

UNIVERSITY OF GEORGIA
DEPARTMENT OF LANGUAGE EDUCATION

ELAN 4530 - Methods of Teaching foreign Languages in the elementary and Middle-Schools.
Fall 2006

Instructor: Lou Tolosa (ugast1@uga.edu)
Office: Aderhold 301 B
Office hours: By appointment and email.
Course times: Thursdays 1700-1945 in Aderhold 119.

Required texts and materials:

- Curtain, Helena & Dahlberg, Carol Ann. (2004). *Languages and children: Making the match*, 3rd edition. Boston, MA: Pearson.
- Wong, Harry K. & Wong, Rosemary T. (1998). *The First day of School*. Mountain View, CA: Harry K. Wong Publications

Other required readings:

- Articles assigned in class (see HW section of syllabus below)

Overall objective of the course: Throughout the course, by means of readings, discussions, personal experiences and other communications, students 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 TL (target language).
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 achieve in the L2.

Course topics:

1. Characteristics of the K-8 FL (foreign language) student.
2. Relationship between 1st and 2nd 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:

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| • Journal entries | 10% |
| • Attendance and in-class participation | 15% |
| • Micro-lessons | 10% |
| • Teaching practicum | 10% |
| • Individual projects | 10% |

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| • Group projects (cooperative learning groups) | 15% |
| • Final project (individual) – Portfolio and unit design | 30% |
| TOTAL | 100% |

- a. Journal entries – Students will write reflections about specific and chosen topics (see more info below).
- b. Attendance – You need to be in class in order to learn from classmates, and for them to learn from you. 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. If it is necessary for you to miss class, I would appreciate it if you would 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.
- c. In-class participation – Students are responsible for reading the materials assigned for HW and come ready to discuss them in class. Each student should come ready to share experiences, comments and/or questions about the readings with the class.
- d. Micro-lessons – Students will prepare and present micro-lessons to the class illustrating teaching methodologies encountered in the readings for the class.
- e. Teaching practicum – Students will teach four 30-minute-lessons in an assigned local elementary or middle school twice a week. The lesson plans should be written up according to the format in *Languages and Children*. Students will also keep a journal of their teaching experience in which they evaluate their lessons and comment on aspect of teaching children FL.
- f. Individual projects – Varied projects (see below)
- g. Group projects – A myriad of in class assignments (see below)
- h. Final project – Portfolio and unit design.

Rules to live by in this class:

- Communicate with each other often
- Share thoughts, ideas, questions, experiences, success stories, fears and concerns
- Please place all assignments on Lou’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 5th 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 about what would be consider a violation of the standards, please raise them in class or ask me.

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

Class procedures:

1. Sit with your cooperative groups and share your impressions, questions and general comments about the readings assigned for the day.
2. Discuss (main points and questions with the rest of the class for feedback).
3. Work on hands-on activity for the day (distributed by your instructor while you are working on #1).
4. Presentations and share time (to the class and/or in groups)
5. Overview of assignments for the following week.

Class Overview

DAY	IN CLASS	HW (due the next class period)
AUGUST		
08/17	<p>Introduction, overview of course and year. Characteristics of the <i>influential teacher</i>. Discuss handout. Form cooperative groups. JIGSAW activity – Unit A (W+W).</p>	<p>Read C.1-3 Curtis and Dahlberg (C+D), Sect. E and epilogue Wong and Wong (W+W)</p> <p>Think about your role as a FL and/or L2 teacher. What does “professional educator” mean to you?</p>
08/22	<p>Cooperative groups – Discuss your role as a FL and/or L2 teacher. How do you see yourself as a “professional educator”? Does that label fit your perception of yourself and other educators? Yes? No? Why?</p> <p>Class discussion – Share cooperative group’s thoughts. Cognitive characteristics of the learner (K-8) Creating a communicative environment Immersion in-class experience and discussion</p> <p>Hands-on activity - Culture – What? How much? Why? Are you ready for the challenge? – Brainstorming act.</p> <p>Share time (individually/in groups) - Multiple intelligences – inventory and presentation (I will do the first share time to model expectations).</p> <p>Overview for next week SIGN-UP for PROJECT#1 – Micro-lessons</p>	<p>Read C.4-6 (C+D)</p> <p>Journal #1 – see topic below</p> <p>Practice – Choose a topic and write a lesson plan for a middle-school group using the ideas presented in C.1 (C+D). Come ready to teach it to your cooperative group.</p>

DAY	IN CLASS	HW (due the next class period)
08/29 JOURNAL #1 – DUE TODAY	<p>Cooperative groups – What did you take with your from the readings for today? Questions and/or comments?</p> <p>Class discussion – Share cooperative group’s thoughts. Cooperative learning in the classroom. L2 literacy and how to build it. Presentational modes refining the knowledge to be shared with an audience.</p> <p>Share time (individually/in groups) – (cooperative groups) Lesson plan presentations and commentary, discussion and critique.</p> <p>Hands-on activity –Lesson plan presentation</p> <p>First presentations – micro-lessons (x4)</p> <p>Overview for next week</p>	<p>Read C. 7 (C+D) and Unit B (W+W)</p> <p>Work on act. 5 p.60 (C+D)</p>
SEPTEMBER		
(M) 09/04	LABOR DAY – NO CLASS	
09/05 – THEMATIC UNIT #1 DUE TODAY	<p>Cooperative groups – What did you take with your from the readings for today? Questions and/or comments?</p> <p>Discuss the following quote: “Each day’s lesson fits into a larger framework of planning” – do you see this? What does this quote say to you? Think of an example on how this would work.</p> <p>Class discussion – Share your group’s example for the quote presented above.</p> <p>Immersing yourself in the language/culture.</p> <p>ACTFL Standards (review)</p> <p>Closing/wrap-up activities</p> <p>You as a teacher in your classroom</p> <p>Hands-on activity – (in language groups) Thematic unit development and presentation.</p> <p>Share time (individually/in groups) – Present your thematic unit to the class. Critique and positive feedback will be provided as a class.</p> <p>Micro-lessons – Second group (x5)</p> <p>Overview for next week</p>	<p>Read C.8 (C+D) – After reading the chapter think of at least three (3) questions that you will ask our guest speaker on assessment next week.</p> <p>Journal #2 – see topic below</p>

DAY	IN CLASS	HW (due the next class period)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">09/12 – JOURNAL#2 – DUE TODAY</p>	<p>Guest speaker on assessment - Be prepared to ask your questions.</p> <p>Micro-lessons – Third group (x4)</p> <p><i>Cooperative groups</i> - What did you take with your from the readings for today? Questions and/or comments? Sometimes less is more discuss this idea in relation to choosing topics/themes.</p> <p><i>Class discussion</i> – Discuss questions/comments on the readings for today. Think about and record ways to communicate with your students to ascertain comprehension (comp. checks). Free grade keeping instruments online.</p> <p><i>Hands-on activity</i> - Study and evaluate rubrics (examples) Look at models and rubrics</p> <p><i>Share time (individually/in groups)</i> – Talk about the rubrics</p> <p><i>Overview for next class</i></p>	<p>Read C.9 (C+D) and Unit C (W+W)</p>

DAY	IN CLASS	HW (due the next class period)
09/19 - THEMATIC UNIT #2 DUE TODAY	<p>Cooperative groups – What did you take with your from the readings for today? Questions and/or comments? Discuss – 1) If you ran a school or a classroom, how would you run it? Be prepared to share your three (3) most important considerations/elements with the class. 2) What does it mean to be ‘ready’ to teach? – share your thoughts. 3) Why is consistency important? 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? What is the ‘big picture’ and what are some of the smaller components? Why do you think so? Please, brainstorm some topics and be ready to present and explain why to the class.</p> <p>Class discussion – Discuss questions/comments on the readings for today and your answers for questions 1, 2, 3 and 4 above.</p> <p>Hands-on activity (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</p> <p>Share time (individually/in groups) – Share the rules you brainstormed and the rewards and consequences that worked for you as a child.</p> <p>Micro-lessons – Fourth group (x3)</p> <p>Overview for next class</p>	<p>Read C.10 (C+D), and the following articles: Evertson, C. & Anderson, L. (1997). “Beginning School.” <i>Educational Horizons</i>, 57(4), pp.164-8 and Emmer, E., Everson, C. & Anderson, L. (1980). “Effective Classroom Management at the Beginning of the School Year.” <i>The Elementary School Journal</i>, 80(5), pp.219-31.</p>
09/26	<p>Cooperative groups – What did you take with your from the readings for today? Questions and/or comments?</p> <p>Class discussion – Discuss questions/comments on the readings for today Celebrations/special holidays and dates Additional activities</p> <p>Micro-lessons – Last group (x8)</p> <p>Overview for next class</p>	<p>Read C.11 (C+D) – As you read design three (3) questions to ask our guest next week.</p> <p>Explore the WWW and type a list of 10 sites that can be used by FL teachers to connect FL with other school subjects. Use this ‘twist’ in thematic unit #4 due on 10/17</p>

DAY	IN CLASS	HW (due the next class period)
OCTOBER		
10/03 - THEMATIC UNIT #3 DUE TODAY	<p>Guest speaker on Sheltered Classes and ESL – Content-based classes and techniques. (C.11) – Be prepared to ask your questions.</p> <p>Cooperative groups – What did you take with your from the readings for today? Questions and/or comments? Share WWW exploration and choose five (5) sites to represent the group and to share with the class. Write them on the board as you choose them and be prepared to explain why you chose them.</p> <p>Class discussion – Discuss questions/comments on the readings for today and the WWW exploration activity.</p> <p>Hands-on activity – (in language pairs) – You will receive a subject (social studies, math, etc.). Given the subject you will think of ways in which the FL can aid in teaching them. Create a lesson in which you demonstrate the latter.</p> <p>Share time (individually/in groups) – Share your lesson with other speakers of the same language.</p> <p>Overview for next class</p>	<p>Read C.12 (C+D) and two (2) articles on immersion from p.298 in C+D. The options are numbers: 3, 7 and 11 – As you read the chapter and the articles, email Ms. Laura Perez (kindergarten teacher at an immersion school in Minneapolis, MN) with ONE question that you would like her to address.</p> <p>Journal #3 – see topic below</p>
10/10 – JOURNAL#3 – DUE TODAY	<p>Cooperative groups – What did you take with your from the readings for today? Questions and/or comments?</p> <p>Immersion email experience with Ms. Perez.</p> <p>Class discussion – Discuss questions/comments on the readings for today and the email responses.</p> <p>Overview for next class</p>	<p>Read C.13 (C+D) – As you read this chapter collect as many of the materials mentioned in it and BRING them to class next Tuesday (10/17).</p> <p>Reminder – Project #1 – PART A is due on 10/12.</p>

DAY	IN CLASS	HW (due the next class period)
10/17 - THEMATIC UNIT #4 DUE TODAY	<p>Cooperative groups – What did you take with your from the readings for today? Questions and/or comments? Look at the assembled list of activities that you sent me on the 12th and discuss their appropriateness and usefulness. Be ready to share your evaluations, comments and questions.</p> <p>Class discussion – Discuss questions/comments on the readings for today and the list of activities.</p> <p>Hands-on activity – (in triads) – Using one of the activities on the list that you and your team members did NOT submit, prepare a lesson. Create your OWN materials for the lesson using the materials you brought to class today.</p> <p>Share time (individually/in groups) – Share your lesson with the class.</p> <p>Overview for next class</p>	<p>Read C.14 (C+D)</p> <p>Hands-on activity – Create an ORIGINAL game, activity, song, simulation, fantasy experience, scavenger hunt, etc. that requires the use of manipulatives. Come to class ready to share with the class.</p>
10/24	<p>Share time (individually/in groups) – In stations half the class will present first and the other half last.</p> <p>Cooperative groups – What did you take with your from the readings for today? Questions and/or comments? Share thoughts about the presentations – keep in mind usefulness, practicality, effectiveness and efficiency.</p> <p>Class discussion – Discuss questions/comments on the readings for today and about the presentations. CLV experience – A MUST! Sharing ideas – ALWAYS!</p> <p>Overview for next class</p>	<p>Read C.15 (C+D)</p>
FALL BREAK – 26-29 – NO CLASS		

DAY	IN CLASS	HW (due the next class period)
10/31 - THEMATIC UNIT #5 DUE TODAY	<p>Cooperative groups – What did you take with your from the readings for today? Questions and/or comments? Think about and brainstorm about previous experiences, future expected use and feelings towards technology.</p> <p>Class discussion – Discuss questions/comments on the readings for today. Rosetta Stone</p> <p>Hands-on activity – (in language groups) – Create a WebQuest activity. 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>Share time (individually/in groups) – Share your activity with the class (including the rubric) for peer evaluation and comments.</p> <p>Overview for next class</p>	<p>Research information on electronic portfolios. Come ready to share pros and cons about their use.</p>
NOVEMBER		
11/07	<p>Cooperative groups – What did you take with your from the research you did for today? Questions and/or comments? JIGSAW – Unit D (W+W)</p> <p>Class discussion – Discuss questions/comments on the research done for today. Our future and other comments from Unit D (Lou). Two experiences – read with the end in mind, read with no direction... discussion.</p> <p>Share time (individually/in groups) – Create new groups and share JIGSAW activity.</p> <p>Hands-on activity – (in language groups) – Modify the cooperative activity found in p.262 (W+W) to meet your goals and objectives (you will have to create these as well). At the end you need to <i>implement</i> this activity with the class and actually have them work on it. At the end we will evaluate and critique the effectiveness and usefulness of the activity. Make your team proud!</p> <p>Overview for next class</p>	<p>Read C.20 (C+D)</p> <p>Journal #4 – see topic below.</p> <p>Explore and evaluate the Nandu listserv mentioned by C+D (p.211) – Choose one activity that you find interesting, valuable and that you could use to share with the class. Copy and paste it into a word document and make enough copies to share with the whole class. Come prepared to explain why you think this act. is useful and with what group/age-level you would use it.</p>

DAY	IN CLASS	HW (due the next class period)
11/14 – JOURNAL #4 – DUE TODAY	<p>Cooperative groups – What did you take with your from the readings for today? Questions and/or comments? Share, to the extent that you feel comfortable, the contents of your journal entry. Look at the ACTFL/NCATE document on standards for the preparation of FL teachers.</p> <p>Class discussion – Discuss questions/comments on the readings for today, journal entries and the ACTFL/NCATE document.</p> <p>Hands-on activity – Based on the six (6) elements presented on p.466 (C+D), jot down ideas on what we (students) still need to do in order to fully prepare ourselves for the next challenge (student-teaching first and ‘real’ teaching in the future).</p> <p>Share time (individually/in groups) – Discuss our written comments.</p> <p>Overview for next class</p>	<p>Read C. 16-19 (C+D) – JIGSAW act.</p>
11/21	<p>Cooperative group – Agree on main points to share with the rest of the class regarding your section of the reading.</p> <p>Share time (individually/in groups) – Share the JIGSAW activity in new groups.</p> <p>Overview for next class</p>	<p>Prepare portfolios</p>
11/23	THANKSGIVING BREAK – 22-26 –NO CLASS	
11/28	<p>Share portfolios and unit with the class</p>	<p>Finalize portfolio (final project)</p>
DECEMBER		
12/05 and final exam day	<p>Share portfolios and unit with the class</p>	<p>Enjoy your break!</p>

Journal entries

- #1 – DUE 08/29 –** What is planning? Is it important and useful to plan? Yes? No? Why?
What are some important element(s)/component(s) of a lesson plan? What should one include in it? What is the purpose of planning? Does planning help the teacher, students, progress of the class, etc.? Yes/no? Why?
- #2 – DUE 09/12 –** How do you synthesis the concepts that presenting yourself as a professional educator to your students and having positive expectations for them will aid them in behaving better, being more willing to learn from you, achieve and succeed in your class?
- #3 – DUE 10/10 -** Think of a minimum of five (5) ways in which you can easily incorporate content into your curriculum. Present them in writing and explain how.
- #4 – DUE** As we approach the end of the semester and you prepare to go student-teach in the Spring, write a thorough self-reflection based on the topics presented on p.465 (C+D), namely, “language skills,” “methodology,” “standards,” “background.”