated mediation of student development in the presentational mode? • What technology tools support interpersonal communication?		
Week 11: Nov. 3 & 5	**Presentational Communication** • What professionally endorsed teaching practices support *presentational* communication in my classroom? • How do I utilize a genre-based approach to support my students presentational writing and why is it a critical pedagogical practice? • How do graphic organizers provide equitable instruction through differentiated mediation of student development in the presentational mode? • What technology tools support interpersonal communication?	C&D Chapter 6 Pg. 180-196	1 Discussion board post by midnight Sunday night **Project 4: Interactive Model (IM) Project Due**
Week 12: Nov. 10 & 12	**Assessment:** • How do I design formative and summative assessments of the interpretive, interpersonal, and presentational modes of communication using the IPA? • How can I design equitable performance-based assessments? • What are some alternative forms of assessment? • How do alternative forms of assessment provide equitable evaluation of student performance? • How do I design a rubric?	IPA Manual pg. 1-47 Glynn et al. Chapter 3 (review sample units)	1 Discussion board post by midnight Sunday night
Week 13: Nov. 17 & 19	**Assessment:** • How do I design formative and summative assessments of the interpretive, interpersonal, and presentational modes of communication using the IPA? • How can I design equitable performance-based assessments? • What are some alternative forms of assessment? • How can assessment practices be a critical pedagogy?	Glisan & Donato volume 2 (purple): Chapter 4 C&D Chapter 9	1 Discussion board post by midnight Sunday night

	• How do alternative forms of assessment provide equitable evaluation of student performance? • How do I design a rubric?		
Week 14: Nov. 24 & 26	**THANKSGIVING BREAK**	**NO CLASS**	
Week 15: Dec. 1 & 3	**Assessment:** • How do I design formative and summative assessments of the interpretive, interpersonal, and presentational modes of communication using the IPA? • How can I design equitable performance-based assessments? • What are some alternative forms of assessment? • How can assessment practices be a critical pedagogy? • How do alternative forms of assessment provide equitable evaluation of student performance? • How do I design a rubric?	Glisan & Donato volume 2 (purple): Chapter 4 C&D Chapter 9	1 Discussion board post by midnight Sunday night **Project 5: IPA project due**
Week 16: Dec. 8 & 10	**Social Justice Education and World Language Education connections** • How do I teach for social justice through my language teaching? **Wrap up** • What did we learn? • What questions do we have? • What goals do we have to continue our development of teaching languages?	Glynn et al. Chapters 1-2	1 Discussion board post by midnight Sunday night **Social Justice in World Language Assignment due**

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.

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.

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 Student Grievance Procedures The rights and responsibilities of faculty and students are described in the University's Academic Integrity Guidelines
at: https://www.provost.pitt.edu/academic-integrity-guidelines

The purpose of the guidelines 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 their 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 Dr. Sheila Conway, TLL Student Liaison.
4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Andrea Zito).
5. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer (currently Dr. Andrea Zito).

Class Policies:

- **Assignments**: All assignments are due on the date listed on the syllabus and should be uploaded to Canvas by midnight. *If you should need an extension on an assignment, please email me 24 hours in advance of the due date.*
- **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 my office hours.

University of Pittsburgh Teacher Education Attendance Policy

The teacher education faculty at the University of Pittsburgh view our courses as communities of practice. This means that we gather for collective critical inquiry and reflection that is focused on building shared knowledge over time. To be an active member of our community of practice, it is important to attend face to face courses prepared to engage with the course instructor, course colleagues, and course materials. While we believe course attendance adds value to the community of practice, we also know there may be times when students must miss class to attend to other needs. In these cases, you are afforded up to one absence per course hour. This means that if your course meets three times per week for 50 minutes each session, you are permitted three absences. If your course meets two times per week for an hour and fifteen minutes each session, you are permitted two absences. If your class meets once per week for two hours and thirty minutes, you are permitted one absence. Absences should be reserved for illness or unavoidable personal conflicts. Please see individual course syllabi, course instructors, and your program coordinator for additional information regarding attendance or absences that extend beyond this policy.

University of Pittsburgh Teacher Education Course Grade Requirement

You must earn a minimum of a C in all teacher education major coursework. You must complete all coursework in order to pass each course. Pennsylvania Department of Education requires that you must enter a teacher education program with and maintain an overall 3.0 GPA. If you do not maintain a 3.0 GPA, you will be prohibited from student teaching or earning certification.

Grading scale:

94-100% = A

90-93 = A-

87-89% = B+

83-86%= B

80-82% = B-

74-79% = C

69-73% = D