

ELAN 4530 Coopert FA02

**METHODS OF TEACHING FOREIGN LANGUAGES IN THE ELEMENTARY
AND MIDDLE SCHOOLS**

ELAN 4530 – FALL SEMESTER 2002

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Professor

Thomas Cooper (542-4513, 546-8426 tcooper@coe.uga.edu)

Texts

Curtain, Helena and Carol Anne Pesola. 1994. *Languages and Children: Making the Match*. Reading, MA: Addison-Wesley Publishing Co. (Required)

Wong, Harry K. And Rosemary T. Wong. 1998. *The First Days of School*. Mountain View, CA: Harry K. Wong Publications. (Required)

Cooper, Thomas, Kalivoda, Theodore, and Genelle Morain. 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

Fall break, Oct. 31

Thanksgiving holidays, Wednesday, Nov. 27 – Friday, Nov. 29

Final exam, Thurs., Dec. 12, 7:00 p.m. – 10:00 in classroom

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

Performance objectives

Students will be able to:

1. Demonstrate an understanding of the development of language and literacy skills in 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. Students will be responsible for the content of the course textbooks.
2. Assigned chapters should be read for class discussion as well as for the final exam.
3. 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
4. Students will prepare a songbook of songs learned and sung in the target culture. They will include the words of the songs, lesson plan for presenting each song, and an accompanying teaching tape on which they will record the songs. (Minimum: 3 songs). (The 3 songs can be incorporated into the micro-lessons above).
5. Students will create, illustrate, and write the text for a children's picture book in their target language.
6. Students will teach in an assigned local elementary school twice a week, 20-30 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).

Grading

The L2 content lessons, songs, and the teaching journal (this includes the L2 lessons taught plus your reflections on how the lessons went) will be collected in a portfolio that is to be handed in the last day of class (Dec. 6). The portfolio should be organized into labeled sections and 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. You should turn the picture book on the second to last day of class (Nov. 29).

The course grade will be determined according to this formula:

Class participation and attendance*	15%
Portfolio.....	70%
Final exam.....	15%

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

Weekly assignments

1 – Thurs., Aug. 22

Introduction, overview of course

2 – Thurs., Aug. 29

Chapter 1 (P): Making the Case for Early FL Programs

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.

Unit 1 (W)

3 - Thurs., Sept. 5

Chapter 2 (P): Learning from the Past

What current national and international events and situations tend to encourage support for FL programs in the US?

Unit 2 (W)

4 - Thurs., Sept. 12

Chapter 3 (P): Selecting and Developing a Program Model

How would you set up your ideal FL program at the elementary, middle, or high school level? What would you emphasize in the program? What kinds of materials would you use? What teaching approach would you employ?

Unit 3 (W)

5 - Thurs., Sept. 19

Chapter 4 (P): From Theory to Practice

Choose a topic or lesson (such as animals, foods, geography) that could be of interest to children at several age levels and explain how you would approach it differently at each of three different levels: a) kindergarten, b) grade 3, c) grade 6 or 7.

Unit 4 (W)

6 - Thurs., Sept. 26

Chapter 5 (P): Learning from Immersion Programs

How would you set up a two-way immersion or bilingual school in Athens? What would be same characteristics of it in terms of staffing, programs, goals, etc.?

Unit 5 (W)

7 - Thurs., Oct. 3

Chapter 6 (P): Language, Culture, and Curriculum Interact

Choose a story that meets the criteria for successful storytelling as given in the chapter. Develop a story skeleton and plan a story map for use in telling the story. Plan the visuals and activities you will use to accompany the story.

Present social studies lesson

8 - Thurs., Oct. 10

Chapter 7 (P): Drawing on the Curriculum

Locate a curriculum guide for social studies, science, language arts, mathematics, health, or physical education at the elementary or middle school level. What concepts can be incorporated easily into FL lessons? What criteria did you use to choose these concepts? List five concepts that you feel have the best potential for use in a FL lesson.

9 - Thurs., Oct. 17

Chapter 8 (P): Experiencing Culture in the Classroom

Identify five examples of culturally conditioned behavior (Culture Goal 1) or conventional behavior (Cultural Goal 3) that are representative of the target culture you teach. Describe how you might build each of them into FLES or FLEX lessons.

Present science lesson

10 - Thurs., Oct. 24

Chapter 9 (P): Planning Curriculum and Day-to Day Instruction

Choose a theme for a unit in your language and develop a web of possible concepts and content for the unit.

Thurs. Oct. 31

Fall break

11 - Thurs., Nov. 7

Chapter 10 (P): Using Assessment to Help Students and Programs Grow

Write items for LC, speaking, reading, and writing (cf. pp. 228-235).

Present math lesson

12 - Thurs., Nov. 14

Chapter 11 (P): Preparing Teachers for Early Language Programs

13 - Thurs., Nov. 21

Chapter 12 (P): Implementing Programs – Budget, Staffing, and Other
Present lesson of choice

Thurs., Nov. 22

Thanksgiving Holiday

14 - Thurs., Dec. 5

Chapter 14 (P): Bringing Language to Life – Choosing and Creating Classroom Activities

Present and turn in picture book

Summary, wrap-up, turn in portfolio, prepare for final

Final exam - Dec. 12, 7:00 pm– 10:00 pm in classroom

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: 2 lessons of 20 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 rau, 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 - dem Bild von der Hand - 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.
6. 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:

1. 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

<p><i>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.</i></p>	<p>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</p>
<p>park. <i>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 und den ungewaschenen Daumen.</i></p>	<p>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 plums and the unwashed thumb.</p>

*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!*

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!"*

Rubric for Portfolio Evaluation

**Indicator
Performance**

Levels of

	0=Not met No evidence of achievement observed in the portfolio	.25=Poor Little evidence of achievement or poor quality	.50=Fair Some evidence of achievement or inadequate attempt at achievement	.75=Good Adequate evidence of achievement or good attempt at achievement	1=Excellent Ample evidence of achievement or of high quality
Portfolio theme and goals					
Table of contents					
Tags or captions					
Reflective summary					
Portfolio presentation					

Lesson rating form **Your**
name: _____

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

Name of teacher	Clarity of objectives (5 points)	Use of visuals and realia (5 points)	Presentation-sequencing of steps, involvement of students, thinking skills (5 points)	Spin-off activities (5 points)	TOTAL (20 points possible)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					

