

AUBURN UNIVERSITY  
Department of Curriculum and Teaching  
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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 2011

**Texts:** ACTFL Standards for Foreign Language Learning: Preparing  
for the 21<sup>st</sup> Century. Lawrence, KS: Allen Press Inc.

Alabama State Department of Education. *Alabama state course  
of study: Languages other than English*. (Bulletin 2006)

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

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

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

Terrell & al. (2010). *Dos mundos: A communicative  
approach*. (7<sup>th</sup> ed.) New York: McGraw-Hill. (Spanish majors)

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

Tschirner & al. (2009). *Kontakte: A communicative  
approach*. (6<sup>th</sup> ed.) New York: McGraw-Hill. (German  
majors)

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**Course Description:** The focus of this class is on strategies for teaching beginning-level foreign language students with a special emphasis on the development of effective instruction for comprehensible input and emerging speech tasks. Students will observe and describe classroom practices; subsequently, they will create instructional activities to promote listening, speaking, reading and writing skills as well as acquisition of vocabulary and morphology. These activities will serve as simulations for classroom practice and as the basis for the development of a unit plan. In addition, students will become acquainted with the Alabama State Course of Study and the National Standards for the purpose of relating these standards to instructional activities.

## Course Objectives:

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

- a) explain the *Standards for Foreign Language Learning* in the 21<sup>st</sup> Century as reflected in the *Alabama course of study: Languages other than English* (Modern Languages, Latin, Sign Languages)(*ASCS-FL*) as they relate to the National Standard and to instructional activities.
- b) define communicative competence and proficiency and relate these concepts to the *National Standards for Foreign Language Learning* and the *ASCS-FL*.
- c) describe each of the five proficiency levels for speaking as outlined in the ACTFL guidelines and explain how these are subsumed in the *ASCS-FL* and in the National Standards.
- d) create, present, and evaluate demonstration lessons to show knowledge about communicative strategies and ability to use these strategies for active listening, and speaking.
- e) create a unit plan for the beginning weeks of a first-year course in either French, German, or Spanish that contains the following:
  - 1) goals that summarize the learning outcomes in individual lesson plans;
  - 2) outcomes for each lesson that are subcomponents of the goal statements;
  - 3) active listening and early speech activities that lead to the stated outcomes;
  - 4) authentic tasks that develop cultural knowledge and understanding;
  - 5) a test at the end of the unit to test all four skills.

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### DATES FOR DAILY ASSIGNMENTS

- 8/18 Introduction to course - Explain Blackboard, Web Page, syllabus, labs  
S1 Review Input/output hypothesis, introduce Atlas Complex  
On-campus students only
- 8/19 Overview - Comprehensible input & questioning techniques  
S2 Demonstration Lesson - Andrea Wilkerson (For all students)  
Orientation for distance students only - Saturday, August 20
- 8/23 Lee & VanPatten - Chapter 1 *From Atlas and Audiolingualism* (pp.6-22)  
S3 Omaggio Hadley - Chapter 3 Excerpt: *Natural Approach* (pp. 120-123)
- 8/25 Lee & VanPatten - Chapter 2 *Comprehensible Input* (pp. 26-46)  
S4 Omaggio Hadley - Chapter 3 Excerpt: *Total Physical Response*  
(pp.118-120)
- 8/30 Demo: Dra. Barry - Professions  
S5 Discussion: Difference between TPR & Natural Approach  
**Homework:** Watch spotlight demo: mandatos - Ashley - Do activity sheets  
Materials available on Assignment Page

- 9/1 Practical Applications - *Comprehensible input* - Evaluations/discussion  
S6 (Nancy Dekle, Caitlan Turner & Emily Littleton)
- 9/6 Practical Applications - *Comprehensible input* - Evaluations/discussion  
S7 (Brandon Gatlin, Kelly Walters & Megan Smith)
- 9/8 Practical Applications - *Comprehensible input* - Evaluations/discussion  
S8 (Kelly Jackson, Leslie Crain, Seth Turner)
- 9/13 *Integrating Listening/Reading & Productive Skills & Teaching Listening*  
S9 Omaggio Hadley - Chapter 5 - Excerpt:(pp. 182 - 203)  
Video on food preparation - Dr. Barry - Materials on Assignment Page
- 9/15 Lee & VanPatten - Chapter 3 *Communicating in the Classroom*  
S10 (pp. 49-60 & 67-71)  
Discuss listening materials available online for Dos Mundos, Deux Monde  
or Kontakte for Paso A, Première Étape, or **Chapter One in Kontakte.**
- 9/20 Print Unit Plan Packet and bring to class - available under **Special**  
S11 **Assignment IV** Note: the goals and the layout of the lesson plans.  
Discuss ideas/questions for interviews with teachers  
**Bring Dos Mundos, Deux Mondes, or Kontakte to class for the discussion.**  
**Assign Practice Activities for Sept. 29. TBA**
- 9/22 Lecture/Discussion - Proficiency and Communicative Language Ability  
S12 Omaggio Hadley - Chapter 1 - Excerpt: *The notion of proficiency, its  
assessment, and the historical background* (pp. 1-34)  
Power Points: Communicative Language Ability  
Proficiency, Assessment Historical Background  
Worksheet: Omaggio Chapter 1 - See Assignment Page
- 9/27 Lecture/Discussion: Developing Oral Proficiency  
S13 Demo: Calendar Activity - Dr. Barry  
**Reading Assignment: Omaggio Hadley pp. 235 - 258**  
**Special Assignment I:** Listening Activities and reflections
- 9/29 Practice Activities from Omaggio  
S14 Word Associations - page 240; Group Puzzles: Samples 1&2 pp. 244-245  
Conversation Cards/Role Plays: pp. 242-243; Group Picture Story: p. 251  
Reference: Omaggio Hadley pp. 240-251
- 10/4 Demo: Dr. Barry- House Lesson - Input Oral/Written and Output  
S15 Oral/Written  
**All materials available on the Assignment Page**  
**Review lesson planning**
- 10/6 Practical Applications: Input/Output lessons (2 demos; German -  
S16 Kelly Walters; French - Caitlan Turner)  
Demo lessons cannot exceed 50 minutes.
- 10/11 Practical Applications: Input/Output (2 pair demos - Spanish)  
S17 (Brandon & Megan; Kelly Jackson & Seth)  
**Special Assignment II: Picture File**

10/13 Explain - Part II: Lab Experience  
 S18 (1 pair demo: Emily & Nancy)  
 Review theory and practice

10/18 (1 demo: Leslie)  
 S19 **Mid-semester quiz**

10/20 Introduce: National Standards  
 See Assignment Page for additional materials  
 S20 **Special Assignment III Due - Part I: Lab Experience**

10/25 Lee & VanPatten - Chapter 7 *Grammar Instruction as Structured Input*  
 S21 (pp. 137-165)

10/27 Lee & VanPatten - Chapter 8 *Structured Output: A Focus on Form in*  
 S22 *Language Production* (pp. 168-180)

11/1 Finish discussion of grammar teaching  
 S23 **Homework:** Watch Demo: Plurality - Kellye Templeton; Turn in critique  
 Goals due for Paso A, Premiere Etape, Einfuhrung A in Kontakte.

11/3 Practical Applications - Input/Output lessons (2 demos; alone)  
 S24 (German - Kelly Walters & French - Caitlan)  
**Distance Students send videotape of comprehensible input to Dr. Barry**

11/8 Practical Applications - Input/Output lessons (2 demos; pairs Spanish)  
 S25 (Nancy & Leslie; Brandon & Seth)  
**Due: Lesson Plan Day One for Unit Plan**

11/10 Practical Application - Input/Output lessons (2 demo; 1 pair 1 alone)  
 S26 (Megan & Catherine - pair) (Emily - alone)

11/15 Demonstration lesson - Greetings and Introductions - Katherine Taylor  
 S27 Demonstration of unit testing/ oral and paper/pencil - Dr. Barry  
**Distance students send videotape of comprehensible input to Dr. Barry**

11/17 No class - Class met on Aug. 19th  
 Planning time for Unit Plans

**11/21-11/25 Thanksgiving Break -**

11/29 **Reenter** - National Standards  
 S29 **Special Assignment III - Part II: Lab Experience**  
**Discuss Lab Experience**

12/1 **Review Theory and Applications**  
 S30 **Special Assignment IV: Unit Plan**

**12/8 Final Exam On-Campus: 7:00 p.m. - 9:30 p.m.**

**12/6 - 12/8) Final Exam Distance: Time determined by student and proctor**

## **SPECIAL ASSIGNMENTS**

### **I. Listening Activities and reflections:**

Listen to the Listening Activities online from your respective teaching texts and do the activities:

*Dos Mundos*: **Paso B** and **Chapter 8**

*Deux Mondes*: **Deuxieme Etape** and **Chapter 7**

*Kontakte*: **Einführung B** and **Chapter 8**

Write your reflections based on the readings from Lee and VanPatten (pp 66 - 76), Omaggio (pp 184-188). (See rubric for assignment on the website)

### **II. Picture File:**

Prepare a picture file with at least 10 categories based on topics from the Terrell texts listed above. Each topic should include a minimum of 10 pictures. However, for some categories, such as activities, you will need considerably more than ten. All pictures should be mounted neatly on heavy stock colored paper. All pictures need to be large enough to be seen across a large classroom. **This means that they need to cover most of the 8X11 sheet of colored paper.**

### **III. Lab experience: (See website for complete description and Lab 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. See note below for distance students.**)

1) 5 different observations of classroom activities for at least two levels of the program. (Use the "Teacher Observation Guide" in your packet as an aid to thoughtful observation.)

2) helping with pair activities as part of the observation experience.

3) an additional 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 school.

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

1. Plan and execute two micro-lessons using comprehensible input to last

not less than 30 minutes and not more than 45 minutes. Then observe for remainder of class period.

2. Arrange an observation of instruction prior to your micro-lesson and discuss your micro-lesson with the lab teacher.
3. Make an appointment to discuss your teacher's evaluation of your micro-lesson.
4. Write up your lab experience following the directions on the website.

Lab Part II: 7 hours will include the following: (**Distance students**)

- 1) **Create two lesson plans for input/output vocabulary lessons. Videotape the input portion of the class, and continue with the output portion of the class, but do not videotape the output.**
- 2) Send your videotape along with your lesson plan and reflections on the lesson to Dr. Sue Barry, Curriculum & Teaching, 5040 Haley Center, Auburn University, Auburn, AL 36849.
- 3) Write up your lab experience following the directions on the website.

#### **IV. Unit Plan:**

All students will develop a unit plan for Paso B, Deuxieme Etape, or that includes:

1. goals,
2. daily lesson plans with objectives, materials, procedures, closure,
3. instructional activities that include authentic real-world tasks for all four skills, and
4. an oral and written assessment of your unit goals.

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

#### **DUE DATES FOR SPECIAL ASSIGNMENTS**

- |   |                |                          |
|---|----------------|--------------------------|
| 1) Completed listening activities and reflections |                | <b>Due: September 27</b> |
| 2) Picture File                                   |                | <b>Due: October 11</b>   |
| 3) Lab Project (See Lab Packet for details)       | <b>Part I:</b> | <b>Due: October 20</b>   |
|   | <b>Part II</b> | <b>Due: November 29</b>  |
| 4) Unit Plan (See Unit Plan Packet for details)   |                | <b>Due: December 1</b>   |

#### **STUDENT EVALUATION**

##### **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 noon on the day 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 proficiency-oriented activities for each of the four skills. 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 students will write evaluations of all demonstration lessons during class period and turn them in to the GTA. The evaluations will not be graded, but if they are turned in late two percentage points will be deducted from your final grad for each late evaluation.

#### **Demonstration lessons (distance students)**

Instead of presenting demonstration lessons, distance students will write up their evaluations for all demonstration lessons for on-campus students. These evaluations must be submitted by the following day to be graded and returned as soon as possible with feedback concerning your critique.

**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 a special assignment.

#### **Weights for evaluations:**

|  |     |
|--|-----|
| Homework, Mini-lessons, and quiz                                   | 30% |
| Grades for 1) listening activities, 2) picture file, 3)lab journal | 30% |
| Final examination and unit plan                                    | 40% |

**All objectives must be fulfilled with a "C" or better in order to qualify for internship.**

92 - 100 = A

82 - 91 = B

72 - 81 = C

#### **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 or 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.

\*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).

**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.

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

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**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 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 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            |

**German Music**

|                       |  |                     |                  |
|-----------------------|--|---------------------|------------------|
| _____                 | <i>Oktoberfest in Germany</i>                    | Delta Entertainment | CD no lyrics     |
| German Air Force Band | <i>More German Military Marches &amp; Polkas</i> |                     | CD no lyrics     |
| Sterndreher           | <i>Die Blaue Blume</i>                           | Deuter              | CD lyrics on web |

**Supplementary materials available on the Text Page of the website**