AUBURN UNIVERSITY

Department of Curriculum and Teaching *Sue Barry, Associate Professor Office: Haley Center 5012*

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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 2019

**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: Languages other than English*. (Bulletin 2017)

Lee, J. F. & VanPatten, B. (2003) *Making communicative language teaching happen*. 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:

Andrade & al. (2019). *TU Mundo: espanol sin fronteras*. (2nd ed.) New York: McGraw-Hill. (Spanish majors)

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

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

**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 production tasks as they relate to the key principles of language acquisition. Students will observe and describe classroom practices; subsequently, they will create instructional activities using all three modes (interpretive, interpersonal, and presentational. Emphasis is on acquisition of vocabulary and gender morphology. These activities will serve as simulations for classroom practice and as the basis for the development of a novel unit plan. Students will become acquainted with the Alabama State Course of Study and The World-Readiness Standards for Learning

Languages in order to address these standards in their instructional activities. In addition, students will use the ACTFL proficiency guidelines to analyze the instruction they are observing during their field experience.

## Course Objectives:

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

1. explain the *World-Readiness* *Standards for Foreign Language Learning* in the 21st Century as reflected in the *Alabama Course of Study* and relate them to the instructional activities which they will observe and create.
2. define communicative competence and proficiency and relate these constructs to the *World-Readiness Standards for Language.*
3. 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*.*
4. create, present, and evaluate demonstration lessons to demonstrate knowledge about comprehensible input (CI)and structured output to include all three communicative modes (interpretive, interpersonal and presentational.
5. create a unit plan for a first semester beginning level course in either French, German, 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. interactive 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.

## DATES FOR DAILY ASSIGNMENTS

8/16 Overview – Communicative Language Teaching – Dr. Sue Barry S1 Demonstration Lesson – Andrea Wilkerson Auburn High School

Download Andrea’s lesson plan and handouts from the Assignment Page.

8/17 Orientation for streaming with Panopto, Canvas, and telephones – Cayla

A.M. Introduction: syllabus; Website; labs; Unit Plan Project - Emily

8/17 Discussion: Creating contexts and Questioning Techniques – Stephanie

P.M. Practice Groups: Create context with pictures

S2 Practice Appropriate Questioning Techniques

 Pair Activity: Differentiate Input and Output based on

 Andrea’s lesson.

## 8/20 No Class - Class met 8/16 – Friday Evening

8/22 Discussion: From Atlas and Audiolinguialism to 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)

\*Streaming classes begin.

8/27 Discussion: Los Mandatos (Commands)

S4 **Demo: Commands in Spanish –** Presenter: Stephanie Colquitt, Auburn, HS

8/29 Discussion: Comprehensible input

S5 **Reading Assignment:** Lee & Van Patten – Chapter 2. Comprehensible Input

 (pp. 26-46).

9/3 Discussion: Methods

S6 **Reading Assignments:** Omaggio Hadley Chapter 3 Excerpts: *Direct Method (pp.* 108-109); *Natural Approach* (pp.120-123); *A Functional Approach: Communicative Language Teaching Approach* **(CLT)** (pp. 116-118)

 **Additional Homework:** Watch Dr. Barry’s video on food preparation on Spotlight Demos and listening activities on the Canvas.

## 9/5 Demo: Alphabet – Sara Ahnell

S7 Materials are on the website. Print the lesson plan and activities.

Bring all the necessary materials to class.

9/10 *Teaching Interpretive Mode (Input – listening/reading)*

S8 Group work with lessons from Megan and Sara Omaggio Hadley - Chapter 5 - pp. 182 - 203)

9/12 Demo: Dra. Barry – Professions S9 All materials are on website

Watch Destinos at home on the internet at the following link:

# <http://learner.org/series/destinos/>

9/17 *Teaching Presentational Mode* – (Output – writing/speaking)

*S*10 **Reading Assignment:** Lee & Van Patten (pp. 49-60) Omaggio Hadley (pp.

235-258) Information Gap Activities-Calendar, Living room

How do we create communicative goals that can become “*I can* statements”?

9/19 Demo: House Lesson: Dr. Barry - Review lesson planning input/output S11 vocabulary. All materials are available on Assignment Page

9/24 Discussion: Proficiency and Its Historical Background

S12 **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

9/26 Finish discussion of proficiency and review National Standards S13 **Reading Assignment** *World-Readiness Standards for Language Learning*

Discuss ideas/questions for interviews with teachers Explain Part 2 Field Experience

## Special Assignment I: Listening Activities

10/3 **Simulated Field Experience 2:** **(Marissa – handout)**

S15 Discussion

10/8 Discussion: Grammar Instruction as Structured Input

S16 **Reading Assignment:** Lee & VanPatten – Chapter 7 *Grammar Instruction*

(pp. 137-165)

**Print Field Experience II:** Bring to class for explanation

## 10/10 – 10/11 Fall Break

10/15 Discussion: Grammar instruction Output

S17 **Reading Assignment:** Lee & VanPatten – Chapter 8 *Structured Output*

(pp. 168-179)

## Special Assignment II Due - Part I Field Experience Journal

 Follow rubric on website Special Assignment 1 carefully.

10/17 **Grammar Demo: Sara Ahnell Physical descriptions/gender – French**

 S18 Materials posted on the website

10/22 **SF3: Sierra - handout**

S19 Discussion

10/26 **Mid-Term Quiz**

S20 Lunch

 **SF4: Francisco – Handout**

Disc4ussion

10/29 **SF5**: **Krystal – Handout** S21 Print Unit Plan Packet: Bring to class

**Distance Students’ deadline to complete video 1 for (CI)**

10/31 **SF6**: **Emily - Handout** S22 Talk about Unit Plan – give out instructions.

Discuss unit planning and goals for final unit plan “**School”.**

11/5 **Demo:** Patricia Rivera – *Caminito de la escuela* by Cri Cri

S23 **See Spotlight Demo:** Matthew Hurst – *Una rata vieja*

 Materials on Spotlight Demo Page.

11/7 Brainstorm “*I Can Statements”* for *“Descriptions Unit”*

S24 **Demo:** Oral Assessment (Interpersonal & Presentational Modes)

 **Review: *World-Readiness Standards for Language Learning***

 **Selected Words:** *edTPA Glossary*

 **Distance Student’s deadline to post video 2 for (CI)**

11/12 **Demo:** Dr. Barry *“Descriptions Unit”* Paper/Pencil Assessment

## S25 Listening/Reading (Interpretive Mode) and Writing (Presentational Mode)

 **Review: *World-Readiness Standards for Language Learning***

 **Selected Words:** *edTPA Glossary*

## 11/14 SF7: (Marissa and Sierra – Children’s Music Demos)

## S26 Special Assignment II – Field Experience Part 2: On Campus and Distance

## 11/19 SF:8: (Krystal and Francisco – Children’s Music Demos)

## S27 Special Assignment III Due: Picture File

## 11/21 No class – Makeup for afternoon, Saturday Aug. 18

## 11/25-1129 No class – Thanksgiving Break

12/3 Omit at this time

S28

12/5 Review and help Session for the Final

S29 **Special Assignment IV Due: Unit Plan**

**SPECIAL ASSIGNMENTS**

1. **Listening Activities:**
2. **Field 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. 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 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 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 Write up your lab 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: **Not applicable this year.**

1. Create two lesson plans for input/output vocabulary lessons to include two informal or 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. Upload your video to the Discussion Page on Canvas. Post your lesson plan and your journal with your reflections on the Assignment Page in the designated space on Canvas. (See due dates below)
3. Write up your lab experience following the directions on the website.

## 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.

1. **Unit Plan:**

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

1. goals,
2. daily lesson plans with objectives, materials, procedures, closure,
3. instructional activities that include authentic real-world tasks for all three modes, and
4. formative and summative assessments for your unit goals and objectives.

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

## DUE DATES FOR SPECIAL ASSIGNMENTS

1) Completed listening activities and reflections **Due: Sept. 27** 2a) Field Experience: Part I (See Packet) **Due: Oct. 16** 2b) **On-Campus-Field Experience**: Part II (See Packet) **Due: Nov. 15**

**Distance-Field Experience**: Part II (See Packet**) Due: Nov. 15**

**2b) Distance –** Field Experience: Part II(See Packet) **Video Due Dates**

Part II: First video **Due: Oct. 25**

Part II: Second video **Due: Nov. 8**

Part II: Final write-up with reflections **Due: Nov. 15**

3. Picture File (See website for details) **Due: Nov. 27**

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

## 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 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 a special assignment.

## Weights for evaluations:

Homework, Mini-lessons, and quiz 30%

Grades for 1) listening activities, 2) picture file, 3)lab journals 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 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).

## 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

**ADDITIONAL MATERIALS ON RESERVE IN THE LRC**

**Spanish Music**

Cri Cri *Las 100 clásicas de Cri Cri Vol. 1* CD no lyrics Cri Cri *Las 100 clásicas de Cri Cri Vol. 2* CD no lyrics

Orozco, J. L. *Letras, Números, y colores* CD and book with lyrics Orozco, J. L. *Diez Deditos* CD and book with lyrics

Orozco, J. L. *De Colores* CD and book with lyrics

Orozco, J. L. *Navidad y Pancho Claus* CD and book with lyrics

## French Music

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

Putamayo *French Cafè* World Music CD no lyrics

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