### **Auburn University Department of Curriculum and Teaching**

**Instructor:** Dr. Sara Ahnell  
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**Fall Semester Office Hours:** By appointment  
**Fall Zoom Office Hours**

**Tuesday**

* **2:00 PM - 3:00 PM**

**Wednesday**

* **11:00 AM - 12:00 PM**

**Thursday**

* **2:00 PM - 3:00 PM**

**Friday**

* **2:00 PM - 4:00 PM**

**Course:** CTSE 4070/73 Foreign Language Programs Secondary School (4 hrs)  
**Prerequisite:** Admission into the Teacher Education Program or with special permission  
**Date:** Fall 2024  
**Lecture:** Wednesdays, 4:10 PM - 6:00 PM Central Time  
**Lab:** Thursdays, 8:00 AM-12:00 PM Central Time  
**Location:** 1414 and on Zoom

### **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). This course will also integrate ACTFL Core Practices and High-Leverage Teaching Practices (HLTPs) for language instruction to ensure effective and practical teaching strategies.

In this course, we will also focus on developing effective foreign language teaching practices through the creation and filming of lessons using the Comprehensible Input Meaning-based Output (CIMO) framework as part of the Integrated Communicative Approach (ICA). Students will engage in creating standards and proficiency-based instruction for the development of communicative competence and proficiency across interpersonal, interpretive, and presentational modes. Students will prepare and film three demo lessons: a Comprehensible Input Presentation (CIP) using the Comprehensive Input Questioning Technique and two full CIMO lessons using GoReact. This course specifically addresses the unique needs of novice learners in curricular and instructional design and delivery.

### **Student Learning Outcomes**

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

1. 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.
2. 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.
3. 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) with embedded formative and summative assessments.
4. Create a unit plan for a first-semester beginning level course in either French or Spanish that contains the following:
   * Goals that summarize the learning outcomes in individual lesson plans.
   * Student learning outcomes for each lesson that are subcomponents of the “I Can” Statements.
   * Interpretive, interpersonal, and presentational activities that lead to the stated outcomes and that serve as formative assessments.
   * Authentic tasks that develop cultural knowledge and understanding using all three communicative modes.
   * A summative assessment at the end of the unit to assess all three modes, interpersonal, interpretive, and presentational with real-world tasks.
5. Design and implement effective Comprehensible Input Presentations (CIP) using CIQT.
6. Create and film CIMO lessons that integrate High-Leverage Teaching Practices (HLTPs).
7. Develop lesson formative and summative assessments that evaluate communicative competence in interpersonal, interpretive, and presentational modes.
8. Evaluate and reflect on their teaching practices and those of their classmates using GoReact feedback.

### **Texts and Readings**

* The National Standards Collaborative Board. (2015). World-Readiness Standards for Learning Languages. 4th ed. Alexandria, VA: Author.
* Alabama State Department of Education. (2017). Alabama State Course of Study: World Languages.
* Ahnell, S. (2024). Manuscript: Blueprints for Teaching Beginners: Building Transformative Novice Language Learner Experiences with the Integrated Communicative Approach (ICA). Chapters: Preface, 1 - "Introduction to the Integrated Communicative Approach," 2 - "The House Metaphor for Curricular Design," 3 - "Backward Design and Standards," 4 - "Comprehensible Input Presentations," 5 - "Comprehensible Input Questioning Techniques."
* Glisan, E., & Donato, R. (2017). Enacting the Work of Language Instruction: High-Leverage Teaching Practices. United States: ACTFL.
* ACTFL. (2011). 21st Century Skills Map.
* ACTFL. (2015). World-Readiness Standards for Learning Languages.
* Shrum, J. L., & Glisan, E. W. (2015). Teacher's Handbook, Contextualized Language Instruction. United States: Cengage Learning. Chapters: 1 - "Understanding Language Learning Through Second Language Acquisition Theory and Research" (p. 11-42), 2 - "Contextualizing Language Instruction to Address Goals of the Standards for Learning Languages" (p. 43-70), 3 - "Planning Standards-Based Instruction Using Backward Design" (p. 70-103), 11 - "Assessing Standards-Based Language Performance in Context" (p. 358-408).

## **Course Schedule**

**Session 1: Wednesday, Aug 21**

* **Topic:** Introduction to the Course and Syllabus Overview; House Metaphor for Curricular Design
* **Description:** Introduction to course objectives, structure, and requirements. Overview of syllabus and key assignments, including demo lesson expectations. Introduction to the house metaphor for curricular design using the Integrated Communicative Approach (ICA).
* **Reading Assignment Due:** Preface and Chapter 1 - "Introduction to the Integrated Communicative Approach" from Ahnell's *Blueprints for Teaching Beginners* Manuscript

**Session 2: Wednesday, Aug 28**

* **Topic:** Principles of Communicative Language Teaching; The House Metaphor
* **Description:** Exploration of communicative language teaching principles, including the importance of using the target language in instruction. Discuss how these principles apply to lesson planning and classroom practice. Continued exploration of the house metaphor for curricular design.
* **Reading and Written Assignment Due:** Chapter 2 - "The House Metaphor for Curricular Design" from Ahnell's Manuscript, Shrum & Glisan (2015) Ch. 1 - "Understanding Language Learning Through Second Language Acquisition Theory and Research" (p. 11-42)
* **Demo Lesson:** TPR Commands in Spanish – Presenter: Ms. Cayla Baker

**Session 3: Wednesday, Sept 4**

* **Topic:** Backward Design and Standards
* **Description:** Introduction to backward design principles and how they align with standards for learning languages. Discuss how to plan instruction by starting with the desired outcomes and working backwards to create effective lessons.
* **Reading and Written Assignment Due:** Chapter 3 - "Backward Design and Standards" from Ahnell's Manuscript, Shrum & Glisan (2015) Ch. 3 - "Planning Standards-Based Instruction Using Backward Design" (p. 70-103), and ACTFL Documents
* **Demo Lesson:** Alphabet Lesson – Dr. Ahnell

**Session 4: Wednesday, Sept 11**

* **Topic:** Review and Application of Chapters 1-5
* **Description:** Group discussion and Q&A session to review and synthesize key concepts from the first five chapters. Students will reflect on how these concepts can be applied to their teaching practice.
* **Reading and Written Assignment Due:** Chapter 4 - "Comprehensible Input Presentations" and Chapter 5 - "Comprehensible Input Questioning Techniques" from Ahnell's Manuscript

**Session 5: Wednesday, Sept 18**

* **Topic:** Comprehensible Input Presentations (CIP)
* **Description:** Detailed examination of Comprehensible Input Presentations (CIP), including strategies for making input comprehensible and engaging for students. Practical applications and examples will be discussed and analyzed.
* **Reading and Written Assignment Due:** Reflection on Chapters 1-5
* **Demo Lesson:** Professions – Dr. Barry

**Session 6: Wednesday, Sept 25**

* **Topic:** Comprehensible Input Questioning Techniques (CIQT)
* **Description:** Focus on Comprehensible Input Questioning Techniques (CIQT) and how to use them effectively in the classroom to support language acquisition.
* **Reading and Written Assignment Due:** Review Glisan & Donato (2017) - HLTP #1
* **Assignment Due:** Listening Activities
* **Field Experience/Project Due:** Field Experience Part I

**Session 7: Wednesday, Oct 2**

* **Topic:** Creating Effective CIP Lessons
* **Description:** Practical workshop on creating Comprehensible Input Presentations. Students will design and present their own CIP lessons, receiving feedback from peers and the instructor.
* **Assignment Due:** Draft of CIP Lesson Plan

**Session 8: Wednesday, Oct 9**

* **Topic:** Feedback and Reflection on CIP Lessons
* **Description:** Review and discuss the CIP lessons presented in the previous session. Focus on feedback, reflection, and improvement strategies for future presentations.
* **Assignment Due:** Finalized CIP Lesson Plan and CIP Lesson Video
* **Reading and Written Assignment Due:** Glisan & Donato (2017) - HLTP #1

**Session 9: Wednesday, Oct 16**

* **Topic:** Designing Input Activities (Listening and Reading)
* **Description:** Workshop on designing effective input activities for listening and reading. Emphasis on creating tasks that provide comprehensible input and facilitate language acquisition.
* **Assignment Due:** Draft of Input Activities
* **Demo Lesson:** Watch Dr. Barry’s video on Spotlight Demos - La Torta

**Session 10: Wednesday, Oct 23**

* **Topic:** Feedback and Reflection on Input Activities
* **Description:** Review and discuss the input activities created in the previous session. Focus on feedback, reflection, and strategies for improvement.
* **Assignment Due:** Finalized Input Activities
* **Field Experience/Project Due:** Picture File

**Session 11: Wednesday, Oct 30**

* **Topic:** Designing Output Activities (Speaking and Writing)
* **Description:** Workshop on designing effective output activities for speaking and writing. Emphasis on creating tasks that promote meaningful language use and communication.
* **Reading Assignment Due:** Glisan & Donato (2017) - HLTP #2

**Session 12: Wednesday, Nov 6**

* **Topic:** Presenting and Evaluating CIMO Lesson I
* **Description:** Students will present their first CIMO lesson and receive constructive feedback. Emphasis on self-evaluation and peer review.
* **Assignment Due:** Finalized CIMO Lesson Plan I and CIMO Lesson Video I

**Session 13: Wednesday, Nov 13**

* **Topic:** Reflecting on CIMO Lesson I
* **Description:** In-depth reflection on the first CIMO lesson presentations. Discussion on areas of improvement and strategies for enhancing lesson effectiveness.
* **Reading Assignment Due:** Glisan & Donato (2017) - HLTP #6
* **Demo Lesson:** House Lesson

**Session 14: Wednesday, Nov 20**

* **Topic:** Planning for CIMO Lesson II
* **Description:** Workshop on planning the second CIMO lesson, building on the feedback from the first lesson. Focus on refining and enhancing lesson design.
* **Assignment Due:** Draft of CIMO Lesson Plan II
* **Demo Lesson:** Music Demos with Movement
* **Field Experience/Project Due:** Field Experience Part II (First video: October 25, Second video: November 8, Final write-up with reflections: November 22)

**Session 15: Wednesday, Dec 4**

* **Topic:** Final Presentations and Reflections
* **Description:** Students will present their final CIMO lesson and reflect on their teaching practices throughout the course. Emphasis on synthesizing course concepts and planning for future professional development.
* **Assignment Due:** Finalized CIMO Lesson Plan II and CIMO Lesson Video II
* **Field Experience/Project Due:** Unit Plan

**Final Exam:** TBA

### **Field Experiences for CTSE 4070**

**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.

**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.

### **Special Assignments**

**I. Listening Activities:**Complete all assigned listening activities and give the functions and responses for each listening activity.  
**Due Date:** September 25

**II. Field Experience:**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):  
Due Date:** September 27  
See note below for distance students.

* 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.
* You may help with pair activities as part of the observation experience.
* 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 (7 hours):  
Due Date:** November 22

* 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.
* Arrange an observation of instruction prior to your micro-lesson and discuss your micro-lesson with the cooperating teacher.
* 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):** 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. 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). Write up your field experience following the directions on the website.

**III. Picture File:  
Due Date:** October 31  
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 the minimum number of pictures per topic. The categories must include the following:
  + Physical Descriptors (10)
  + Famous People (10)
  + Personality Descriptors (10)
  + Clothing includes colors (10)
  + 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:  
Due Date:** December 2  
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.)

* Goals will reflect “I Can Statements”.
* Daily lesson plans with student learning outcomes, materials, procedures, closure.
* Input - (CI) and, at least, two Interpretive activities to serve as formative assessments. (Listening and reading)
* Output – structured production, interpersonal and presentational to serve as formative assessments (speaking and writing).
* Summative assessment for each lesson should relate to “I Can Statements”.
* See Unit Plan Packet for detailed instructions concerning this assignment.

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

**Special Assessment One:** Listening activities with functions & behaviors  
**Due Date:** September 25

**Special Assessment Two:**

* **Field Experience Part I:** Same for on-campus and distance students  
  **Due Date:** September 27
* **Field Experience Part II (On-Campus):  
  Due Date:** November 22
* **Field Experience Part II (Distance):**
  + First video: October 25
  + Second video: November 8
  + Final write-up with reflections: November 22

**Picture File:  
Due Date:** October 31

**Unit Plan:  
Due Date:** December 2

### **Assignments and Evaluation**

**Class Participation:** Probing questions and thoughtful comments are necessary for 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 assignments must be posted by 11:59 PM the night 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.

**Grading Categories and Percentages:**

Homework, class participation, mid-term quiz, quizzes (20%)

Special Assignments (40%)=

Demo lesson plans with videos and reflections (20%)

Listening activities, picture files, field journals (20%)

Unit Plan Part 1 (20%)

Final Exam (20%)

### **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

**Special Accommodations:**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 alternative 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).

**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 face to face 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.

**Contingency Plan:**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.

### **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 Café (World Music, CD no lyrics)