

UNIVERSITY OF GEORGIA
DEPARTMENT OF LANGUAGE EDUCATION

ELAN 4530 - Methods of Teaching foreign Languages in the elementary and Middle-Schools.
Fall 2007

Instructor: Lou Tolosa (ugast1@uga.edu)
Office: Aderhold 126 C
Office hours: By appointment and email.
Course time: Tuesdays 1700-1945 in Aderhold 102.

Required texts:

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

Other required readings:

- Articles assigned for homework (see some on syllabus, others TBA)

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 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:

- | | |
|---|-----|
| • Journal entries | 15% |
| • Attendance and in-class participation | 10% |
| • Micro-lessons | 10% |
| • Teaching practicum | 20% |

• Individual projects	10%
• Group projects (cooperative learning groups - CLG)	10%
• Final project (individual) – Portfolio and unit design	25%
TOTAL	100%

- a. Journal entries – Students will write reflections about specific and chosen topics (see more info below).
- b. Attendance – Class attendance is mandatory. We will be working in teams, as colleagues and everyone’s input is a **must**. 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 provided by your instructor. Students will also keep a journal of their teaching experience in which they evaluate their lessons and comment on diverse aspects of teaching FL to children.
- f. Individual projects – Varied projects (see below)
- g. Group projects – In class assignments (see below)
- h. Final project – Portfolio and unit design.

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 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 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 tentative classroom procedures that we will follow every week. Please note that changes might arise; they will be stated on the blackboard every time you come to class. ***As you walk in the classroom, please:***

1. Sit with your cooperative learning group and begin discussing the readings for the day right away. Please ***do not*** wait for your instructor to tell you you may begin doing so. Share your impressions, questions and general comments. Once everyone is present we might begin with the ***micro-lessons*** (which will begin on class #2).
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		
08/21	<p>Introduction, overview of course and semester.</p> <p>Form cooperative learning groups (CLG). Get to know each other and write down your partner’s names, phone numbers and other useful information.</p> <p>Individually/group - Reflection</p> <p>Handout - Characteristics of the <i>influential teacher</i>. Discuss handout.</p> <p>SIGN-UP for PROJECT#1 – Micro-lessons</p> <p>Share time (individually/in groups) - Multiple intelligences – inventory and presentation (I will do the first share time to model expectations).</p>	<p>Read C.1-3 Curtis and Dahlberg (C+D).</p> <p>Think about your role as a FL and/or L2 teacher. What does “professional educator” mean to you? Come ready to discuss.</p>
08/28	<p>Share time (individually/in groups) - First presentations – mini-lessons (x3)</p> <p>CLG – 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 CLG’s thoughts.</p> <p>Cognitive characteristics of the learner (K-8) Creating a communicative environment</p> <p>Immersion in-class experience and discussion</p> <p>Hands-on activity - Culture – 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>Overview for next week</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 CLG. (5-7 mins. max.)</p>

DAY	IN CLASS	HW (due the next class period)
SEPTEMBER		
<p>09/04 JOURNAL #1 – DUE TODAY</p>	<p>Mini-lessons – Second group (x3)</p> <p><i>CLG</i> – Discuss and share questions and/or comments related to today’s readings.</p> <p><i>Class discussion</i> – 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><i>Hands-on activity and Share time (individually/in groups)</i> – (CLG) Lesson plan presentations and commentary, discussion and critique.</p> <p><i>Overview for next week</i></p>	<p>Read C. 7 (C+D)</p> <p>Work on act. 5 p.60 (C+D). Write a minimum of 3 (three) and a maximum of five (5) written activities with a full explanation so that others could use them. Please post them on WebCT no later than 09/10.</p> <p>Work on Draft#1 for practicum curriculum (pair work)</p>
<p>09/11 – Draft #1 of the curriculum that you and your partner will use when doing your clinical experience DUE TODAY</p>	<p>Micro-lessons – Third group (x3)</p> <p><i>CLG</i> – Discuss and share questions and/or comments related to today’s readings. Also, discuss 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><i>Class discussion</i> – Choose a CLG representative to share your group’s example(s) with the class.</p> <p>Immersing yourself in the language/culture. ACTFL Standards (review). Closing/wrap-up activities. You as a teacher in your classroom.</p> <p><i>Hands-on activity</i> – (in language groups) Thematic unit development and presentation.</p> <p><i>Share time (individually/in groups)</i> – Choose one thematic unit from your group to share with the class. We will critique and give feedback as a class.</p> <p><i>Overview for next week</i></p>	<p>Read 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.</p> <p>Journal #2 – see topic below</p>

DAY	IN CLASS	HW (due the next class period)
09/18 – JOURNAL#2 – DUE TODAY	<p>Guest speaker on assessment - Be prepared to ask your questions.</p> <p>Micro-lessons – Fourth group (x3)</p> <p><i>CLG</i> – Discuss and share questions and/or comments related to today’s readings. 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 the rubrics provided by your instructor.</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)</p> <p>Work on Draft#2 (final draft) for practicum curriculum (pair work)</p>

DAY	IN CLASS	HW (due the next class period)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">09/25 – Final draft of the curriculum that you and your partner will use/are using for your clinical experience DUE TODAY</p>	<p>Micro-lessons – Fifth group (x3)</p> <p>CLG – Discuss and share questions and/or comments related to today’s readings. 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. Comments? Questions?</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>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>

DAY	IN CLASS	HW (due the next class period)
OCTOBER – PRACTICUM MONTH!!! ☺		
10/02	<p>Micro-lessons – Sixth group (x3)</p> <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 Celebrations/special holidays and dates Additional activities</p> <p><i>Overview for next class</i></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 #1 due on 10/09</p>
10/09 - THEMATIC UNIT #1 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>Micro-lessons – Seventh group (x3)</p> <p><i>CLG</i> – Discuss and share questions and/or comments related to today’s readings. Share WWW exploration and choose five (5) sites to represent the group and to share with the class. As you choose them, please, write them on the transparency (provided by your instructor) and be prepared to explain why you chose them.</p> <p><i>Class discussion</i> – Discuss questions/comments on the readings for today and the WWW exploration activity.</p> <p><i>Hands-on activity</i> – (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><i>Share time (individually/in groups)</i> – Share your lesson with other speakers of the same language.</p> <p><i>Overview for next class</i></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>

DAY	IN CLASS	HW (due the next class period)
10/16 – JOURNAL#3 – DUE TODAY	<p>Micro-lessons – Eighth group (x3)</p> <p><i>CLG</i> – Discuss and share questions and/or comments related to today’s readings. Immersion email experience with Ms. Perez.</p> <p><i>Class discussion</i> – Discuss questions/comments on the readings for today and the email responses.</p> <p><i>Overview for next class</i></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 (10/23).</p> <p>Reminder – Project #1 – PART A is due on 10/30.</p>
10/23	<p><i>CLG</i> – What did you take with your from the readings for today? Questions and/or comments?</p> <p><i>Class discussion</i> – Discuss questions/comments on the readings for today and the list of activities.</p> <p><i>Hands-on activity</i> – (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><i>Share time (individually/in groups)</i> – Share your lesson with the class.</p> <p><i>Overview for next class</i></p>	<p>Read C.14 (C+D)</p> <p><i>Hands-on activity</i> – 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. Post them on WebCT by 10/29.</p>
FALL BREAK – 25-28 – NO CLASS		

DAY	IN CLASS	HW (due the next class period)
10/30 – Part A of project #1 – DUE TODAY	<p>Share time (individually/in groups) – In stations half the class will present first and the other half last.</p> <p>CLG – 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 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 about the presentations. CLV experience – A MUST! Sharing ideas – ALWAYS!</p> <p>Overview for next class</p>	<p>Read C.15 (C+D)</p>
NOVEMBER		
11/06 – THEMATIC UNIT #2 DUE TODAY	<p>CLG – 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 technology use in class and outside of class.</p> <p>Class discussion – Discuss questions/comments on the reading 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, review and feedback.</p>	<p>Research information on electronic portfolios. Come ready to share pros and cons about their use.</p>

DAY	IN CLASS	HW (due the next class period)
11/13	<p>CLG – What did you take with your from the readings for today? Questions and/or comments?</p> <p>Class discussion – Discuss questions/comments on the research done for today. Two experiences – read with the end in mind, read with no direction... discussion.</p> <p>Hands-on activity – (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 share time groups will merge and implement 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>Share time (individually/in groups) –</p>	<p>Read C.20 (C+D)</p> <p>Journal #4 – see topic below.</p> <p>Explore and evaluate the Ñandú listserv mentioned on p.211 in C+D. Choose one activity that you find interesting, valuable and that you could use to teach. Copy and paste it into a word document and make enough copies to share the whole class (x27) and also post it on WebCT by 11/19. Come prepared to explain the reasons that motivated you to choose it.</p>
11/20 – JOURNAL #4 – DUE TODAY	<p>CLG – What did you take with your from the readings for today? Questions and/or comments?</p> <p>Share, to the extent that you feel comfortable, the contents of your journal entry (#4).</p> <p>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>Prepare portfolios</p>
THANKSGIVING BREAK – 21-25 –NO CLASS		
11/27	Share portfolios and unit with the class	Finalize portfolio (final project)
DECEMBER		
12/04 and final exam day	Share portfolios and unit with the class	Enjoy your break! We will see each other in the spring.

Journal entries

- #1 – DUE 08/28 – 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 09/11 – 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 - Turn in the autobiography that you wrote for Laurent’s class.
- #4 – DUE 11/13 - Write a thorough reflection on your clinical experience. Include topics such How you prepared for the classes, what obstacles/challenges you encountered and how you overcame them. Also think about what you have learned in the process and write about how you think this experience has and will help you in your future experiences as a pedagogue.

Thematic units

Look carefully at pp.144-45 “Backward Design,” and create **TWO** (2) thematic unit development based on the model (*Due dates: 10/09 and 11/06*). Use ideas from the whole chapter to guide you in your creation. Have fun and keep age-group and ability level in mind. Please include these two elements in the thematic unit (age and ability level). Use the ***model practice sample*** that we did as a class as an example, it will be the same we will use when student-teaching. Be creative!

Mini-lessons in your CLG Lessons for the whole class

General Guidelines

Mini-lessons

For the mini-lesson in your cooperative learning group (**CLG**) you will prepare a lesson on any topic and/or cultural aspect of your TL that you would like to teach about. You are free to choose the topic because the main goal is not the topic itself but the development of the lesson. I would like for you to write a lesson plan following the outline/explanation with which I will provide you. The day you present the mini-lesson, you will have 10 minutes to present it to your CLG. This will NOT be enough to present and teach the whole lesson but the idea is to give you more practice preparing, planning and teaching in the TL.

Lesson for the whole class

For the lesson that you signed up to teach in front of the whole class, you will also have 10 minutes. For this lesson, you do not need to write a formal plan; all you will need to do is write a short description of why you picked the topic, what topic (e.g. songs, TPR, rhymes, cultural aspect, game, etc.) you will teach and how what you are teaching might be useful for the students (vocabulary builder, sounds, pronunciation, etc). The final observation you need to make is, why this is a good activity (based on your reading of the C+D chapters for the first two weeks), for the elementary/middle school children and how the presentation of this activity might differ when presented to the different levels.

Lesson Plan Format

There are many different approaches to teaching FL. However, most of these plans tend to follow this standard lesson plan format.

1. Warm-up
2. Presentation
3. Controlled practice
4. Free practice
5. Feedback

This lesson plan format is popular for many reasons including:

- Students have a number of chances to learn a concept through various means
- Students have plenty of time to practice
- Teachers can give detailed instruction, or students can deduce structures and learning points through practice
- The standard lesson plan format provides structure
- It provides for variation over the course of 60 - 90 minutes

This lesson plan format moves from teacher centered to student centered learning.

Variations on the Lesson Plan Format Theme

In order to keep this standard lesson plan format from becoming boring, it is important to remember that there are a number of variations that can be applied within the various segments of the lesson plan format.

Warm-up

Students might arrive late, tired, stressed or otherwise distracted to class. In order to get their attention, it's best to open with a warm-up activity. The warm-up can be as simple as telling a short story or asking students questions. The warm-up can also be a more thought-out activity such as playing a song in the background, or drawing an elaborate picture on the board. While it's fine to start a lesson with a simple "How are you", it's much better to tie your warm-up into the theme of the lesson.

Presentation

The presentation can take a variety of forms:

- Reading selection
- Soliciting students' knowledge about a specific point
- Teacher centered explanation
- Listening selection
- Short video
- Student presentation

The presentation should include the main "meat" of the lesson. For example: If you are working on a specific type of verbs, make the presentation by providing a short reading extract peppered with them.

Controlled practice

The controlled practice section of the lesson provides students direct feedback on their comprehension of the task at hand. Generally, controlled practice involves some type of exercise. Remember that an exercise doesn't necessarily mean dry, rote exercises, although these can be used as well. Controlled practice should help the student focus on the main task and provide them with feedback - either by the teacher or other students.

Free practice

Free practice integrates the focus structure / vocabulary / functional language into students' overall language use. Free practice exercises often encourage students to use the target language structures in:

- Small group discussions
- Written work (paragraphs and essays)
- Longer listening comprehension practice
- Games

The most important aspect of free practice is that students should be encouraged to integrate language learned into larger structures. This requires more of a "stand-off" approach to teaching. It's often useful to circulate around the room and take notes on common mistakes. In other words, students should be allowed to make more mistakes during this part of the lesson.

Feedback

Feedback allows students to check their understanding of the lesson's topic. Feedback can be done quickly at the end of class by asking students questions about the target structures. Another approach is to have students discuss the target structures in small groups, once again giving students the chance to improve their understanding on their own.

Lesson Plan Format: A Final Word

In general, I think it is important to use this lesson plan format to facilitate students' FL learning **on their own**. The more opportunity for student centered learning, the more students acquire language skills for themselves.

Rubrics – Due 11/06 – in class activity

1. Choose and share:
 - a. A grade level or age group
 - b. A language level
 - c. A topic that you will be teaching your students (body parts, family, rooms in the house, words to express beauty, etc.).
2. Develop a project that your students must complete for your class as an end-of-unit activity; (it can emphasize one or all of the competencies: listening, speaking, reading and/or writing).

3. Write:

- a. An explanation of the project that you will share with your students. Make sure it includes:
 - i. What you expect from them (in gen. terms).
 - ii. Content
 - iii. Format
 - iv. How long (time to produce it and to present it, if needed)
 - v. Etc.
- b. A rubric that you will use to grade the students' work and that you will share with them before they start working on the project.

Your product will be evaluated and criticized by the class. Keep in mind the following elements: age group, time frame, language level, topic and format. Please, do not worry about the criticism that your work will undergo, we will criticize every work in a positive manner so we can all learn from them. Remember this is the time to make mistakes for free, once you become the teacher a mistake might cost you a whole project. This is the time to gather and use your tools for practice. Enjoy the project!

PART A – DUE October, 30th (Tuesday)

Produce with **TWO lists**, with descriptions and explanations of

1. as many games, rhymes, songs and finger plays (including level of lang. development for which each would be appropriate) – Minimum five (5) and max. fifteen (10)
2. a list of 10 web pages that might be useful for a Spanish, French or Latin teacher. Please research within your language. When you create the list, write a brief description about the webpage, how it could be used and the resources included in it (4-5 lines total). If there is one that is outstanding include that as well.

For example: <http://www.espanole.org/> - Extremely complete webpage. A bit “loud” but very useful. It contains: activities, sayings, search engines, translators, dictionaries, AP literature course preparation, Honor Societies, current events, arts, history, culture, heritage, recipes, and other online resources (learn Spanish online and link for a French site).

Please email me **both** lists over the previous weekend (between Oct. 20th and 23rd) so I can assemble them into one comprehensive list. Make sure that all your activities have a name/title.

FINAL PROJECT – Portfolio

Your final project for this class (which will count as the final exam) will be a teaching portfolio. In it you will include everything you have done this semester for this class. You will:

1. The first section of your portfolio will have a general evaluation of the class, that includes comments on:
 - a. The course
 - b. The assignments
 - c. The materials read/used in and out of class (books, articles, web searches, etc.)
 - d. In class time (usage)
 - e. Out of class time (usage)
 - f. The best thing about the course (most helpful to you, most interesting, etc.)
 - g. The worst thing about the course (least helpful, least interesting, etc.)
 - h. You
 - i. Your instructor

Please be honest, you will NOT be graded on this section and it will NOT impact your overall grade.

Thank you.

2. Make a copy of pp.200-2 (C+D) and complete the self-evaluation.
3. Categorize the materials (lesson plans, thematic units, projects, etc.) in a way that will be useful for you. You should be able to go back to it and use it.
4. For each section you will choose the piece that you are most satisfied with and the one you are least satisfied with and you will answer the following questions for each one of them:
 - 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
5. 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?

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

Portfolio rubric
ELAN 4530
12/04/06

Student's name: _____

Instructor: L. Tolosa

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

Name of Student-teacher: _____ Date submitted: ___ / ___ / ___

Site (name of school): _____ Language: _____

Proficiency level / grade: _____ Mentor teacher: _____

Lesson (Title): _____

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)

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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”)

CONTENT / CULTURAL:

[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]

Students will:

-
-

LANGUAGE:

[Refers to linguistic concepts, including vocabulary, communicative functions, and grammatical structures students will be exposed to]

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:

-
-

TIME FRAME (indicate length of session):

MATERIALS NEEDED

-
-
-

DESCRIPTION OF TASK

(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 (OPTIONAL)

[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:

[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. See the following section

for a review of

➤ **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.

Bloom's Taxonomy

Bloom's Taxonomy 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, and identifies some key process words pertaining to each category (use these words to guide the writing of your lesson objectives):

Higher Levels of Thinking:	<p>Evaluation (level 6) – This level is important for making judgments. Key words associated with this level: appraise, choose, decide, defend, evaluate, judge, justify, prioritize, rank, select, support...</p>
	<p>Synthesis (level 5) – This level is important for combining information in a unique way. Key words associated with this level: change, compose, construct, create, design, find an unusual way, formulate, generate, invent, plan, predict, pretend, produce, reconstruct, reorganize, revise, suggest, suppose, visualize, write...</p>
	<p>Analysis (level 4) – This level is important for breaking down information into component parts. Key words associated with this level: analyze. Categorize, classify, compare, contrast, debate, determine the factors, diagnose, diagram, differentiate, dissect, distinguish, examine, specify...</p>
Lower Levels of Thinking:	<p>Synthesis (level 3) – This level is important for transferring information to another situation. Key words associated with this level: apply, compute, conclude, construct, demonstrate, determine, draw, find out, give an example, illustrate, make, operate, show, solve, state a rule or principle, use...</p>
	<p>Synthesis (level 2) – This level is important for understanding information. Key words associated with this level: describe, explain, interpret, put in order, paraphrase, restate, retell in your own words, summarize, trace, translate...</p>
	<p>Evaluation (level 1) – This level is important for recalling information. Key words associated with this level: define, identify, label, list, locate, match, memorize, name, recall, spell, state, tell...</p>

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.

Sources: Adapted by L. Cammarata from:

Blomberg, Isabel E. (?). In pursuit of Blooms: A primer to guide you through Bloom's taxonomy. Chiarelott, Leight (2006). *Curriculum in Context*. Belmont, CA: Thomson Wadsworth.

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

**Resource for student-teachers: A scaffold for writing language objectives
using the X (language structure) Y (functions) Z (words/word groups) Formula**
L. Cammarata (Spring 2007)

Rationale for using a formula when writing language objectives:

Infusing cultural or academic content within the foreign language curriculum requires careful planning especially when it comes to preparing students to deal with the linguistic complexity inherent to the discourse associated with the selected content. The importance of meticulous planning when it comes to the integration of cultural and/or academic content into the foreign language classroom comes from the need and accompanying challenge for teachers and curriculum planners to find ways “in which language experiences can be sequenced in order that the development of language learning can be coordinated with the development of content learning” (Moran, 1986, p. 117). The writing of specific language objectives plays a key role in this process as it can ensure that both discourse development and content development support each other. In fact, the writing of clear language objectives is probably one of the most important elements of any curriculum development whose goal is to try to make language learning more meaningful by weaving in authentic texts and tasks. The writing of these objectives should not only identify specific linguistic elements (e.g., grammatical structures, vocabulary items) students need to carry out particular activities, but it should also identify the goal(s) embedded within the communicative act as well as the particular context within which communication will occur (e.g., functions, words/phrases/ expressions). To ensure that language objectives effectively target these varied linguistic components, the use of a somewhat prescriptive formula such as the one proposed by Fortune (see below) can act as a scaffold to guide novice teachers and more experienced teachers alike.

Demystifying the XYZ Formula (adapted from a handout by [Tara Fortune](#)):

The formula highlighted below was developed by Tara Fortune to write language objectives that identify three necessary linguistic components— structures, functions, and vocabulary. The sample language objectives below correspond to the following classroom activities. As you read through the classroom tasks, consider the implications these tasks have for language use--what language do students need to carry out the tasks?

Illustration of the XYZ formula in use

Imagine that a high school Spanish class is engaged in a lesson about the geography of Spain. The first task is an information gap activity. Pairs of students have maps of Spain--Student A's map has some items and Student B's map has other items. For example, Student A's map shows the Pyrenees mountains in the north of Spain and the Mediterranean Sea to the east of the country, whereas Student B's map shows the Sierra Nevada in the south and the Bay of Biscay in the north. The students need to ask and respond to questions to complete their respective maps. After their maps are complete, students are to share personal opinions and preferences related to geographic features (e.g., I like mountains; I don't like the ocean, etc.). Finally, the teacher shows a video or slides of major Spanish geographic features and in a large group the class compares and contrasts geographic features of Spain to those of the U.S.

The Formula:

Students will use X (language structure) to do Y (functions) with Z (words/word groups).

Below, the three language categories (grammatical structures, functions, vocabulary) appear along with examples under each that correspond to the activities described above. For example, in order to

complete their respective maps, Students A & B need prepositions to identify the location of geographic features. This is the first step of the process—teachers need to think through the various structures, functions and vocabulary needed to carry out the activities and list them in corresponding categories.

For a list of functions to select from, consult the following handout “Communicative and academic function.”

Grammatical structures:	Functions:	Vocabulary:
- prepositions to express being in/on/at a place	- ask questions (e.g., about geographic location)	- mountains, rivers, plains, ocean, bay, desert, sea, forest, north, south, east, west,
- present tense (3rd person sing/plural)	- name geographic features and regions	Atlantic, Mediterranean, Bay of Biscay, Portugal, Spain, France, Sierra Nevada
- what/where questions	- identify location of geographic features and regions	

With the formula:

Students will...

- use the present tense (3rd person sing/plural) to identify the location of geographic regions with the verb *estar* (to be located) and directions, *al norte* (north), *al sur* (south), *al este* (east), *al oeste* (west) and vocabulary such as *el océano atlántico* (Atlantic Ocean), *el mar mediterráneo* (Mediterranean Sea), *el mar cantábrico* (Bay of Biscay), *Portugal*, *España* (Spain), *Francia* (France), *país* (country). Examples: *Francia está al norte* (France is to the north); *Portugal está al oeste de España* (Portugal is located to the west of Spain), etc.

Reference:

Moran, B. (1986). *Language and content*. Reading, MA: Addison-Wesley Publishing company, Inc.

Communicative and Academic Functions

From: Tedick, D. J. (Ed.). (2002). *Proficiency-oriented language instruction and assessment: A curriculum handbook for teachers* (2nd ed.). Minneapolis, MN: A Minnesota Articulation Project Initiative. p. 65.

We have adapted Mary Finocchiaro's functional categories for our purposes (Finocchiaro & Brumfit, 1983, pp. 65-66). These fall under five major categories: personal, interpersonal, directive, referential, and imaginative. Specific examples of functions under each category appear below (note that not all possibilities are included; instead, an array of functions is listed to exemplify each category). Academic functions have been adapted from Chamot & O'Malley (1994) and O'Malley & Pierce (1996).

Sources:

Chamot, A.U. & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Reading, MA: Addison-Wesley Publishing Co.

Finocchiaro, M. & Brumfit, C. (1983). *The functional-notional approach*. NY: Oxford University Press.

O'Malley, M. & Valdez Pierce, L. (1996). *Authentic assessment for English Language Learners*. White Plains, NY: Addison-Wesley Publishing Co.

Personal

- clarifying or arranging one's ideas
- expressing one's thoughts or feelings (love, joy, pleasure, happiness, surprise, likes and dislikes, satisfaction, disappointment, distress, pain, anger, anguish, fear, anxiety, sorrow, frustration, annoyance at missed opportunities, etc.)
- expressing moral, intellectual, and social concerns
- expressing the everyday feelings of hunger, thirst, fatigue, sleepiness, cold, and warmth

Interpersonal

- greetings and leave-takings
- introducing people to others
- identifying oneself to others
- expressing joy at another's success (or disappointment at another's misfortune)
- expressing concern for other people's welfare
- extending and accepting invitations
- refusing invitations politely or making alternative arrangements
- making appointments for meetings
- breaking appointments politely and arranging another mutually convenient time
- apologizing

- excusing oneself and accepting excuses for not meeting commitments
- indicating agreement or disagreement
- interrupting another speaker politely
- changing an embarrassing subject
- receiving visitors and paying visits to others
- arguing or debating
- offering food or drinks and accepting or declining such offers politely
- sharing wishes, hopes, desires, problems, beliefs, thoughts, opinions, etc.
- asking about others' wishes, hopes, desires, problems, beliefs, thoughts, opinions, etc.
- making promises and committing oneself to some action
- complimenting someone
- making excuses

Directive

Directive functions attempt to influence the actions of others. These include:

- accepting or refusing direction
- making suggestions in which the speaker is included
- persuading someone to change his/her point of view
- requesting and granting permission
- requesting information
- asking for help and responding to a plea for help
- forbidding someone to do something; issuing a command
- giving and responding to instructions or directions
- warning someone
- discouraging someone from pursuing a course of action
- establishing guidelines and deadlines for the completion of actions
- asking for directions or instructions

Referential

- talking or reporting about things, actions, events, or people in the environment
- identifying items or people in the classroom, the school, the home, the community
- asking for a description of someone or something
- describing someone or something

- understanding messages or descriptions
- creating questions
- scanning or skimming for information
- paraphrasing, summarizing, or translating (L1 to L2 or vice versa)
- interpreting information
- explaining or asking for explanations of how something works
- comparing or contrasting things
- discussing possibilities, probabilities, or capabilities of doing something
- requesting or reporting facts about events or actions or about a text
- hypothesizing
- formulating and supporting opinions
- evaluating the results of an action or an event

Imaginative

- discussing a poem, a story, a text, an advertisement, a piece of music, a play, a painting, a film, a TV program, etc.
- story-telling, narrating events
- experiencing and/or discussing a simulation (e.g., of an historical event)
- expanding ideas suggested by others or by a piece of reading
- creating rhymes, poetry, stories, plays, or scripts
- recombining familiar dialogues or passages creatively
- suggesting original beginnings or endings to dialogues or stories
- solving problems or mysteries

Academic

- seeking information/informing—observe and explore the environment, acquire information, inquire, identify, report, or describe information
- informing—recount information provided by a teacher/text; retell a story or personal experience
- comparing—describe similarities and differences in objects or ideas
- ordering—sequence objects, ideas, events
- classifying—group objects or ideas according to their characteristics
- analyzing—separate whole into parts; identify relationships and patterns
- inferring—make inferences, predict implications, hypothesize
- justifying and persuading—give reasons for an action, decision, point of view; convince others

- solving problems—define/present a problem and determine a solution
- synthesizing—combine or integrate ideas to form a whole
- evaluating—assess and verify worth of an object,