

Teaching Second Languages (FLED 333)

Instructor: Dr. Tobias Barske	E-Mail: tbarske@uwsp.edu
Time: Friday 1:00-2:50 p.m.	Location: 305 CCC
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Office Hours: T 2-3 p.m. and by appointment	

Course Description:

This course provides an introduction to the theory and practice of teaching foreign languages. We will discuss theories and research findings of Second Language Acquisition (SLA) that inform language pedagogy. In addition, students will learn how to implement theoretical understandings of second language acquisition to create pedagogically sound lesson plans.

FIELD EXPERIENCE

As part of this course, students will be required to participate in 30-60 hours of pre-teaching field experience (Levels II & III). Each student will be placed with a world language teacher in their respective language. The purpose of this practicum is to expose students to classroom interaction in preparation for their student teaching assignments.

REQUIRED TEXTS

1. Shrum, J. & E. Glisan (2002). *Teacher's Handbook: Contextualized Language Instruction (World Languages)* (5th edition). New York: Heinle.
2. Selection of articles & readings on CANVAS

Evaluation Criteria:

15 Lesson Plans	15 %	Article & Textbook Reviews/Teaching Project	15 %
Teaching Analysis	15 %	Assessment	15 %
Idea Files	10 %	Practicum Reflections	10 %
Class Participation	10 %	Final Exam	10 %

I use the +/- system when assigning grades. Your grades will be calculated in CANVAS. You have access to your grade at all times via CANVAS.

Ranges for Letter Grades					
A	> 92 %	B-	80 – 83 %	D+	68 – 69 %
A-	90 – 91 %	C+	78 – 79 %	D	64 – 67 %
B+	88 – 89 %	C	74 – 77 %	D-	60 – 63 %
B	84 – 87 %	C-	70 – 73 %	F	< 59 %

Assignments:

15 LESSON PLANS – 15%

In the course of the semester, we will discuss how lesson plans for foreign language classes should be constructed. Each of you is working with a textbook throughout this semester (see Textbook Review). Using the materials you gather for your idea files and the textbook you are assigned to plus additional resources you choose to use, you have to write 15 lesson plans. With

each lesson plan, you need to demonstrate how to teach effectively in the target language while immersing students in the target culture continually.

Broadly speaking, the topic of your 15 lesson plans has to be centered around one chapter from your textbook in your target language. Ideas for these lessons include songs, traditions, food, etc.

ARTICLE REVIEW/TEXTBOOK REVIEW/TEACHING PROJECT – 15 %

Students will write 2 article reviews over the course of the semester. At two points during the semester, you will choose an article of interest to you related to our class. You will read your articles carefully and then write a 1-page review. These reports should be typed in Word using Times New Roman, 12-point font, and 1-inch margins. More details about these reviews will be available as these assignments come up in the course of the semester.

Students will also be assigned a textbook to work with in this class. Similar to the article reviews, you will have to review your textbook for strengths and weaknesses using the “Textbook Evaluation Instrument Based on the ACTFL Standards.” We will take time during the semester to listen to presentations about the textbooks you are working with.

NOTE ABOUT ACADEMIC WRITING: Here are some specific aspects you need to focus on in terms of editing your writing.

- write a strong thesis statement for your paper
- begin each paragraph with a topic sentence
- end each paragraph with a summary sentence
- include transitions between sentences and at the beginning of each paragraph
- avoid the over-use of the verb ‘to be’
- avoid the use of the passive voice
- choose specific subjects and verbs for each sentence

TEACHING ANALYSIS – 15 %

From the video clips we will be watching throughout the semester, two students will be assigned a teaching segment. Together with your partner, you will have to analyze this video clip.

ASSESSMENT – 15 %

With a group, you will receive a sample assessment. You will evaluate the class using assessment tools available and write up your results. Additionally, you will provide commentary on the kind of feedback you would provide the class and three specific students in your class. Finally, you will provide a statement on how this sample assessment will inform teaching in the immediate future.

IDEA FILES – 10%

One of the major projects this semester will be “Idea Files” that you create based on materials you develop and collect throughout the semester. Based on the 5 Cs developed by the American Council for Teachers of Foreign Languages, you will include 5 activities each on the 5 standards, Communication, Cultures, Connections, Communities, and Comparisons. You have to include at least 10 activities that involve technology. You need to submit a total of 25 entries in your idea file.

Your idea file will be evaluated using the following rubric.

PRACTICUM REFLECTIONS – 10 %

As part of this class, you will need to complete at least 30-60 hours of pre-practice teaching field experience in school settings. Observing other teachers and reflecting on your own approach to teaching serves as a major component for training to enter the teaching profession. During your practicum, you are expected to write extensive journal notes. Based on your notes, you will provide a comprehensive description of the students in one of the classes you observe. Make sure to discuss prior academic knowledge of the students, special needs students, etc. Specifically, I want you to discuss how you need to structure instruction in order to support students' development of communicative proficiency in the target language in meaningful cultural context(s). I also want you to comment on how teaching practice should be evaluated and changed in order to meet students' varied learning needs. This paper should not be more than 3 pages single-spaced.

CLASS PARTICIPATION – 10%

Your regular attendance and participation in this class is expected and required, especially since the heart of the course is the discussions that arise in it. I expect that you will complete assigned readings before class and come prepared to discuss the material in a thoughtful manner that reflects your consideration of the readings. You are allowed two (2) absences without losing points from your overall grade.

Your attendance, preparedness, and participation are evaluated with the following rubric:

12 points	14 points	16 points	18 points	20 points
Student is rarely prepared for class and rarely participates. Student has been absent in excess. When working in groups, the student is distracting and often off-task.	Student is seldom prepared for class and/ or seldom participates. When he/ she does participate, his/ her offerings are irrelevant to the topic at hand. Student has been absent frequently. When working in groups, the student contributes minimally.	Student is adequately prepared for class and/ or participates only when called on. He/ she does participate, his/her offerings are usually relevant to the topic at hand, but not always. Student has been absent. When working in groups, the student sometimes contributes.	Student is often prepared for class and often participates, but not always. When he/she does participate, his/her offerings are usually relevant to the topic at hand. Student has not been absent more than twice. When working in groups, the student usually contributes.	Student is always prepared for class and participates regularly to discussions. His/her offerings to discussions are insightful and valuable to the class as a whole. Student has not been absent more than twice. When working in groups, the student is a valuable team member.

FINAL EXAM – 10%

The final exam will be a comprehensive exam of concepts and terms covered during the semester. The exam will require you to be familiar with all the important terms we covered in class and in the readings. Both response papers and in-class discussions should prepare you well for this exam, so take both your preparation for class as well as the work we do in class very seriously.