

**UNIVERSITY OF GEORGIA**  
**DEPARTMENT OF LANGUAGE EDUCATION**

**ELAN 4530 - Methods of Teaching foreign Languages in the Elementary and Middle-Schools.**  
Fall 2008

Instructor: Lou Tolosa ([ugast1@uga.edu](mailto:ugast1@uga.edu))  
Office: Aderhold 126 C  
Office hours: By appointment and email.  
Course time: Thursdays 1700-1945 in Aderhold 119.

**Required texts:**

- Curtain, Helena & Dahlberg, Carol Ann. (2004). *Languages and children: Making the match*, 3<sup>rd</sup> edition. Boston, MA: Pearson.

**Other required readings:**

- Articles assigned for homework (see some on syllabus, others TBA).
- Books of activities per language (Dianne Fields sent you the titles via electronic mail).

**Optional readings and materials:**

- Wong, Harry K. & Wong, Rosemary T. (1998). *The First day of School*. Mountain View, CA: Harry K. Wong Publications

**Overall objective of the course:** Throughout the course, by means of readings, discussions, personal experiences and other communications, each student will *construct* and begin to *select* the most effective and efficient ways of teaching at the elementary and middle school levels that best match his/her teaching style.

**Performance objectives:** Students will be able to demonstrate:

1. an understanding of the development of language and literacy skills at the elementary and middle-school levels.
2. the ability to reinforce, enrich, or directly teach elementary school content areas through the medium of the target language (TL).
3. the ability to employ a repertoire of strategies for teaching reading, writing, and the aural language skills.
4. the ability to employ a variety of evaluative techniques to measure proficiency achievement in the L2.

**Course topics:**

1. Characteristics of the K-8 foreign language (FL) student.
2. Relationship between 1<sup>st</sup> and 2<sup>nd</sup> language acquisition in children.
3. Reaching outside the FL classroom – ways of incorporating different areas of the elementary and middle-school curricula into the FL classroom.
4. Techniques for teaching and evaluating oral language skills in L2 (second language).
5. Techniques for teaching and evaluating reading and writing skills in L2.
6. Techniques for teaching culture in L2.
7. Adding creativity, increasing motivation and cooperation in the L2 classroom.

**Grading components:**

- Attendance and in-class participation 10%
- Micro-lessons 20%

• Clinical Experience - Teaching practicum (LPs, journals, etc.)	30%
• Individual projects	15%
• Group projects (cooperative learning groups - CLG)	10%
• Final project (individual) – Portfolio	15%
<b>TOTAL</b>	<b>100%</b>

- a. **Attendance** – Class attendance is **mandatory**. While I do understand that health, work, and family responsibilities at times may preclude your attendance, you must make every effort to be in class **on time**. If it is necessary for you to miss class, please let me know **in advance**. Five percent (5%) will be deducted from your final grade each time you have an unexcused absence. ***Failure to come to class may result in your inability to student-teach next semester.***
- b. **In-class participation** – Your responsibilities for class participation include the following:
  - a. reading the materials assigned for HW;
  - b. being prepared to discuss them with your classmates; and
  - c. sharing experiences, comments and/or questions about the readings with peers and instructor.
- c. **Micro-lessons** – To complete this assignment you will **prepare and present** (one or more) micro-lessons to the class illustrating teaching methodologies encountered in the readings for the class.
- d. **Clinical experience/Teaching practicum** – You will teach four 30-minute-lessons in an assigned local elementary or middle school once/twice a week (this will depend on how fast things can get finalized at the practicum sites). **Lesson plans** for these classes will be written following the format provided by your instructor (see below). This is the SAME format you will be using when you student-teach in the spring so it will only be to your advantage to get to know it really well. You will also keep a **journal** of the experience in which you will include commentary and self and peer-evaluations regarding diverse aspects of teaching FL to children. Your comments on your partner’s experience will also be valuable, especially if you notice some things that your partner did very well; something that you might not feel comfortable doing but that worked well for your partner; and/or ideas, thoughts, concerns, suggestions for your partner.
- e. **Individual projects** – (see “Individual Projects” below).
- f. **Group projects** – In class assignments (see below)
- g. **Final project** – Portfolio.

***Making the most out of this experience:***

- Communicate with each other and with your instructor often (via e-mail, in-class discussions, conversations and question/answer periods, WebCT, etc.).
- Share thoughts, ideas, questions, experiences, success stories, fears and concerns (again, via e-mail, in-class discussions, conversations and question/answer periods, WebCT, etc.).
- Please place all assignments on your instructor’s desk at the beginning of class on the days they are due (refer to syllabus for dates).
- Assignment format: Times New Roman 12 pts, double spaced. Follow APA style 5<sup>th</sup> ed. when citing.
- Please staple and clearly identify your work with the following information:
  - Your full name(s)
  - The date
  - The assignment number

- The type of assignment (individual/group project, journal entry, sample lesson plan, etc)
- A title for your paper that summarizes in one sentence the content of the document.

**University of Georgia Honor Code and Academic Honesty Policy:** All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible for informing themselves about those standards before performing any academic work. Learning to appropriately quote and paraphrase and to cite and attribute sources is a skill that is key to honest and creative scholarship. All students should review the guidelines at the website

<http://www.uga.edu/ovpi/academichonesty/culturehonesty.html>. If you have any questions regarding a possible violation of the standards, please raise them in class or ask me after class.

**Class format** – Workshop style with an emphasis on hands-on activities (individually and in groups), and discussions.

**Class procedures:**

Below you will find classroom procedures that we will follow most weeks. If changes arise they will be stated on the blackboard. **As you walk in the classroom, please:**

1. Sit with your **cooperative learning group** (CLG) and begin discussing the readings for the day right away. Please **do not** wait for your instructor to tell you to begin doing so. Share your impressions, questions and general comments on the readings, relate them to personal experiences, ask questions, share concerns.
2. Discuss main points and questions with the rest of the class (for feedback).
3. Once the readings have been discussed, thoughts and concerns shared, and questions clarified, students will present a **micro-lessons**. Each week two different students will present them (these presentations will start on **week#2 – 08/28**).
4. Work on **hands-on activity** for the day (distributed by your instructor while you are working on #1).
5. Presentations and share time (to the class and/or in groups) - After each group has completed #4 (above), they will present and/or share their work with the class.
6. Last but not least, there will be five minutes at the end of the class period to look over and clarify assignments for the following week and to answer questions.

Class Overview

**AUGUST**

DAY	IN CLASS	ASSIGNMENTS
08/21	<p><b>Introduction</b>, overview of course and semester. Review syllabus, talk about <b>LESSON PLAN FORMAT</b> required for all your classes and to be used during your clinical and student-teaching experiences.</p> <p>Form <b>cooperative learning groups (CLG)</b>. Get to know each other and write down your partner’s names, phone numbers and other useful information.</p> <p><b>Individually/group</b>                      – Work on individually and discuss with your CLG                      – <i>Personal Autobiographical Reflection</i> and <i>Characteristics of the influential teacher</i>.</p> <p><b>SIGN-UP for Micro-Lessons</b> – Explanation and sign up sheet.</p> <p><b>Share time (individually/in groups) - Multiple intelligences</b> – inventory and presentation.</p> <p><b>Overview for next week</b></p>	<p><b>Read:</b>                      - C.1-2 Curtis and Dahlberg (C+D).                      - Articles:                      1) <i>Learner-centered ground rules for conduct</i>; and 2) <i>Building a learning community in your classroom</i> – (print from WebCT).</p> <p><b>Think:</b>                      - What is your role as an educator?                      What does “professional educator” mean to you? Come ready to discuss.</p> <p><b>Practice lesson plan (DUE on Sept. 4):</b>                      - Choose a topic of your interest. Using the lesson plan (LP) format discussed on Day#1; write a <i>practice</i> lesson plan for a middle-school group keeping in mind the characteristics presented in C.1 (C+D).                      - Come ready to teach it to your CLG. (5-7 mins. max.).</p> <p><b>Attention:</b> even though this is a practice LP, I expect you to come prepared with materials, etc. to actually <i>teach</i> your lesson to your CLG partners.</p>
08/28	<p><b>CLG –</b></p> <ul style="list-style-type: none"> <li>• Discuss your role as a teacher. How do you see yourself as a “professional educator”? Does that label fit your perception of yourself and other educators? Yes? No? Why?</li> <li>• Articles:                             <ul style="list-style-type: none"> <li>○ <i>Learner-Centered Ground Rules for Conduct</i></li> <li>○ <i>Building a learning community in your classroom</i></li> </ul> </li> </ul> <p><b>Class discussion</b> – Share CLG’s thoughts, questions, concerns, etc.</p> <p><b>Share time (individually) - First presentations – micro-lessons (x2 – Games &amp; Finger plays)</b></p>	<p><b>Read:</b>                      - C.3-4 (C+D)</p> <p><b>ATTENTION: This week you should go to school to fill-out the background check so you can start your practicum at the beginning of October.</b></p> <p>- Begin working on <b>Draft#1 for practicum curriculum (pair work)</b> – <b>DUE on Sept. 11</b></p>

	<p><b><i>Hands-on activity - Culture</i></b> – What? How much? Why? Are you ready for the challenge? – Brainstorming act. – Have YOU been immersed in the culture of the language you are planning to teach? Discuss benefits.</p> <p><b><i>Overview for next week</i></b></p>	
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## SEPTEMBER

DAY	IN CLASS	ASSIGNMENTS
09/04	<p><b>CLG</b> – Discuss and share questions and/or comments related to today’s readings.</p> <p><b><i>Class discussion</i></b> – Share CLG’s thoughts, questions, concerns, etc.</p> <p><b><i>Share time (individually) – Second presentations – micro-lessons (x2 – Songs &amp; Rhymes)</i></b></p> <p><b><i>Hands-on activity and Share time (individually/in groups)</i></b> – (CLG) <b>Lesson plan</b> presentations and commentary, discussion and critique.</p> <p><b><i>Overview for next week</i></b></p>	<p><b>Read C.5-6 (C+D)</b></p> <p>Work on act. 5 p.60 (C+D). Create a minimum of 3 (three) and a maximum of five (5) <b><i>written activities</i></b>. Include a complete explanation so that others might use them. Please post them on WebCT <u>no later than 09/10</u>.</p> <p><b>Finish working on Draft#1 for practicum curriculum (pair work) – DUE on Sept. 11</b> – bring TWO copies, one to turn in and one to guide your class discussion during <b><i>Share time</i></b> next week – you will use the second copy to jot down suggestions you might receive during this time.</p>
09/11	<p><b>CLG</b> – Discuss and share questions and/or comments related to today’s readings. Also, <b>discuss</b> the following quote: “Each day’s lesson fits into a larger framework of planning” – do you see this? In your CLG, please illustrate your points with concrete examples.</p> <p><b><i>Class discussion</i></b> – Share CLG’s thoughts, questions, concerns, etc. <b>also</b>, choose a CLG representative to share your group’s example(s) with the class.</p> <p><b><i>Share time (individually) – Third presentations – micro-lessons (x2 – TPR &amp; TPRS)</i></b></p>	<p><b>Read C.7 (C+D)</b></p> <p><b>Work on Draft#2 (final draft) for practicum curriculum (pair work) – DUE on Sept. 25</b></p>

	<p><b>Share time (in groups)</b> – Pair up with one other group to share your <b>Draft#1</b> of your practicum curriculum – Allow ample time to critique each other’s work and ask questions. Your input is crucial for the other groups – Please take note of your classmates’ suggestions for your revision of the first draft.</p> <p><b>Overview for next week</b></p>	
09/18	<p><b>CLG</b> – Discuss –</p> <ol style="list-style-type: none"> <li>1) Sometimes <b>less is more</b> discuss this idea in relation to choosing topics/themes.</li> <li>2) Ways in which you can (informally) ascertain student <b>comprehension</b>. 1) What does it mean to be ‘ready’ to teach? – share your thoughts.</li> <li>3) What do <b>you</b> understand by is <i>consistency</i>? Do you consider it important? Why yes/no?</li> <li>4) Based on what you have read about middle-school-aged children in C+D’s book, what topics would be interesting and engaging for children in grades 6-8?</li> <li>5) What do you mean by “the big picture”? What are some of its smaller components? Why do you think so? Please, discuss these questions and be ready to present and explain them to the class.</li> </ol> <p><b>Class discussion</b> – Discuss questions/comments on the readings for today and your answers for questions 1-5 above.</p> <p><b>Share time (individually) – Fourth presentations – micro-lessons (x2 – Natural Approach &amp; Functional Chunks)</b></p> <p><b>Hands-on activity</b> (individually) – Brainstorm some rules that you would have in your class (procedures, discipline, homework, etc.). What were some rewards and consequences that worked for you as a child? (as a class) – Behavior challenges. Comments? Questions?</p> <p><b>Share time (in groups)</b> – Share the rules you brainstormed and the rewards and consequences that worked for you as a child.</p> <p><b>Overview for next class</b></p>	<p><b>Read</b></p> <p>- C.8 (C+D) – After reading the chapter, please think of at least three (3) questions that you will ask our guest speaker on assessment next week – <b>Please bring TWO copies of your questions, one for yourself and one to turn in to me <u>before</u> class begins.</b></p> <p><b>Finish working on Draft#2 (final draft) for practicum curriculum (pair work) – DUE on Sept. 25</b></p>

09/25	<p><b>Guest speaker on ASSESSMENT</b> – Question/answer activity – <b>Emily Costine</b></p> <p><b>Share time (individually) – Fifth presentations – micro-lessons (x2 – Reading &amp; Listening Activities)</b></p> <p><i>CLG</i> – ACTFL Guidelines – comments, questions?</p> <p><b>GRADE GUIDE - Free grade keeping instrument online.</b></p> <p><i>Hands-on activity</i> – Study and critique the <b>rubrics</b> provided by your instructor.</p> <p><i>Share time (as a class)</i> – Talk about the <b>rubrics</b>, modification, observations, etc. See some examples that resulted from the different rubrics.</p> <p><i>Overview for next class</i></p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>- C.9 (C+D)</li> <li>- Articles: <ol style="list-style-type: none"> <li>1) <i>Classroom management</i>; 2) <i>Planning for the first day of class</i>; and</li> <li>3) <i>Checklist – First day</i> – (print from WebCT).</li> </ol> </li> <li>- Please fill out the <i>mid-term class evaluation</i> online. Print it out and turn it in – <b>due on 10/02</b>.</li> </ul>
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**OCTOBER - Practicum month! ☺**

DATE	IN CLASS	ASSIGNMENTS
10/02	<p><i>CLG</i> – Discuss and share questions and/or comments related to today’s readings.</p> <p><i>Class discussion</i> – Discuss questions/comments on the readings for today.</p> <p><b>Share time (individually) – Sixth presentations – micro-lessons (x2 – Speaking &amp; Writing Activities)</b></p> <p><i>Overview for next class</i></p>	<p><b>Read C.10 (C+D)</b></p> <p><b>Explore</b> the WWW and choose <b>10 sites</b> that can be used by FL teachers to connect FL with other school subjects and culture. After you select 10 copy them into a word document and write a brief description of their content and possible uses. Post the on WebCT no later than 10/08 (in the morning). Be prepared to share ONE with the class (you will get online and walk the class through your selection). <u>Bring a “back-up” option just in case your selection is the same as someone else’s choice.</u></p>
10/09	<p><b>FANTASY EXPERIENCE</b> – <b>Deanne King</b></p> <p><b>Share time (individually) – Seventh presentations – micro-lessons (x2 – Group &amp; Pair Activities).</b></p> <p><b>Share time (individually)</b> – Everyone will present ONE web page they found for today.</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>- C.11 (C+D) – As you read write three (3) questions to ask our guest next week – once again, <i>please bring two copies of your questions, one to turn in to me at the beginning of the class period and one for you to use when it’s time to ask questions.</i></li> </ul>

	<p><b>CLG</b> –</p> <p>1) Discuss and share questions and/or comments related to today’s readings.</p> <p>2) Make a list of celebrations/special holidays and dates, as well as additional activities that could be used to connect language and culture.</p> <p><b>Class discussion</b> – Discuss questions/comments on the readings for today and the WWW exploration activity.</p> <p><b>Overview for next class</b></p>	
10/16	<p><b>Guest speaker on Sheltered Classes and ESL</b> – Content-based classes and techniques. (C.11) – Be prepared to ask your questions.</p> <p><b>Share time (individually) – Eighth presentations – micro-lessons (x2 – Sponge Activities &amp; Incorporating Culture – Arts &amp; Crafts).</b></p> <p><b>Hands-on activity</b> – (in language pairs) – You will receive a subject (social studies, math, etc.). Once you receive the subject matter you will find ways to incorporate it into a lesson plan – <b>Be creative!</b></p> <p><b>Share time (individually/in groups)</b> – Share your lesson with other speakers of the same language.</p> <p><b>Overview for next class</b></p>	<p><b>Read</b></p> <p>- C.12 (C+D) a</p> <p>- Articles:</p> <p>1) <i>Foreign Language Immersion; and</i></p> <p>2) <i>Long Term Effects of Early Childhood Programs on Cognitive and School Outcomes</i> (print from WebCT).</p>
10/23	<p><b>CLG</b> – Discuss and share questions and/or comments related to today’s readings. Discuss your points of view regarding <b>immersion</b>.</p> <p><b>Class discussion</b> – Discuss questions/comments on the readings for today and the email responses.</p> <p><b>Share time (individually) – Ninth presentations – micro-lessons (x2 – Incorporating Culture – Artists &amp; Food).</b></p> <p><b>Overview for next class – sample activities for next week’s assignment (games, rhymes, songs, finger plays, etc.).</b></p>	<p><b>Read</b></p> <p>- C.13 (C+D) – As you read this chapter:</p> <p>1) <b>Collect</b> as many of the materials mentioned in it and BRING them to class the Thursday after break (10/30).</p> <p>2) <b>Make a list</b>, with descriptions and explanations of <b>at least seven games, rhymes, songs and/or finger plays</b> (including level of language development for which each would be appropriate). If it is language specific, make sure that you explain how it is played well enough that other people might be able to use it. Also include the expected learning outcomes. If it is a song and it uses a popular tune, include that as well. If it is a song that you have</p>

		never heard in English, please come ready to teach it to your group (or the class). <b>Post them on WebCT no later than 10/29 (morning).</b>
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**FALL BREAK – OCTOBER 25-28 – NO CLASS**

<b>DATE</b>	<b>IN CLASS</b>	<b>ASSIGNMENTS</b>
10/30	<p><b>CLG –</b></p> <ol style="list-style-type: none"> <li>1) Discuss and share questions and/or comments related to today’s readings.</li> <li>2) Share act #2 assigned for today. Choose three activities from #2 (see 10/23).</li> </ol> <p><b>Class discussion</b></p> <ul style="list-style-type: none"> <li>– Share questions/comments on the readings for today.</li> <li>– Share the “best” three activities from #2 (above) that your team members compiled (see 10/23).</li> </ul> <p><b>Share time (individually) – Tenth presentations – micro-lessons (x2 – Incorporating Culture – Stories &amp; Music).</b></p> <p><b>Hands-on activity</b> – (in <i>same language</i> triads) – Using the materials that you brought to class today, create an activity. Try to use as many materials as possible.</p> <p><b>Share time (individually/in groups)</b> – Share your lesson with the class (if there is time we’ll actually do the activity, if not, we’ll just share with others). Please come ready to critique each other’s presentations, give feedback, suggestions and ideas. Thank you!</p> <p><b>Overview for next class</b></p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>- C.14 (C+D)</li> <li>- Compilation of activities posted on WebCT on 10/29</li> </ul> <p><b>Hands-on activity</b> – Create an <b>ORIGINAL</b> game, activity, song, simulation, fantasy experience, scavenger hunt, etc. that requires the use of manipulatives. Come to class ready to share with the class. <b>Post them on WebCT by 11/05/08 in the morning.</b></p> <p><b>Start working on your practicum final project.</b></p>

**NOVEMBER**

<b>DAY</b>	<b>IN CLASS</b>	<b>ASSIGNMENTS</b>
11/06	<p><b>Share time (individually) – Eleventh presentations – micro-lessons (x2 – Incorporating Culture – Dance &amp; Comparing Cultures).</b></p>	<p><b>Read C.15 (C+D)</b></p> <p><b>Assemble all of the pieces of your practicum to turn in on 11/13.</b></p>

	<p><b>Share time (individually)</b> – In stations half the class will present first and the other half last.</p> <p><b>CLG</b> – Discuss and share questions and/or comments related to today’s readings. Share thoughts about the presentations – keep in mind usefulness, practicality, effectiveness and efficiency.</p> <p>Look at the assembled list of activities that you sent me on the 29<sup>th</sup> and discuss their appropriateness and usefulness. Be ready to share your evaluations, comments and questions.</p> <p><b>Class discussion</b> – Discuss questions/comments on the readings for today and about the presentations.  CLV experience – A MUST!  Sharing ideas – ALWAYS! (create a yahoo.com group – <b>volunteer?</b>)</p> <p><b>Overview for next class</b></p>	<p>Finish working on your <b>practicum final project</b> – Due 11/13.</p>
11/13	<p><b>CLG</b> – Discuss and share questions and/or comments related to today’s readings. Think about and brainstorm about previous experiences, future expected use and feelings towards <b>technology</b> use in class and outside of class.</p> <p><b>Class discussion</b> – Discuss questions/comments on the reading for today.</p> <p><b>Rosetta Stone. – brief commentary and presentation.</b></p> <p><b>Hands-on activity</b> – (in language groups) – Create a <b>WebQuest activity</b>. Design the way you will present it to your students. Be specific and create a rubric that will allow the students to know how they are going to be evaluated.</p> <p><b>Share time (individually/in groups)</b> – Share your activity with the class (including the rubric) for peer evaluation, review and feedback.</p>	<p><b>Read C.19 (C+D)</b></p> <p><b>Research</b> information on electronic portfolios. Come ready to share pros and cons about their use.</p> <p>Start working on your <b>portfolio</b>.</p>

11/20	<p><b>CLG</b> – What did you take with your from the readings for today? Questions and/or comments?</p> <p><b>Class discussion</b> – Discuss questions/comments on the research done for today. Two experiences – read with the end in mind, read with no direction... discussion.</p> <p><b>Hands-on activity</b> – (in language groups) – Your group will receive a cooperative activity that you will modify (Wong and Wong p.262) to meet group goals and objectives (you will be creating these as well). During <b>share time</b> groups will merge and <b>implement</b> their activity. Once both groups have presented their activity there will be a short period for debriefing and feedback. Evaluate and critique effectiveness and usefulness of the activity.</p> <p><b>Share time (in groups)</b> – Pair up with another CLG and <b>implement</b> your activity – Have fun!</p> <p><b>Overview for next class</b></p>	<p><b>Read</b> - C.20 (C+D) – Based on the six (6) elements presented on p.466 (C+D), please jot down ideas on what you think you think YOU still need to do in order to fully prepare yourself for the next step (student-teaching next semester).</p> <p><b>Finalize portfolio – due 12/04.</b></p>
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**THANKSGIVING BREAK – NOVEMBER 22 - 30 –NO CLASS**

**DECEMBER**

12/04	<p><b>Share</b> portfolios and practicum experience with some members of the class.</p> <p><b>Turn in</b> your portfolio <b>before</b> you leave class tonight.</p>	Enjoy your break! We will see each other in the spring.
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## Summary of major assignments

ASSIGNMENT**	DUE DATE
<b>September</b>	
Practice lesson plan	<b>09/04</b>
Draft#1 – practicum curriculum/unit	<b>09/11</b>
Draft#2 – practicum curriculum/unit	<b>09/25</b>
<b>October</b>	
10 websites and explanation	<b>10/08 – WebCT - morning</b>
1 website to share and explain	<b>10/09</b>
List of at least <u>seven</u> games, songs, etc.	<b>10/29 – WebCT – morning</b>
Presentation of games, songs, etc.	<b>10/30</b>
<b>November</b>	
ORIGINAL game, song, etc.	<b>11/05 – WebCT – morning</b>
Presentation of ORIGINAL activity	<b>11/06</b>
PRACTICUM project	<b>11/13</b>
<b>December</b>	
PORTFOLIO project	<b>12/04</b>

\*\* There is one assignment that I have NOT included in this list. That assignment is the micro-lessons that you will be teaching to the whole class. Since dates will vary I will only remind you here of that important assignment. Please make sure that you record the date and the topic that you will be working on in your calendar as soon as you sign up for your micro-lesson so you do not forget. Thank you!

### Practice Lesson Plan (due: 09/04)

Using the lesson plan format discussed in class and attached to this document, please write a ***practice lesson plan*** for an elementary OR a middle-school group keeping in mind the characteristics presented in C.1 (C+D) and that we discussed in class.

- Choose a topic of your interest and prepare a lesson plan for it (follow the format provided to you by your instructor).
- Come ready to teach your lesson plan to your CLG. (You will have a maximum of 7 minutes to do so).
- Please give each other feedback on three areas:
  - 1) the teaching of the lesson;
  - 2) the writing of the lesson plan; and
  - 3) the materials used to teach the lesson.

**Attention:** even though this is a practice LP, I expect you to come prepared with materials, etc. to actually ***teach*** your lesson to your CLG partners.

## Practicum/ Clinical Experience – Curriculum/Units (due: 09/11 & 09/25) & Practicum Final Project

For your practicum/clinical experience you will be working with a partner. This project, however, has a cooperative element and an individual one. Please refer to the descriptions below to see what you need to do with your partner and what you need to do individually.

**Together** you will be responsible for the following items:

- 1) A Curriculum and its Units from scratch – You will use/follow the discussed Curriculum/Unit guidelines/format (please print them from our WebCT page). This curriculum will encompass ***eight*** lessons, which should be designed following a spiral approach. Once the curriculum is designed, you will work on 4 lesson plans individually. You can share your lesson plans and get feedback from each other, however, the lesson plans are an individual grade in this project;
- 2) Going to an assigned or chosen **elementary school together** at least eight times (**twice a week would be ideal – keep in mind you have to be finished with this project by 11/13**) – the requirement is eight visits, if you are willing and able to extend it please do so, if not, eight consecutive visits will be enough;
- 3) Send a ***“Thank You”*** note to those involved in the practicum experience at the school where you worked;
- 4) If possible, drive, walk, and/or bike to school together; it will make the debriefing easier and you won't have to meet at a different time to give each other feedback.

**Individually** you will be responsible for the following tasks:

- 1) Go to the elementary school you've been assigned to meet the after-school program coordinator and fill out the background check form so they can start the process that will allow you to begin your practicum starting as early as September 29<sup>th</sup>.
- 2) Keep a **reflective journal** of the eight visits. Each entry will contain a discussion of your performance and that of your partner's. Reflection is paramount in teaching especially during the first few years of practice;
- 3) Create **four (4) lesson plans** following the LP format found on WebCT;
- 4) **Teach** four 30-minute lessons at in elementary/middle school after-school program setting;
- 5) **Observe and critique** (provide feedback to) your partner four times while they teach their four 30-minute lesson. Your feedback should include topics such as: your partner's teaching in general; his/her attitude, interaction and/or rapport with the students; presence in the classroom; materials used – appropriateness for the age group, etc –; presentation of activities (clarity, enunciation, use of TL, etc); classroom management, use of time (time on task); lesson plan (teacher centered? Student centered?), etc. (taking notes during their teaching will help you with the feedback AND your journal entries).
- 6) **Creating/Gathering** materials for the four classes that you will teach. Please make sure you include samples of all of the materials used to teach your lessons. If you use a book; music from a CD, etc. please include a copy of the front page in your final document that you turn in to me.
- 7) A maximum of **two samples of student work per lesson plan**. If you are going to be taking pictures of your students, please make sure that you talk to the after-school program coordinator to get permission.

Your **individual final project** for this component of ELAN 4530 will include the following items (please include them in the order stated below. Thank you!) and you will turn it in on **11/13/08 to me** and to be **presented** on 12/04/08 together with your portfolio:

- 1) The complete Curriculum/Units that you developed together with your partner;
- 2) The four (4) lesson plans you used in your teaching;
- 3) A copy of every material used in your teaching;
- 4) Samples of students' work;
- 5) Eight (8) *reflective* journal entries (four about **your** teaching, and four regarding your partner's teaching).

### **Micro-lessons for the whole class (due: date will vary)**

#### **General Guidelines**

You have signed up to teach one micro-lesson to the whole class. For this activity you will have 15 minutes to present and actually *do* the activity with your peers. You do not need to write a formal lesson plan, however, you may choose to do so for additional practice.

There are few items that you have to make sure you have either to turn in or to use during your presentation:

A word document that includes the following:

1. The topic of choice (e.g. songs, TPR, rhymes, cultural, game, etc.);
2. Briefly explain
  - a. *why* you selected the activity you are teaching; and
  - b. how what you are teaching will be useful for students (vocabulary builder, sounds, pronunciation, etc), at the elementary/middle school levels.

#### **Portfolio (due: 12/04)**

Your final project for this class will be a teaching portfolio that you can use to showcase yourself when you start looking for a job in the spring. In it you will include everything you have done this semester for this class (except for the practicum experience which will be a separate document).

**Bring them ready to hand in on 12/04 – our last day together. Thank you!**

1. Make a copy of pp.200-2 (C+D) and complete the self-evaluation. Some of the categories will not apply, please leave them blank.
2. Organize you projects/materials in a way that will be useful for you. You should be able to go back to it and use it efficiently. Also, you should be able to manipulate it with dexterity when showing it to your potential employer. The sections should coincide with the grading elements presented on pp. 1 & 2 of this syllabus (except of course for attendance and the practicum).
3. You will write a one page reflective piece for each section. Some of the comments could be related to the following questions:
  - a. How could I use this assignment in my own classroom?
  - b. Why am I satisfied with it (or not)?

- c. What have I learned from it?
  - d. Other comments
4. At the end of the materials that you created for this class, please add articles, handouts, etc. Choose two that you find especially helpful and write a brief review answering the following questions:
- a. How is this reading useful to me?
  - b. How can I apply its content in my own class?
  - c. What did I learn from it?

Portfolio rubric  
ELAN 4530  
12/04/08

Student's name: \_\_\_\_\_

Instructor: L. Tolosa

		Yes	No
1. Textbook (pp.200-2) <b>SELF-EVALUATION</b>	<b>(5%)</b>	_____	_____
<b>2. Organization and overall presentation</b>			
Clearly well-organized (i.e. use of tabs, etc.)	<b>(5%)</b>	_____	_____
Some organization	<b>(3%)</b>	_____	_____
No organization	<b>(0%)</b>	_____	_____
<b>3. Sections</b>			
Each section has a one-page reflection	<b>(5%)</b>	_____	_____
Some sections have a one-page reflection	<b>(3%)</b>	_____	_____
There are no reflections per section	<b>(0%)</b>	_____	_____
<b>4. Reflections</b>			
All reflections are well-written, thoughtful and typo-free	<b>(50%)</b>	_____	_____
Some reflections are well-written, thoughtful and typo-free	<b>(30%)</b>	_____	_____
No reflections were included	<b>( 0%)</b>	_____	_____
<b>5. Handout/article section</b>			
Two pieces were selected and reflected upon	<b>(5%)</b>	_____	_____
One piece was selected and reflected upon	<b>(3%)</b>	_____	_____
There were no pieces selected or reflected upon	<b>(0%)</b>	_____	_____
<b>6. Reflections II (on handouts/articles)</b>			
All reflections are well-written, thoughtful and typo-free	<b>(30%)</b>	_____	_____
Some reflections are well-written, thoughtful and typo-free	<b>(20%)</b>	_____	_____
No reflections were included	<b>( 0%)</b>	_____	_____
<b>TOTAL:</b>		_____	/100%
General comments:			

Name of Student-teacher: \_\_\_\_\_

Date submitted: \_\_\_ / \_\_\_ / \_\_\_

Site (name of school): \_\_\_\_\_

Language: \_\_\_\_\_

Proficiency level / grade: \_\_\_\_\_

Mentor teacher: \_\_\_\_\_

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**Lesson (Title):** \_\_\_\_\_

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**NATIONAL FOREIGN LANGUAGE STANDARDS ADDRESSED:**

[List all that apply. Alternatively, you might want to refer to the specific standards utilized in the instructional context you are in while student-teaching. If these standards are aligned with national Standards for Language Learning in the 21st Century, which is the case for the Georgia Quality Core Curriculum (QCC) Standards for Modern and Classical Languages (Latin) now being replaced by the newly proposed Georgia Performance Standards for Modern Languages (GPS) currently under review, you can simply list the ones that apply to your lesson. On the other hand, if these standards do not align, include a list identifying all that apply for both the standards used in your instructional context and the national standards]

- (...)

**Some useful links:**

- The Annenberg Channel: Standards and the Five Cs  
<http://www.learner.org/channel/libraries/tfl/standards/index.html>  
Watch the video (1 hour). To log in use the following information:  
username: elan@uga.edu  
password: flinstruction
- National Standards in Foreign Language Education Project.(2006). *Standards for Foreign Language Learning in the 21st Century* (3rd ed.). The following executive summary is available online:  
<http://www.actfl.org/files/public/execsumm.pdf>.
- GeorgiaStandards.Org: <http://www.georgiastandards.org/>
- QCC: <http://www.glc.k12.ga.us/pandp/modclass/modclasscurric.htm>
- GPS: <http://www.georgiastandards.org/index.aspx?PageReq=ModernLang>

**LESSON OBJECTIVES (4 categories)**

[Before engaging in the task of writing objectives for your lesson, consult appendix: “Some important elements to consider when writing objectives” pp. 5-6]

**CONTENT / CULTURAL OBJECTIVE(S):**

[Refers to concepts related to the academic or cultural content of the lesson or the topic of the lesson. Identify non-linguistic notions students will be exposed to such as products, practices, perspectives of the culture pertaining to the target language. This may also take the form of cross-cultural comparisons you want students to engage in). All lessons need to include references to targeted non-linguistic content. It is ok if you cannot go through with this during the actual implementation phase of your lesson plan. We simply want to know what academic/cultural content you think could be integrated/used while

**teaching language in your particular context. Before writing content objectives, consult the following appendices: “Using Bloom’s Taxonomy to write clear lesson objectives” & ““A scaffold for writing clear content objectives: using the “LC-A” formula” pp. 7-10]**

Students will:

- (...)

**LANGUAGE OBJECTIVE(S):**

**[Refers to linguistic concepts, including vocabulary, communicative functions, and grammatical structures students will be exposed to). Before writing language objectives, consult appendix: “A scaffold for writing clear language objectives using the X (language structure) Y (functions) Z (words/word groups) Formula” pp. 11-16]**

Students will...

- (...)

**LEARNING STRATEGIES / SOCIAL AND SKILLS DEVELOPMENT:**

**[Refers to specific strategies or skills such as reading strategies (e.g., using context clues, using background knowledge, etc.) or development of technology skills. Social objectives involve student learning behaviors or small group cooperation (e.g., working in pairs or small groups to complete a task)]**

Students will:

- (...)

**Useful link:**

- To learn about the importance of learning strategies instruction consul the following online resource: “Sailing the 5 Cs with Learning Strategies: A Resource Guide for Secondary Foreign Language Educators”

<http://www.nclrc.org/sailing/index.html>

Here is a teaser:

“The explicit teaching of learning strategies can aid language teachers in helping students attain the goals, the 5 Cs, of the Foreign Language Learning Standards, i.e., Communication, Cultures, Connections, Comparisons, and Communities. Learning strategies are the thoughts and actions we engage in, consciously or not, to learn new information. Teachers are urged to teach learning strategies in the Standards for Foreign Language Learning in the 21st Century (1999). They are part of the "weave of the curricular elements" (p. 33). The goal of teaching learning strategies is to help students to consciously control how they learn so that they can be efficient, motivated, and independent language learners (Chamot, Barnhardt, El-Dinary and Robbins, 1999).”

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**TIME FRAME (indicate length of session):**

**MATERIALS NEEDED**

- (...)

**DESCRIPTION OF TASK**

**[[Description of task must be detailed enough so that an external reader/reviewer can evaluate the doability of your lesson plan and be able to replicate it if s/he chooses to. The following is adapted from Cloud et al. (2000) & Kucer et al. (1995)]**

### **INTO/PRE TASK (preview learning phase)**

*The preview phase includes activities that:*

- Provide students the conceptual, linguistic and cultural foundation needed to understand and carry out main activity
- Are meaningful and significant
- Activate prior knowledge
- Create a common experience base
- Engage student interest
- Assist students in making connections between previous and future learning experiences

### **THROUGH/DURING TASK (focused learning phase)**

*The focused learning phase includes activities that:*

- Focus students' attention and highlight what is of significance in understanding the theme/topic
- Give students the opportunity to confirm their understandings and correct misconceptions
- Provide a model and then practice in the use of concepts, skills, language and strategies being learned
- Act as learning events that scaffold and develop independent communication and thinking abilities

### **BEYOND/POST TASK (expansion learning phase)**

*The expansion learning phase includes activities that:*

- Support, extend, or integrate student understanding of theme/topic by inviting student to revisit now-familiar knowledge for more focused study
- Provide opportunities for students to apply what they've learned
- Encourage the re-presentation of learned information in a new and different format
- Provide opportunities for students to reflect on and creatively respond to what they have learned in personally and socially relevant ways
- Assist students in linking the current learning experience with previous and future activities within the same theme/unit

### **HOMEWORK**

[Describe]

### **ANTICIPATED ISSUES / CHALLENGES:**

[Describe/brainstorm some possible challenges you or your students might face during the lesson: What linguistic or conceptual (if academic/cultural content is embedded) difficulties do you think your students will face? What activities do you feel might be really challenging and what scaffolds (verbal, procedural, or instructional) might be necessary to include? (...)]

-----  
ASSESSMENT (formative and/or summative): [Describe]

### **REFERENCES and RESOURCES:**

[Provide all handouts and classroom materials needed during the lesson]

## Some important elements to consider when writing objectives:

### Writing Objectives

- Objectives are written for the lesson level; they help transform unit-level goals into do-able stages or steps; so, each goal embeds multiple objectives. Objectives reflect the *what* and *why* that underlie the *how*. This is what distinguishes them from activities. Objectives provide for a broad range of instructional possibilities; classroom teachers interpret them and transform them into classroom practice. So, an objective that is written accurately remains constant even though the activity for reaching that objective may change. Like standards and goals, objectives are written in terms of what *students will do*.

*Example:*

*Objective:*

- Students will demonstrate understanding of a cultural perspective that is different from their own.

*Activities:*

- Students will read stories showing different cultural perspectives about pets.

- Students will write a story that reflects a cultural perspective that is different from their own.

Source: adapted by L. Cammarata from a handout created by D. Tedick (2003)

### Objectives according to our model must state

- **Subject: who will achieve the objective?**  
The focus of the objective must be on the learners.
- **Performance: what will learners be able to do?**  
The focus of the objective must be on what learners will achieve, not on what teachers will do. Objectives must reflect how learners will be active participants in their learning journey. They must be phrased in a way that clearly identifies the outcome: terms such as *construct, identify, compare, contrast, differentiate, etc.*, can be used to describe students' engagement whereas vague terminology such as *know, learn, understand*, should be avoided as much as it is possible.
- **Matter: what will the learning be about?**  
Objectives must indicate what specific knowledge or skill the learners will be exposed to:
  - content (e.g., identify specific facts/notions/concepts students will learn)
  - cultural (e.g., identify specific product, practice, perspective, cross-cultural exploration, etc.)
  - language (e.g., identify specific linguistic content required for learners to understand and perform, etc.).For the lessons you will produce using the "Student-teaching lesson plan format," you will be required to utilize the X (Structures) Y (functions) Z (vocabulary items/ expressions/language chunks, etc) formula for writing language objectives described in more detail below.
  - learning strategies and/or Skills (e.g., working as a group to solve problems, etc.)

### The following elements do not need to be stated but must be considered carefully

- **Conditions: in which ways will learners perform?**  
Environment, activities, tasks, etc.
- **Measure: how will the performance be observed and measured?**  
Formative versus summative assessments, culminating projects, etc. Problematic: performance is

problematic because what occurs during the learning process is often unpredictable, because not all learning is observable, and because learning outcomes are rarely measurable “here and now.” This problematic should be taken into account when considering assessment.

➤ **Criterion: how well will learners be able to perform?**

With a criterion we can define the quality or level of the performance that will be considered acceptable and, as a result, set standards that can be used to hold learners accountable. As for measures, even though it might be useful in the particular case of designing a test or an assessment task, the use of a criterion is often impractical, unrealistic, or impossible to define clearly.

Source: adapted by L. Cammarata from Graves, K. (2000). *Designing language courses: A guide for teachers*. Boston, MA: Heinle & Heinle Publishers.

### **Using Bloom’s Taxonomy to write clear lesson objectives**

Cammarata (2008)

Identifying and categorizing clear educational outcomes (i.e., aims, goals, objectives, purposes) is key when it comes to curriculum planning. It is based on the assumption that you cannot plan a trip if you do not know where you are going. The writing of clear lesson objectives allows teachers to later assess the gap between the intended learning outcomes and the actual learning outcomes. In other words, the writing of clear objectives represents the means by which we can effectively connect/align outcomes with appropriate assessment strategies.

Bloom’s Taxonomy, one of the most familiar models for curriculum planners, offers a detailed model for categorizing outcomes in the cognitive domain and, by that way, provides a great scaffold for teachers wanting to create clear and effective objectives for their lessons. According to Bloom and his colleagues who participated in the elaboration of what is known as the “Bloom’s taxonomy,” thinking can be divided into 6 hierarchically ordered levels. These six levels form a two-tiered arrangement that represents levels of complexity in thinking. The table provided below describes the six levels in Bloom’s taxonomy, provides a brief definition, identifies some key process words pertaining to each category, and provides examples of activities that would be appropriate for students to perform at each level. In addition to facilitating assessment, that is ensuring that the intended learning outcomes match actual learning outcomes, categorizing outcomes into levels using Bloom’s Taxonomy can help teachers adjust their instructional plans to appropriately match their students’ cognitive abilities.

The Bloom’s Taxonomy is not the only existing framework you could utilize (e.g., the Krathwohl Taxonomy for the affective domain, Gagne and Briggs’s Learned Capabilities, Postner and Rudnitsky model) nor is it without flaws. Critiques have underscored the absence of attention to the affective and psychomotor domains within the framework. Also, it has been argued that breaking learning down into cognitive levels is primarily an analytical exercise. As Chiarelott (2006) explains: “In reality, neither teaching nor learning neatly separates into these domains. In short, the domain structures are fluid. It is difficult, if not impossible, to separate thinking from feelings...” (p. 59). Nevertheless, Bloom’s Taxonomy offers a helpful scaffold when it comes to planning instruction as it provides a clear framework to guide the writing of your lesson objectives as well as the planning and sequencing of lesson activities. For instance, in the event you would be planning an activity in the “pre-” phase of the lesson intended to activate students’ background knowledge in order to prepare them to explore a new and complex notion, you would probably want your students to begin with a simple activity that would allow them to recall what they already know, describe what they think it is, or else. In short, you would want students to begin with simple tasks prior to engaging in more cognitively demanding ones. Analysis, synthesis, and evaluation, which make up the higher levels of thinking group, would probably be best in a later phase of a lesson once students have acquired the means to handle the challenges imposed by new linguistic and content knowledge. Synthesis and Evaluation are also appropriate levels for planning summative unit assessments.

In conclusion, teachers can take advantage of this categorization scheme to design a variety of learning activities requiring different levels of thinking and, by that way, provide appropriate opportunities for diverse learners whose thinking levels may vary greatly.

Synthesis compiled from the following sources:

Chiarelott, L. (2006). *Curriculum in Context*. Belmont, CA: Thomson Wadsworth.

Nebraska Department of Education (1996). [\*Nebraska K-12 Foreign Language Frameworks\*](#). Lincoln, Nebraska: Author.

Winebrenner, S. (1992). *Teaching gifted kids in the regular classroom*. Minneapolis, MN: Free Spirit Publishing, Inc.