

ELAN 4530. METHODS OF TEACHING FOREIGN LANGUAGES IN THE ELEMENTARY AND MIDDLE SCHOOLS

Fall Semester 2005

Professor

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Texts

- Curtain, Helena & Dahlberg, Carol Anne. (2004). *Languages and children: Making the match*, 3rd edition. Boston, MA: Pearson. (Required)
- Wong, Harry K. & Wong, Rosemary T. (1998). *The first days of school*. Mountain View, CA: Harry K. Wong Publications. (Required)
- Cooper, Thomas, Kalivoda, Theodore, & Morain, Genelle. (1990). *Ready, set, go! Foreign language lesson plans for the elementary school and classroom expressions in French, German, and Spanish*. Athens, GA: Agee Publishing. (On reserve in the Curriculum Materials Center – 2nd floor Aderhold)

Time of course

- Classes meet on Thursdays, 5:00 – 7:45 p.m. in Aderhold 116/117
- Fall break, Oct. 27, 28
- Thanksgiving holidays, Wednesday, Nov. 23 – Friday, Nov. 25
- Final exam, Tues., Dec. 13, 7:00 p.m. – 10:00 in classroom (Aderhold 116/117)

Course topics

This course will deal with the following topics:

1. Characteristics of the FL (foreign language) learner from preschool to the 8th grade
2. First language development and its relation to second language learning in children
3. The elementary school curriculum and how different areas in the curriculum can be taught in a foreign language
4. Techniques for teaching and evaluating oral language skills in the second language
5. Techniques for teaching and evaluating reading and writing in the target language
6. Techniques for teaching culture to FL learners.

Performance objectives

Students will be able to:

1. Demonstrate an understanding of the development of language and literacy skills childhood
2. Demonstrate the ability to reinforce, enrich, or directly teach elementary school content areas through the medium of the target language
3. Demonstrate the ability to reinforce, enrich, or directly teach elementary school content areas through the medium of the target language
4. Demonstrate the ability to employ a repertoire of strategies for teaching reading, writing, and the oral language skills
5. Demonstrate the ability to employ a variety of evaluative techniques to measure proficiency achieved in the L2

Course requirements

1. **Text assignments.** Students will be responsible for learning the content of the course textbooks and completing written assignments. Assigned chapters should be read for class discussion.

2. **Content micro-lessons.** Students will prepare and present micro-lessons in class dealing with the following content areas:

Social studies

Science lesson

Mathematics

Content-related lesson of choice, discussed beforehand with the instructor

3. **Songbook.** Students will prepare a songbook of songs learned and sung in the target culture. They will include the words of the songs, a lesson plan for presenting each song, and an accompanying teaching tape on which they will record the songs in their own voice. (Minimum: 3 songs). (The 3 songs can be incorporated into the micro-lessons above).

4. **Picture book.** Students will create, illustrate, and write the text for a children's picture book in their target language. The picture books are to be turned in on Dec 1.

5. **Teaching practicum.** Students will teach in an assigned local elementary or middle school twice a week, 30 minutes per session. The lesson plans should be written up according to the format in *Ready, Set, Go*. Students should also keep a journal of their teaching experience in which they evaluate their lessons and comment on aspects of teaching children foreign languages. (Some of these lessons will be observed by Dr. Cooper and graduate assistants from the Department of Language Education).

6. **Portfolio.** The FL content lessons, songs, written assignments from the text, and the teaching journal - this includes the FL lessons taught in the elementary or middle school you work in plus your reflections on how the lessons went - are to be typed and collected in a portfolio that is to be handed in on Dec. 8.

The portfolio should be organized into clearly labeled sections (i.e., separate sections for the content micro-lessons, songbook, and teaching journal). The portfolio should be a good representation of your work in this class. During job interviews principals and other employers are very interested in seeing samples of the instructional materials you have created.

7. **Final exam.** There will be a final exam based on the assignments from the texts and classroom discussions and activities.

8. Grading

The course grade will be determined by the following formula:

Class participation and attendance*.....	10%
Portfolio.....	70%
Picture book.....	10%
Final exam.....	<u>10%</u>
	100%

*0-1 absences or late arrivals = - 0 pts; 2 – 3 absences or late arrivals= -5 points from the total course average; 4 absences or late arrivals = -10 points; 5 absences or late arrivals = failure of course

Weekly assignments

1	August 18	Introduction, overview of course and year
2	August 25	<p>Chapt. 1 (D), Characteristics of Young Learners</p> <p>Choose the grade level with which you are most familiar and reread the descriptions of students at this grade. How well do the descriptions reflect your own experiences?</p> <p>Chapt. 16 (D), Making a Case for Early Language Programs</p> <p>A parent committee has asked for your assistance in convincing the school board to consider developing a foreign language program at the elementary or middle school level. Pretend that you are speaking to the school board. How might this encounter sound? Write a short dialogue for the school board members and for the FL teacher.</p> <p>Unit A (W)</p> <p>Write down one thing you liked about this unit and one thing you didn't like.</p>

3	September 1	<p>Chapt. 2 (D), Creating an Environment for Communication</p> <p>What are some suggestions that you like for how to keep instruction in the target language?</p> <p>Chapt. 9 (D), Managing the Successful Early Language Classroom</p> <p>Plan your five rules for your class. List the consequences for your rules, both negative and positive.</p> <p>Chapt. 17 (D), Learning from the Past</p> <p>What current national and international events and situations tend to encourage support for FL programs in the US?</p> <p>Unit B (W)</p> <p>Write down one thing you liked about this unit and one thing you didn't like.</p>
4	September 8	<p>Chapt. 3 (D), Person-to Person Communication: The Interpersonal Standard</p> <p>Create a list of potential writing activities in the interpersonal mode and identify the level of language development for which each would be appropriate.</p> <p>Chapt. 4 (D), One-Way Communication: The Interpretative and the Presentational Modes</p> <p>Add three possible writing activities to the list in this chapter. What characteristics do they have that qualify them as activities in the presentational mode, and for what proficiency level would they be appropriate?</p> <p>Unit C (W)</p> <p>Write down one thing you liked about this unit and one thing you didn't like.</p>
5	September 15	<p>Chapt. 5 (D), Literacy in the Early Language Classroom</p> <p>Chapt. 6 (D), Interpersonal Communication: Partners and Small Groups</p> <p>Create a hear-say activity that summarizes the most important guidelines for conducting small-group or partner activities.</p> <p>Unit D (W)</p> <p>Write down one thing you liked about this unit and one thing you didn't like.</p>
6	September 22	<p>Chapt. 7 (D), Integrated Thematic Planning</p> <p>Choose a theme for a unit in your language and develop a web of possible concepts and content for the unit.</p>

		<p>Unit E (W) Write down one thing you liked about this unit and one thing you didn't like.</p>
7	September 29	<p>Chapt. 8 (D), Assessment</p> <p>Write an item each for listening comprehension, speaking, reading, and writing (cf. pp. 193-198) that adhere to the principles discussed in this chapter.</p> <p>Present social studies lesson</p>
8	October 6	<p>Chapt. 10 (D), Culture in the Classroom</p> <p>List 4 ideas for meaningfully linking the target language that you teach with worldwide cultures, beyond the limits of the countries in which the target language is spoken natively.</p>
9	October 13	<p>Chapt. 11 (D), The Connections Standard: Content-Related Instruction</p> <p>Plan two activities addressing the Connections Standard 3.2 for the grade level of your choice and for beginning FL learners.</p> <p>Present science lesson</p>
10	October 20	<p>Chapt. 12 (D), What Can We Learn from Immersion?</p> <p>How would you set up a two-way immersion or bilingual school in Athens? What would be some characteristics of it in terms of staffing, programs, goals, etc.? Would this be possible? Why are there so few immersion programs in the U.S.?</p>
11	November 3	Present math lesson
12	November 10	<p>Chapt. 13 (D), Stocking the Classroom with Materials and Resources</p> <p>Chapt. 14 (D), Choosing and Creating Classroom Games and Activities</p> <p>Plan a lesson using a puppet to introduce an important concept or portion of a common conversational exchange.</p>
13	November 17	<p>Chapt. 15 (D), Using Technology Resources</p> <p>Find two good websites for early language resources for you target language.</p> <p>Chapt. 18 (D), Selecting and Staffing an Early Language Model Program</p> <p>Chapt. 19 (D), Program Planning, Assessment, and Articulation</p>
14	December 1	Present lesson of choice
15	December 8	<p>Chapt. 20 (D), Developing Professional Teachers</p> <p>Present and turn in picture book</p> <p>Summary, wrap-up, turn in portfolio, prepare for final</p>

Sample German Lesson on the Five Senses

Level of Students: beginners in the first grade

General Objectives: 1) Students will show comprehension of spoken German on the topic of the five senses; 2) they will be able to match objects with the appropriate sense; and 3) they will be able to match different odors with appropriate pictures.

Suggested Time Frame: 3 lessons of 30 minutes each

Language Needed for the Lesson:

Nouns

<i>der Körperteil, -e</i>	body parts
<i>das Auge, -n</i>	eye
<i>die Nase, -n</i>	nose
<i>die Hand, -e</i>	hand
<i>die Zunge, -n</i>	tongue
<i>das Ohr, -en</i>	ear
<i>der Mund</i>	mouth
<i>der Finger, -</i>	finger
<i>der Sinn, -e</i>	sense

Verbs

<i>sehen</i>	to see
<i>zum Sehen</i>	for seeing
<i>hören</i>	to hear
<i>zum Hören</i>	for hearing
<i>riechen</i>	to smell
<i>zum Riechen</i>	for smelling
<i>schmecken</i>	to taste
<i>zum Schmecken</i>	for tasting
<i>tasten</i>	to touch
<i>zum Tasten</i>	for touching

Phrases

<i>Wie sieht das aus?</i>	How does that look?
<i>Wie klingt das?</i>	How does that sound?
<i>Wie fühlt sich das an?</i>	How does that feel?
<i>Wie schmeckt dir das?</i>	How does that taste?
<i>Wie riecht das?</i>	How does that smell?

Objects associated with specific senses

<i>das Kaleidoskop, -e</i>	kaleidoscope
<i>das Sandpapier</i>	sandpaper
<i>der Zucker</i>	sugar
<i>die Zitrone, -n</i>	lemon
<i>das Parfüm, -e</i>	perfume
<i>die Feder, -n</i>	feather
<i>die Pfefferminze</i>	peppermint
<i>die Rose, -n</i>	rose
<i>die Pinie, -n</i>	pine
<i>die Kiefer, -n</i>	pine
<i>der Zimt</i>	cinnamon
<i>die Vanille</i>	vanilla
<i>der Kampher</i>	camphor

Suggested Materials: poster (or visuals) depicting the five senses, realia and pictures of different objects that relate to the senses (e.g., sandpaper for touch; picture of a siren for sound), several samples of aromatic oils as examples of different odors, a magic box to contain the pictures and objects

Suggested Teaching Procedures:

1. The teacher shows the students the *Zauberkasten* (magic box) in which various objects have been placed that relate to the five senses. Individual students come forward and pull out objects from the *Zauberkasten*. The teacher describes each object in German.
2. With the objects lying in clear view, the teacher holds each up, names it, and tells how the object relates to one of the five senses. For example, *Hier ist ein Blatt Sandpapier. Wie fühlt es sich an? Es ist sehr rauh, nicht wahr? Willst du es auch anfassen? Faß es mal an! Wir tasten das Sandpapier mit den Fingern.* (Here's a sheet of sandpaper. What does it feel like? Oh, it's very rough. Do you want to feel it? Go ahead. We feel the sandpaper with our fingers.)
3. The teacher proceeds in a similar manner with the objects that have been taken from the *Zauberkasten*, and relates each to one of the five senses: for example, *Wir sehen das Bilderbuch mit den Augen an* (we see the picturebook with our eyes); *wir hören die Blockflöte mit den Ohren* (we hear the song flute with our ears); *wir riechen das Parfüm mit der Nase* (we smell the perfume with our nose); and *wir schmecken den Apfel mit der Zunge* (we taste the apple with our tongue).
4. **Categorizing exercise with the five senses.** The teacher holds up an object and asks for a volunteer to place it under the appropriate picture on the board: for example, *Hier ist das Sandpapier; wer möchte es zu dem richtigen Bild bringen?* (Here is the sandpaper; who would like to place it under the correct picture on the board?).
5. **Categorizing exercise with sense of smell.** The teacher shows the students six small bottles, each containing an aromatic oil - camphor, pine, rose, cinnamon, peppermint, and vanilla. The teacher has a student smell one of the bottles and

describes the scent: *Dieses Parfüm riecht nach Rosen* (This perfume smells like roses). The teacher points to the board which has six numbered pictures of objects with the different odors - e.g., a picture of a rose is marked with a "1," a picture of candy canes is number "2," etc. - and asks the student to say the number of the correct picture.

- To reinforce the new vocabulary, students sing "The Song of the Five Senses." (Use the melody of "Here We Go Round the Mulberry Bush" altered slightly to fit the meter of the German text.)

Das Lied von den fünf Sinnen

Die Augen sind zum Sehen da, Sehen da, Sehen da,

Die Augen sind zum Sehen da, zum Sehen da.

Die Ohren sind zum Hören da, Hören da, Hören da,

Die Ohren sind zum Hören da, zum Hören da.

Die Nase ist zum Riechen da, Riechen da, Riechen da,

Die Nase ist zum Riechen da, zum Riechen da.

Die Finger sind zum Tasten da, Tasten da, Tasten da,

Die Finger sind zum Tasten da, zum Tasten da.

Die Zunge ist zum Schmecken da, Schmecken da, Schmecken da,

Die Zunge ist zum Schmecken da, zum Schmecken da.

Evaluation of Student Learning:

The students are evaluated on how well they can understand the teacher's questions and instructions. They demonstrate comprehension through movement, gestures, and short oral answers.

Spin-off and Extension Activities:

- The teacher can read to the students *Heute geh ich aus dem Hause*, a very easy picturebook by Helme Heine (1990) about the senses. The text follows.

Heute geh ich aus dem Haus

*Heute geh ich aus dem Haus
in die weite Welt hinaus.*

*Will mit meinen Augen sehen,
wie der Fuchs den Hasen jagt
und der Biber Bäume nagt.*

*Will mit meinen Ohren hören,
was der Wind dem Raben sagt
und der Frosch im Stadtpark quakt.*

*Will mit meiner Nase riechen,
was so durch die Lüfte fliegt
und in unserm Garten blüht.*

*Will mit meiner Zunge schmecken
Nachbars Äpfel, Birnen, Pflaumen*

Today, I go out of my house
into the wide world.

I want to see with my eyes
how the fox chases the hare
and how the beaver gnaws trees.

I want to hear with my ears
what the wind says to the raven
and what the frog croaks in the city
park.

I want to smell with my nose
what's flying through the air
and what's blooming in our garden.

I want to taste with my tongue
the neighbor's apples, pears, and

*und den ungewaschenen Daumen.
 Will mit meinen Händen fühlen
 ob der Schmerz im Feuer liegt
 und der Igel wirklich piekt.
 Müde schleiche ich nach Haus -
 doch morgen geh ich wieder aus!*

plums and the unwashed thumb.
 I want to feel with my hands
 whether fire is painful
 and whether the hedgehog is prickly.
 Tired I go home,
 but I'll go out again tomorrow.

2. The teacher can use the Grimms' fairytale *Rotkäppchen* (Little Red Ridinghood) as an example of the relationship between body parts and the senses:

Rotkäppchen: *"Ei, Großmutter, was hast du für große Augen!"*

Wolf: *"Daß ich dich besser sehen kann!"*

Lesson rating form for in-class presentations

Your name: _____

Please rate the lessons on the following scales:
(Excellent=5, Good/acceptable=3, Needs work=1)

Name of teacher	Clarity of objectives (25 points)	Use of visuals and realia (25 points)	Presentation-sequencing of steps, involvement of students, thinking skills, assessment activities (25 points)	Spin-off activities (25 points)	Total (100 points possible)
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2.					
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