These are sample courses at the Masters Level, currently offered by Middlebury Language Schools, which will be adjusted to fit the learning requirements and assessment artifacts for the licensure pathway.

The courses fit into three categories:

1) Courses on understanding the target language from the perspective of a teacher
2) Courses on media and culture of target-language-speaking communities
3) Courses on materials and curriculum development

These courses have all been offered in the summer of 2022 and/or summer of 2023, and courses like these will be offered either every summer or every other summer, so that candidates can take them in one of their two summers in the Middlebury Language Schools.

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1) Courses on understanding the target language from the perspective of a teacher

Arabic Language Pedagogy: Theory and Practice

This graduate-level course introduces students to the theory and practice of foreign/second language instruction. It focuses on teaching Arabic as a foreign language, and starts with introducing students to models and theories of second language acquisition (SLA) including input/output hypotheses, sociocultural theory, processability theory, noticing hypothesis, and others. The course will also focus on SLA research, including Arabic SLA studies, and the implications of major research findings for Arabic language pedagogy. Since language pedagogy is not only informed by research, the course will also focus on best practices in Arabic instruction including the teaching of the four skills, vocabulary and grammar teaching, course design, lesson planning, material development, technology use, assessment, and teaching MSA and dialect.

Teaching Chinese as Foreign Language

This is an introductory course for those who desire to be professional teachers of Chinese as a foreign language (CFL). The goals of the course are to help students gain important knowledge on theories of second language learning and teaching and acquire fundamental teaching skills in TCFL, including curricular design, instructional strategies and implementation, and language assessments. While students progressively form their own educational philosophies and teaching style, they will also develop abilities to engage in thematic unit design. This course consists of four major thematic units and they hence serve as four sets of expected learning outcomes of the course: 1) know fundamental issues of leaning and teaching a second language (language education, language acquisition, cultural communication); 2) understand principles of teaching Chinese as a foreign language (CFL related acquisition paths, developmental patterns, linguistic and learner factors, input, interaction, and output) ; 3) gain skills in TCFL curricular design, instructional implementation, material development, and performance assessments; and 4) plan for professional career and development in TCFL. The course will adopt a variety of teaching formats, including assigned readings, lectures, group discussions and presentations (oral and written), teaching observation, hands-on teaching process analysis, and individual/group projects.

Topics in Arabic Language and Linguistics

This course will provide an overview of modern linguistics with a special focus on the Arabic language, and on Arabic language pedagogy. It will include a review of each "level" of current linguistic analysis (phonetics, phonology, morphology, syntax, semantics, and pragmatics) from the perspective of the Arabic language, in order

to provide students with a working knowledge of basic terms and issues. Reference will be made to the Arabic grammatical tradition only in passing, especially with regard to terminologies. In addition to reading a variety of texts in English and in Arabic, students will be asked to perform linguistic analyses of examples taken from Arabic, and to research possible ways of applying these terms and analyses to the teaching of Arabic.

Applied Linguistics for the Teaching of German

This course will introduce principles in applied linguistics and language pedagogy necessary for teaching a foreign language and explore specific issues in the teaching of German. Topics include: second language acquisition, socio-linguistics and pragma-linguistics, phonetics, recent changes in usage in the German language, different assessment tools, and the introduction to The Common European Framework of Reference for Languages as a model for curriculum development. (1 Unit)

Theories and Methodologies (Hebrew)

The goal of this course is to introduce the main theories and methodologies in the field of learning and teaching foreign languages. Students in this course will also become familiar with the Proficiency Approach as a way to integrate the learned theories and methodologies, and as a tool to conceptualize frameworks for curriculum development. Students in the course will also be required to observe a Hebrew language class and submit biweekly written and oral reports of their observations.

Structure of Korean

This course focuses on Korean language structure and grammar with an emphasis on using that introductory knowledge to develop pedagogically sound teaching practices and/or materials. After understanding Korean language structure at different levels of phonology, morphology, syntactic, semantic, and socio linguistics, the course will focus on grammar topics that teachers are most likely to encounter when teaching Korean.

Advanced Spanish Grammar

This is a mandatory course for first summer graduate students. The class is focused in some of the more important topics on Spanish grammar such as: a) some uses of ser and estar; b) uses of indicative tenses, paying special attention to past forms; c) uses of the subjunctive; d) study of subordinate clauses, focusing on the uses of subordinate conjunctions and values of indicative and subjunctive in these sentences. The course will have not only a theoretical dimension but also a practical orientation, with exercises designed to improve the comprehension of all these subjects.

Second Language Teaching

In this course, students will become familiar with current trends in second language teaching that conceive learning as an active process of meaning-making and that respond to the new digital contexts and educational challenges of the 21st Century. Through personal and group reflections and discussions, students will connect their own experience as language learners and language teachers with the concepts and ideas encountered in the readings to elaborate their own practise –theory-in-use– for the teaching of Spanish to diverse populations and in different settings. Additionally, we will discuss the importance of literacy development and the use of literary and multimodal resources in the second language classroom. This will be done in order to promote learners' ability to read, view, communicate, think and write critically about a variety of digital texts across disparate emerging new media forms. By the end of the course, students will be able to critically evaluate existing teaching practices and further their knowledge and skills to guide reading and the creation of meaning as a dynamic process of transformation in second language teaching.

Introduction to Chinese Linguistics

This is a graduate course in the foundation and principles of Chinese linguistics. It will introduce fundamental linguistic components of modern standard Chinese to facilitate and enhance the teaching of Chinese as a second language. In this course, we will explore key areas of Chinese linguistics including phonetics and phonology, morphology, syntax, the writing system, pragmatics, and related social cultural knowledge (i.e., how social and cultural factors influence Chinese language use). In addition to the basic structure of modern standard Chinese, this course will also touch upon second language acquisition of Chinese language and other related topics. The course will be conducted in Chinese through lectures combined with class discussions of assigned (Chinese & English) readings and paper reports.

Applied Stylistics I (French)

Strengthening Grammatical Structures

This course will help students master complex grammatical structures at a highly advanced level. It will focus on certain grammatical points: noun phrases (absence of specifiers, adjectives, etc.), use of negation, pronominal structures (relative pronouns, demonstrative pronouns, personal pronouns), and verb phrases. We will use all these grammatical microstructures in writing.

Applied Stylistics II (French)

Textual Cohesion and Coherence

This course will help students become familiar with certain linguistics mechanisms that build coherence/cohesion within a text: lexical and grammatical substitutes, alternating "thème/rhème", modal qualifiers and argumentative connectors. We will analyze these linguistic and textual processes. Students will write various short texts: descriptive, explicative, and argumentative. The purpose of the course is to reach clarity and to express nuances using textual analysis and producing written texts.

Teaching French to Children/Ad

Teaching French as a foreign language to children and adolescents with a multilingual perspective

In this course, we will explore the field of foreign language teaching to children and adolescents. By a psycholinguistic approach, we have first to explore the specific aspects of language acquisition in children. Secondly, we will examine the purposes of teaching foreign languages to children and adolescents in multilingual contexts. By this way, we'll train students to plan and manage class for children at different ages with a multilingual perspective.

The course will be interactive and adapted to the backgrounds and experiences of the students. It will be based on reading scientific texts and on analyzing pedagogical resources for foreign language teaching (FLE textbooks for children and adolescents).

Particularities of Oral French

This course proposes to explore the different facets of spoken French (phonetics, prosody, variations, multimodality). The objective is to understand what specific difficulties these aspects can present for learners of French as a foreign language and what methods can strengthen their skills in comprehension, speaking, and interaction. First, we will address the oral/written pair by questioning the legitimacy of a strict distinction that leads to the qualification of oral as non-standard, informal and deviant and written form as standard, formal and normed. Then, the different variations of French (called popular, standard, regional...) will be presented and we will reflect on the variety of French to be introduced in the FFL class. The phonetic, lexical and syntactic characteristics of spontaneous oral French will also be introduced as well as the multimodal factors that intervene in interactions. Finally, we will deal with the issue of pronunciation in a foreign language and we will focus on the

vowel and consonant system of French as well as on some suprasegmental elements (rhythm, accentuation...).
Examples of didactic activities for the FFL class will be presented and discussed to deepen each of these questions.

Written and Spoken Italian

The course offers students the opportunity to develop oral and written knowledge at an advanced level, focusing on both the more specifically grammatical and stylistic aspects of Italian. Attention will be given to syntax, to resume and reinforce the specificities of the Italian language, focusing on the structure of the period and its propositions. Through the analysis of different linguistic areas, students will achieve an understanding of the Italian language in its various uses. Texts by authors of Italian literature will also be read and analyzed, to gain awareness of grammatical and thematic-stylistic structures. The lessons will also include written compositions by the students, who will have to practice in textual analysis and autonomous compositions of texts in which to create characters, environments, stories. The aim of the course is to provide students with the syntactic and stylistic tools to find their Italian voice, in writing and oral expression, starting from the examples of our great literature.

Applied Linguistics: Theoretical Principles and Applications to the Italian Language

The course aims to introduce linguistics in various fields of application. Therefore, students will be provided with the basic concepts related to functional linguistics, sociolinguistics, psychology, acquisitional linguistics, glottology, and digital linguistics. At the end of the course students will be able to: 1) Relate the theoretical-methodological principles and the related applications of linguistics 2) Apply knowledge to the Italian linguistic and extra-linguistic context 3) Reflect critically and autonomously on linguistic phenomena of Italian.

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2) Courses on media and culture of target-language-speaking communities

Language & Theater (French)

Theatre and Language

This course aims at developing ease and fluidity of oral communication in French, using the language in a new and playful context. With the support of contemporary Francophone plays, students will discover the diversity of the French language by working on pronunciation, quality of voice, gesture and breathing to develop confidence in public speaking. We will explore various applications of these techniques in teaching, conference presentations, etc.

The course will be articulated in a dynamic, participative and creative way around three axis:

1) Dramaturgical approach of the plays: reading, discussion, analysis;

2) Exercises stemming from the theatrical pedagogy to improve the qualities of articulation, pronunciation, memorization, verbal ease and public speaking;

3) Staging extracts of the studied plays, which will close the course.

Intro Literary Analysis

This course combines creative writing in German with literary theory and will help develop aesthetic sensibilities by looking at sample literary texts and the methods they use to create their effects. What do metaphors, allegories, poems, stories, or dramatic scenes of others 'feel' like if they are read or if they are written by oneself? What makes images into a poem, or a text into a film? The study of the (literary) metaphor, the tonal quality of poetic speech, and the processes involved in transposing one medium into another will help students explore their own literary-creative potential.

Teaching Literature in the Spanish as a Second Language Classroom

Why teaching how to read Literature? According to Daniel Link, Literature connects readers with the infinity (needed for developing knowledge), with love (the skill of any effective teacher), and with desire (that nurtures imagination). This course, designed for graduate students in Spanish and Education, works the teaching of literature across the middle and secondary school levels. Its perspective is both practical and theoretical, examining topics that include why we read, the kinds of readings Spanish teachers are trying to create and effective instructional strategies for teaching literature. The course is designed around 3 core themes: the purposes for teaching literature; the content for literature curriculum; and pedagogical approaches for teaching literature. These topics will be explored through a variety of texts, cultural artifacts, and critical perspectives.

Writing Chinese & Character Pedagogy

This is a core graduate course for teaching Chinese as a foreign language focuses on cultivating the practical skills necessary to teach Chinese characters.

The course objectives are as follows:

1. Students will gain a systematic and comprehensive understanding of the nature and characteristics of Chinese characters, the formation and development of Chinese characters, the structure of Chinese characters, the evolution of Chinese characters, the theory of Chinese character structure, the simplification and arrangement of current Chinese characters, and the characters' relationship with the Chinese language. Students will master the basic theoretical knowledge of Chinese characters so as to improve the ability to understand, analyze and use Chinese characters.

2. Students will understand the factors affecting Chinese character teaching, mastering the basic theory of Chinese character teaching, and cultivate the ability to combine Chinese character construction theory and Chinese character teaching theory to analyze problems in Chinese character teaching.

3. Students will understand the principles, methods, key points and difficulties of Chinese character teaching, especially in regard to cultivating graduate students' practical ability to teach Chinese characters to language learners.

Textual Analysis Methodologies

This course will help students to master analytical and textual methodologies. These methodologies will allow students to read and comprehend texts in-depth, while developing their written analytical skills by performing methodological exercises such as summaries, technical explanations, close readings, argumentative dialectical essays, reading analyses or oral thematic presentations.

In these exercises, we will study tropes on the Other in literature, anthropology, sociology, and politics. What representation and images of travel, the foreign and the Other stem from the French reader's perspective? Who is this Other? Etymologically "the one who is not here," the Other can be the neighbor, the foreigner -- whomever is different. What usage is made of such fluctuating representations? In a quest for travel and alterity through different texts spanning the 16th to the 21st centuries, we will explore the anthropological, sociological, political, stylistic, poetical, critical and ideological renewal of transcribed viewpoints of human identity and French clichés.

To this end, we will study textual excerpts from different horizons, whether they are geographical, political, sociological, anthropological or historical.

Globalized France

The course will have the following two objectives:

1. To give a broad historical view of the influence of France from the Renaissance to modern times. We will show that France cannot be reduced to its main territory, which is often called the "Hexagon". The following principle factors have contributed to France's cultural influence around the globe:

> a) The dark past of its colonial empire. France shared with England one of the most important colonial empires. France was present in the Americas, Africa, Southeast Asia and Oceania. In the post-colonial era, this was the basis for the organization of "la Francophonie".

> b) Its cultural influence during the seventeenth and the eighteenth centuries at a time when Europe spoke French and was eager to imitate French art (painting, architecture, literature, etc.). Its influence is still visible in Europe today.

> c) The French Revolution and the Napoleonic empire. France was then seen as a country of freedom and equality.

> d) The role Paris played in the nineteenth and the twentieth centuries as it attracted artists and musicians. Picasso, Stravinsky, Dali, Modigliani, and others chose Paris as their capital, leading to what was called the "School of Paris".

In the sixties, French theory influenced intellectuals all over the world. We will demonstrate however, that culture is not a one-way ticket, but rather a give and take. While France has declined as a world power, populations from the French former colonial empire including Francophone Africa, the Maghreb, and Quebec continue to play an important role in rejuvenating French culture. We will show the benefits of this influence. We will examine this long history of French culture, through the lens of historical, geopolitical, artistic perspectives.

2. To establish a methodological background in the study of civilization and culture, through:

> a) Textual analysis and critical reading

> b) Summary and syntheses

> c) "French dissertation" (outlines and how to write)

> d) Oral presentation

We will use as the basis for these various exercises the book Histoire mondiale de la France, compiled by a range of authors representing diverse points of view. The class will include oral presentations followed by discussion, and written assignments (summary, synthesis and dissertation.)

The American Dream: in Literature and Italian Music

The course aims to analyze the story of a dream: America seen through the eyes of Italian writers and songwriters of the twentieth century. The lessons will address the different faces of this multifaceted myth: from its exquisitely literary roots (Pavese and Vittorini), to the concreteness of America as a place of work and travel (Cecchi, Soldati, Arbasino, Calvino). In studying the fascination for "across the ocean" we will refer to music, from the fifties onwards; focusing in particular on those songwriters who since the seventies have sung the America of its highways, of escape, of redemption, of its thousand lights (Guccini, De Gregori, Dalla, Conte). From the

continuous comparison between hope and disenchantment, illusion and disillusionment, America thus functions as a mirror, a screen on which to project aspirations and desires. Through the reading and analysis of essays, diaries, letters, stories and song lyrics, the course aims to discover how Italian identity has also been built through the American myth.

Italian Cultural Geography

The course aims to provide students with cognitive tools of geography and culture of a country unique of its kind, Italy. The keywords that will lead the entire course will be "Landscape and Territory"; the first part of the course will analyze the historical-territorial elements and the tangible and intangible Heritage of the country: art cities, hamlets, mountain and seaside destinations, natural protected areas, UNESCO landscapes. The second part of the course is aimed at introducing the students to a critical reflection on how these geographical characterizations are the direct derivation of a cultural path still visible in present traditions within the local communities.

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3) Courses on materials and curriculum development

Teaching Materials Development and Analysis (Japanese)

"In this course, we will analyze and evaluate Japanese teaching materials, discussing how to use each type of material effectively in and outside of class. You will also learn how to develop teaching materials for your own class and use them effectively in your teaching. You will do the following in the course:

1. Analyze various teaching materials (textbooks, supplemental materials, reference books, web materials, etc.), and investigate what students can learn from each material, out of the four basic language skills (speaking, listening, reading, writing) and culture. You will evaluate each teaching material's appropriateness and effectiveness.
2. Think of your ideal class, set goals, and learn how to select teaching materials in line with those goals, as well as how to use your chosen materials effectively in class. Also, learn how to adapt teaching materials you have been instructed to use to match your own class.
3. Learn how to develop your own teaching materials in line with your ideal class and the goals you set.
4. Conduct teaching demonstrations using the materials you developed and evaluate each other's teaching performance, discussing good points, issues, and areas for improvement.

 Classroom instruction is conducted in Japanese to enhance student's Japanese proficiency. Rigorous participation in class discussion, an oral report, written assignments of teaching material design and analysis of teaching materials, and teaching demonstration will be required."

Materials and Curriculum Development for Lessons and Units (Hebrew)

In order to meet all students' needs – teachers need to acquire the skill of understanding materials' development so that they can make the best choices in selecting the appropriate experience for their learners mainly by using tools for identifying and analyzing the goals and perspectives embedded in the "commercially" readymade materials. In addition, students will learn the principles of creating their own learning units – by identifying the ideal theme, articulating goals, and making decisions about materials and activities. This course will introduce students with sources that can provide them with authentic materials to support the language acquisition for their learners.

Curriculum Planning and Lesson Design (German)

This course introduces didactic and methodological considerations for designing an effective curriculum with accompanying lesson plans. Particular emphasis will be given to the following issues: outside influences that

determine a curriculum design, guidelines of the European Frame of Reference, can-do statements, intercultural communicative competence, backward design and essential questions, as well as diverse models of assessment. The discussion will be accompanied by activities and projects that can be implemented directly in the language and culture classroom. The course culminates in the creation of an individualized curriculum design.

Developing assessment tools for all language skills (Hebrew)

The goal of this course is to provide students with a working knowledge of the basic principles for developing both formative and summative assessment tools for assessing their learner's language skills. Students will experience the development of a variety of test types such as standardized and discrete-point tests as well as communicative competence and integrative language tests.

Research-Based High-Leverage Teaching Practices (Japanese)

This course introduces research-based teaching practices in world language education that are essential for effectively teaching Japanese as a World language and to conduct engaged learning in language classrooms. A set of fundamental high-leverage teaching practices (HLTPs) are examined with its research and theoretical framework to understand how to implement them into each sequential instructional step to facilitate deep learning and advancing skills in teaching.

Curriculum and Materials Development for Chinese as a Second Language

This course is an introduction to curriculum and materials development for teaching Chinese as a second language. While the emphasis of the course is practical, the theoretical background of curriculum design materials development will also be explored. By the end of the course, students are expected to be well informed about the various pedagogical principles that guide the curriculum and materials design for CSL classrooms, as well as ability to critique commercially available textbooks and to develop in-house teaching materials that are informed by research findings, both empirical and classroom-based.