

AUBURN UNIVERSITY
Department of Curriculum and
Teaching Sue Barry, Associate
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Fall Semester Office Hours: By appointment or Sundays: 6:00-10:00 pm

Course: CTSE 4070/73 Foreign Language Programs
Secondary School (4 hours)

Prerequisite: Admission into the Teacher Education Program or
with special permission

Date: Fall 2023

Texts: The National Standards Collaborative Board. (2015).
World- Readiness Standards for Learning Languages. 4th
ed.
Alexandria, VA: Author.

Alabama State Department of Education. *Alabama state
course of study: World Languages*. (2017)

Lee, J. F. & VanPatten, B. (2003) *Making
communicative language teaching happen*. (2nd ed)
New York: McGraw-Hill.

Omaggio Hadley, A. (2001). *Teaching
language in context*. (3rd ed.) Boston:
Heinle and Heinle.

One of the following basal texts for Spanish, French, or German:

Terrell & al. (2010). *Dos Mundos: A communicative
approach*. (7th ed.) New York: McGraw-Hill. (Spanish
majors)

Terrell & al. (2009). *Deux mondes: A
communicative approach*. (6th ed.) New York: McGraw-
Hill. (French majors)

Tischirmer & al. (2009). *Kontakte: A
communicative approach*. (6th ed.) New York:
McGraw-Hill.
(German majors)

Course Description: This first course in our two-course series for pre-service teachers focuses on second language acquisition theory (SLA) as it relates to creating linguistically and culturally rich learning environments that address the needs of the diversity of a given student population. To create linguistically rich environments, teachers use the target language for 90% of the instruction. In addition, our goal is to create culturally rich learning environments that integrate products, practices and perspectives of our target languages and cultures. Also, within our instruction we try to connect to other disciplines whenever possible. Our aim is to address these requirements for our pre-service teachers according to the organizing principles set forth in *The World-Readiness Standards for Learning Languages WRSLL* (2015) and the *Alabama Course of Study World Languages (ASCS-WL)* (2017).

Field Experiences for CTSE 4070

In Field Experience Part I students describe and reflect on instructional practices, classroom management, and discipline while observing classes in the field. The written journals for this experience help them create interviews with their Field Experience teachers. These are the components of their Field Experience Journal for Part I.

In Field Experience Part II students collaborate with their cooperating teacher to create and implement two input mini-lessons with comprehensible input (CI) that include specific questioning techniques to address the needs of diverse learners. Students create one listening and one reading activity to serve as formative assessments embedded in each lesson to provide information as to the effectiveness of their (CI). Collaborating teachers use rubrics appropriate for mini-lessons to mentor pre-service teachers. This information helps pre-service teachers to write their Field Experience Journals Part II.

Before teaching mini- lessons during a Field Experience students will create, implement, and evaluate each other's and their own demonstration lessons with digital rubrics appropriate for vocabulary lessons and simple grammar lessons limited to gender. Students create a context for each lesson for describing themselves and others that include vocabulary for physical descriptions, clothing, and colors. This practice in creating lessons for beginners foreshadows the final unit planning project in this first course. Students have a detailed rubric to follow into a unit requires the ability to scaffold and to sequence each lesson into a cohesive unit. In this process, we try to develop the important ability to do long-term planning.

In this first course, an integral part of the process requires detailed rubrics to evaluate all the necessary elements of good planning tonecessary for Because they need to l in order to practice how to scaffold and sequence lessons to create a unit the completion of each

student's practice lesson they are evaluated by the instructor and their peers using rubrics for vocabulary and grammar lessons. Students evaluate the v With this background knowledge the students create a Unit Plan for their final project that includes a summative assessment. The theme is either "Family" or "School".

Student Learning Outcomes:

Upon completion of this course, the students will be able to:

- a) explain the *World-Readiness Standards for Foreign Language Learning* reflected in the *Alabama Course of Study* and relate them to the instructional activities which they will observe and create.
 - b) describe each of the five proficiency levels for speaking as outlined in the ACTFL guidelines and explain how these are subsumed under the National Standards.
 - c) create, present, and evaluate student-created lessons that demonstrate knowledge about comprehensible input (CI) and meaning-bearing output to include all three communicative modes (interpretive, interpersonal, and presentational) as with embedded formative and summative assessments.
 - d) create a unit plan for a first semester beginning level course in either French or Spanish that contains the following:
 - 1) goals that summarize the learning outcomes in individual lesson plans.
 - 2) student learning outcomes for each lesson that are subcomponents of the "I Can" Statements.
 - 3) interpretive, interpersonal, and presentational activities that lead to the stated outcomes and that serve as formative assessments.
 - 4) authentic tasks that develop cultural knowledge and understanding using all three communicative modes.
 - 5) a summative assessment at the end of the unit to assess all three modes, interpersonal, interpretive, and presentational with real world tasks.
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DATES FOR DAILY ASSIGNMENTS

- 8/12 **Live:** Overview - Communicative Language Dr. Barry
- S1 Demonstration Lesson - Andrea Wilkerson -
Download Andrea's lesson plan and handouts from the Assignment Page.
- 8/17 Orientation for streaming: Canvas site & telephone
Introduction: syllabus; Website; Field Experience & Picture File
Assignment: Discuss Paso A, and how to sequence & scaffold.
Discuss preliminary unit for Spanish and French.

- 8/22 Brainstorm the description unit Paso A and Premiere Etape
S2 **Assign** Lessons for demos & vocabulary for Description Unit
Discussion: Template for Formative input and output activities.
World-Readiness Standards for Language Learning and
Objectives plus "I can" statements.
- 8/24 Discussion: From Atlas and Audiolingualism to L2 Acquisition
S3 **Reading Assignment:** Lee & VanPatten Chapter One (pp. 6-22) and Omaggio
Chapter 3 Excerpts: *Audiolingual Method (ALM)* (pp 110-113; *Total*
Physical Response (TPR) (pp. 118-120); Cognitive Theory (69-70)
- 8/29 **How and Where Do We Begin?**
S4 **Demo:** Commands in Spanish – Presenter: Cayla Baker
Materials: on website for Spanish Spotlight Demos
Explain introductory unit and content.
- 8/31 Discussion: Comprehensible input (CI)
S5 **Reading Assignment:** Lee & Van Patten Chapter 2. (CI) (pp. 26-46).
- 9/5 **Demo: Alphabet Lesson – Sara Ahnell (3rd lesson preliminary unit)**
S6 What follows commands?
- 9/7 **Discussion:** Methods
S7 **Reading Assignments:** Omaggio Chapter 3 Excerpts: *Direct Method*
(pp. 108-109); *Natural Approach* (pp.120-123); Functional
Approach: *Communicative Language Teaching Approach* (pp.116-118)
Additional Homework: Watch Dr. Barry's video on food preparation
on Spotlight Demos- La Torta – Demo under informational texts.
Materials: on website. Discuss ideas/questions for interviews
with teachers.
- 9/12 *Teaching Interpretive Mode (Input – listening/reading)*
S8 **Reading Assignment:** Omaggio Hadley – Chap. 5 – pp. 182-203
Sample input: listening and reading as formative assessments.
Dos Mundos: Paso A, Deux Mondes: Premiere Etape Kontakte:
Einführung A
- 9/14 **Demo:** Professions Dr Barry (Input)
S9 All materials are on the website.
- 9/19 Questioning techniques (yes/no, either/or, tag, short answer
S/10 Also, create one listening and one reading formative assessment.
Isa, Sydney, Mary Ingles, and Suheilly (all Spanish)
- 9/21 **Demo: Teaching Presentational Mode – (Output – writing/speaking)**
S11 **Reading Assignment:** Lee & Van Patten (pp. 49-70) Omaggio (pp.
235-258) Information Gap Activities-Calendar, Living room.
Creating communicative goals for "I can statement".
Special Assignment I Due- Listening Activities
- 9/26 Demo: House Lesson: Dr. Barry – Review lesson planning
S12 input/output vocabulary. **Materials:** available on website

Review vocabulary rubric (Review for students)

Due Part I Field Experience (Description and due date on Website.

- 9/28 **Discussion:** Proficiency and Its Historical Background
S13 **Reading Assignment:** Omaggio Hadley - Chapter 1 Excerpt: The notion of proficiency, its assessment, and the historical background (pp. 1-34) **Power Point:** Proficiency, Assessment, Historical Background Worksheet: See Assignment Page
Part II Field Experience (Description and due date on Website)
- 10/3 **Student Practice Demos:** (Spanish demo: **Sydney** - See handout)
S14 First lesson of the unit and learn about "I can" statement" e.g. "I can describe someone else or "I can ask what someone looks like, una niña, joven, señorita, señora
Demo will compare famous females from the Spanish-speaking from Spanish speaking world and the U.S.
Evaluations are submitted before anyone leaves class.
- 10/5 Student **Practice Demo:** (**Isai** - see handout) Same as above
S15 except compare famous men from the Spanish-Speaking World with *un niño, joven, and señor.*
Evaluations are submitted before anyone leaves class.
- 10/10 **Grammar Demo: Sara Ahnell** Physical descriptions/gender
S16 French Materials posted on the website.
- 10/12 **NO CLASS MAKEUP TIME**
- 10/17 Discussion: Teaching Grammar Communicatively
S17 **Reading Assignment:** Lee & VanPatten - Chapter 7 Structured Grammar Instruction (pp. 137-148) (Review Grammar Rubric)
- 10/19 Discussion: Teaching Grammar Communicatively
S18 **Reading Assignment** Chapter 7 Structured Grammar Instruction (pp. 154-165)
- 10/24 **Student Practice demos (Suheily** - Gender Demo - Refer to handout
S19 Reenter Masculine and feminine physical descriptions
Discussion: inducing grammar
- 10/26 **Student Practice demo Isai** - Clothing with dolls. Reenter
S20 some physical descriptors and commands. See handout
Due: Video I Field experience Part II distance students
Mary Ingles Dwyer only sends video.
- 10/31 **Practice Vocabulary/Grammar Demo (Sydney** - Reenter clothing
S21 with colors) See handouts for important details Induce grammar For clothing and gender. Enter Yo soy, yo llevo, yo tengo
Special Assignment III Due: Picture File all students)

11/2 Practice student demo Vocabulary/gender/demo (Suheily - Reenter
S22 clothing, colors, gender, and numbers 1- 60)

11/7 Demo - Cayla - Caminito de la escuela by Cri Cri
S23 Homework: Spotlight Demo: Matthew Hurst - *Una rata vieja*
Materials on Spotlight Demo Page
Due: **Video II Distance Student Alt. M.Ed.**

11/9 Discussion: Unit Plans with Assessments and do a sample
S24 assessment and discuss. Bring Unit Plan Packet to class for
In-depth explanation for rubric. **Choose Family or School**

Mid-Term on-campus quiz

11/14 Music demos with movement: Sydney, Isia, and Suheily
S25 Followed by help appointments for Unit Plan
Distance students send music and movement videos

11/16 Live-Brainstorm "I can statements" - Unit Assessment demo
"Descriptions Unit"

S/26 **Special Assignment II - Field Experience: On-campus and Alt. M.Ed**

11/20 -11/24

THANKSGIVING BREAK

11/28 Review for fina or help for Unit Plan
S27

11/30 **Special Assignment IV Due: Unit Plan**
S28

12/4 - 12/6 Final exam with proctors

12/6 **Final Exam on-campus** TBA

SPECIAL ASSIGNMENTS

I. **Listening Activities: Complete all assigned listening activities
and give the functions and responses for each listening
activities** **September 921**

II. **Field experience: (See website for complete description and
Field Experience Packets)**

Fifteen hours of observations and teaching in a foreign language
classroom are required. Schools that are on block scheduling will
necessitate **ten** different visits to last 1 1/2 hours each. This
experience will be divided into two parts.

Part I (8 hours) will include the following: **(All students not
currently teaching** **September 26**

See note below for distance students.)

- 1) Five different observations of block classroom activities for at least two levels of the program. (Use the "Teacher Observation Guide" in your packet as an aid to thoughtful observation.) If teachers have 50 min. periods, you will need seven different observations.
- 2) You may help with pair activities as part of the observation experience.
- 3) One additional half-hour visit to interview your teacher concerning the foreign language program/curriculum of the department, how they accommodate individual learning styles, their methods for planning and instruction, and the techniques they use for classroom management and discipline.

Note: Students will need a notebook/laptop to take notes during class observations and to record notes from interviews. All notes should be dated. See the Lab Packet for detailed information.

Note: Distance students can complete the assignment in one day either in their own school if other foreign language teachers are available, or in a different school if there are no other foreign language teachers in your school.

Part II: (On-campus students) 7 hours will include the following:

1. Plan and execute two micro-lessons using comprehensible input and two informal formative assessments to last not less than 45 minutes and not more than 60 minutes. Then observe for the remainder of the class period.
2. Arrange an observation of instruction prior to your micro-lesson and discuss your micro-lesson with the cooperating teacher.
3. Make an appointment to discuss your teacher's evaluation. Write up your field experience following the directions on the website. You may either post your journal to Canvas or turn in a hard copy.

Part II (Distance students) Field Experience: 7 hours will include the following:

- 1) Create two mini-lesson plans for input vocabulary lessons to include two embedded formative assessments. Make a video of the input portion of the class, and continue with the output portion of the class, but do not video the output.
- 2) You will send your video to Courtney Farley along with your

lesson plan and your reflections. You will find the directions on the website for CTSE 4070 by clicking on Special Assignment II (See due dates below)

- 3) Write up your field experience following the directions on the website.

III. Picture File: (See website for details)

Large pictures for mounting on white board or walls:

Prepare a picture file with hard copies posted on construction paper to include the following categories. See list of topics below for minimum number of pictures per topic. The categories must include the following:

1. Physical Descriptors (10)
2. Famous People (10)
3. Personality Descriptors (10)
4. Clothing includes colors (10)
5. Classrooms with objects (10)

This part of the picture file must be sent or delivered personally with the rubric for this part which is posted on the website.

Digital picture file for activity sheets and testing. These should not duplicate the pictures in your hard copy file. You will find all the instructions for the digital picture file on the website.

IV. Unit Plan:

All students will develop a unit plan for a family unit. (See handout for pages where you can find the appropriate vocabulary in *Dos Mundos*, *Deux Mondes*, or *Kontakte*.)

1. Goals will reflect "I Can Statements",
2. Daily lesson plans with student learning outcomes, materials, procedures, closure,
3. Input - (CI) and, at least, two Interpretive activities to serve as formative assessments. (Listening and reading)
4. Output - structured production, interpersonal and presentational to serve as formative assessments (speaking and writing)
5. Summative assessment for each lesson should relate to "I Can Statements".

See Unit Plan Packet on the website for detailed instructions concerning this assignment.

DUE DATES FOR SPECIAL ASSIGNMENTS

Special Assessment One: Listening activities with functions & behaviors
Due 9/21

Special Assessment Two

Field Experience: Part I Same for on-campus and distance **Due: 9/26**

Field Experience: Part II On-Campus **Due: 11/16**

Distance - Field Experience: Part II (See Packet)	Video Due Dates
Part II: First video	Due: Oct. 26
Part II: Second video	Due: Nov. 7
Part II: Final write-up with reflections	Due: Nov. 16

3. Picture File (See website for details) **Due: Oct. 31**

4) Unit Plan (See Unit Plan Packet for details) **Due: Nov. 30**

STUDENT EVALUATIONS

Class participation:

Probing questions and thoughtful comments are necessary to a lively discussion. In order to get the most out of the reading assignments, you will need to give them a good deal of thought before you come to class. Therefore, all homework assignments must be posted by 10:30 the night before they are due. All late homework will be lowered one letter grade unless the student has had extenuating circumstances, and the professor has given permission for a late posting.

Demonstration lessons (on-campus students)

Students will present several sample-lessons to exemplify comprehensible input and structured output with proficiency-oriented activities to include the three modes. These lessons will be developed from the materials in the Terrell texts listed above. Each lesson **must** include a complete lesson plan with objectives, materials, and procedures as outlined in the unit planning packet. These lessons will be assigned for the days designated for practical applications. On-campus and distance students will write evaluations of all demonstration lessons during the same class period and turn them in to the GTA before leaving.

Demonstration lessons (distance students)

Distance students do not do demonstration lessons, but it will be assumed that they are practicing the required strategies in their own classrooms. However, they will write evaluations for all demonstration lessons for on-campus students to be turned in before signing off.

Special Projects: All special projects will be evaluated according to the rubrics included in the special assignment packets available on the website.

Quizzes: The mid-term quiz and final examination will test those objectives not specifically evaluated in special assignments.

GRADES:

WEIGHTS

92 - 100 = A	Homework, demos, mid-term quiz	30%
82 - 91 = B	Listening, picture files, field journals	30%
72 - 81 = C	Final exam and Unit Plan	40%

CLASS POLICY:

Since this course is tied to field experience in a local public school, professionalism dictates a strong commitment to being in class, both at Auburn University and at the assigned public school setting. You must notify both me and the laboratory teacher, when you will be absent prior to the beginning of class. More than three unexcused absences will result in a lower course grade. Three tardies, at either Auburn or the field placement site, constitute an unexcused absence. Successful completion of the laboratory component is essential for passing this course.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

*Students who need special accommodations should make an appointment to discuss the Accommodation Memo during my office hours as soon as possible.

If scheduled office hours conflict with classes, please arrange an alternate appointment time. If you do not have an Accommodation Memo, but need special accommodations, contact The Program for Students with disabilities in 1244 Haley Center (844-2096 V/TTY).

Normal Contingency Statement:

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as a hurricane), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Zoom policies:

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I'm happy to consider and provide accommodations, but you will need to be in communication with me.

Attendance:

Please do the following in the event of an illness or COVID-related

absence:

- Notify me in advance of your absence if possible
- Keep up with coursework as much as possible
- Participate in class activities and submit assignments electronically as much as possible
- Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

All content in this course supports the Conceptual Framework of the College of Education

ADDITIONAL MATERIALS ON RESERVE IN THE LRC

Spanish Music

Cri Cri	<i>Las 100 clásicas de Cri Cri Vol. 1</i>	CD no
lyrics Cri Cri		<i>Las 100</i>
<i>clásicas de Cri Cri Vol. 2</i>		CD no
lyrics		
Orozco, J. L. <i>Letras, Números, y colores</i>		CD and book with
lyrics Orozco, J. L.		<i>Diez Deditos</i> CD
and book with lyrics		
Orozco, J. L. <i>De Colores</i>		CD and book with
lyrics		
Orozco, J. L. <i>Navidad y Pancho Claus</i>		CD and book with
lyrics		

French Music

_____ <i>Chante Avec Moi</i>	European Language Institute	Tape and
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lyrics Lozano, P.	<i>French Grammar Swings</i>	Dolo Publications	CD
and book with lyrics Prado L & Schneider, A.	<i>Comptines à chanter</i>		
Milan Jeunesse	CD & lyrics Putamayo	<i>Cajun</i>	World
Music	CD no lyrics		
Putamayo	<i>French Café</i>	World Music	CD no lyrics

Supplemen

