

Newburgh Teacher Center
In-service Course Proposal
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Title:	Communicative Strategies in the L2 Classroom		
Curriculum Area:	Foreign Language		
Learning Standards:	LOTE Standards 1 and 2		
Presenter(s):	Marie Schor	Email:	mhamilto@newburgh.k12.ny.us
Dates:	Tuesdays beginning January 12 and ending February 9, 2010		
Time:	3:30-6:30		
Location:	Heritage Junior High School		
Credit(s):	1		
Hours:	15		
Target Audience:	Teachers of foreign languages, ESL, and bilingual.		
Course Description:	In this course, the student will look at research that supports the communicative approach; the student will reflect on his/her own teaching by using journals; the student will incorporate more communicative activities into his/her lessons; the student will evaluate the effectiveness of those lessons; the student will participate in a part of a learning community of foreign language teachers who share their communicative ideas with each other that will extend beyond the time of the course.		
Course Requirements:	Attendance at all sessions; journaling; alteration of lesson plans; discussions; open-mindedness and willingness to incorporate research-based strategies into one's lessons.		
Maximum Enrollment:	15		

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Credit and permission granted by Jay McTighe – UbD

Name of In-service Proposal: Communicative Strategies in the L2 Classroom

Name of Instructor(s): Marie Schor

Desired Results

Goal(s): To create a learning community of foreign language teachers who focus on understanding the importance of and sharing communicative strategies.

Understanding(s):

Communicative Activities
Reflective Teaching
Balancing of Activities in the L2 Class

Essential Question(s):

What does the research say about SLA (second language acquisition?) How do I know if an activity is communicative? How do I balance communicative activities with grammar based activities? How can adding communicative activities to my lessons increase the achievement of my students as measured on the NYS Proficiency and Regents exams?

Knowledge/Skills: Foreign language methodologies; NYS Standards; definition of communicative activities;

Assessment Evidence

Direct Evidence: peer and formal observations; Proficiency and Regents scores

Learning Plan

Learning Activities:

Discussions
Reflection
Reading of Articles
Sharing of Ideas
Incorporation of Strategies