**Secondary Education 276R: Exploration of Foreign Language Teaching**

Winter 2012 (First Block Jan. 4-Feb. 24)

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**Course objectives:** Students who successfully complete this course will . . .

* Have a realistic notion of what it is like to teach a foreign language in a public secondary school
* Have a developing awareness of good language teaching practice
* Be able to summarize what foreign language students should know and be able to do
* Be able to discuss with students and parents the benefits of speaking a foreign language
* Be able to discuss the public purposes of education and related social and political issues
* Be able to prepare and teach a basic foreign language lesson
* Be able to discuss the characteristics of successful foreign language teachers, as well as professional standards and resources for helping teachers improve (including ACTFL and the *INTASC Standards*)
* Be able to articulate your motivations for becoming a teacher, as well as your potential strengths and weaknesses as a teacher

**Required Texts:**

*The Salt Lake Tribune*. A promotion for an eight-week home subscription for $18 is available by calling 1-801-237-2900. Mention the promotion code **8/18.** Note: You must call this number again when you want to end the subscription.

**Articles** (available on course wiki @ <http://byuflang276.wikispaces.com> ):

Bateman, B. E. (2008). Student teachers’ attitudes and beliefs about using the target language in the

classroom. *Foreign Language Annals, 41,* 11-28.

Center for the Improvement of Teacher Education and Schooling. (2007). *Agenda for education in a*

*democracy.* Brigham Young University, Provo, UT: Author. Available online at <http://education.byu.edu/cites/2007AnnualReport.pdf>

Center on Education Policy. (2007). *Why we still need public schools: Public education for the common*

*good.* Washington, DC: Author. Available online at [http://www.cep-dc.org/index.cfm?fuseaction=document.showDocumentByID&DocumentID=11&C:%5CCFusionMX7%5Cverity%5CData%5Cdummy.txt](#http://www.cep-dc.org/index.cfm?fuseaction=document.showDocumentByID&DocumentID=)

Draper, J. B., & Hicks, J. H. (2000). Where we’ve been; what we’ve learned. In J. B. Webb & B. L.

Miller (Eds.), *Teaching heritage language learners: Voices from the classroom* (ACTFL Foreign Language Education Series, pp. 15-35). Yonkers, NY: ACTFL.

Evarrs, S. B., & Knotek, S. E. (2006). Foreign language and special education. In A. L. Heining-Boynton

(Ed.), *ACTFL 2005-2015: Realizing our vision of languages for all* (ACTFL Foreign Language Education Series, pp. 117-134). Upper Saddle River, NJ: Pearson.

Galloway, V. (1999). Bridges and boundaries: Growing the cross-cultural mind. In M. A. Kassen (Ed.),

*Language learners of tomorrow: Process and promise* (Northeast Conference Reports, pp. 151-187). Lincolnwood, IL: National Textbook.

Hallam, M. K. (2009). Another piece of the language learning puzzle: Why teacher dispositions are a

crucial aspect of student success. *The Language Educator, 4*(1), 26-29.

Heining-Boynton, A. L. (1996). Standards and foreign language teacher education: Developing new

professionals during a time of reform. In R. C. Lafayette (Ed.), *National Standards: A catalyst for reform* (ACTFL Foreign Language Education Series, pp. 39-55). Lincolnwood, IL: National Textbook.

National Standards in Foreign Language Learning Project. (1999). *Standards for foreign language*

*learning in the 21st century* (pp. 9-15, 31-38). Alexandria, VA: Author.

Rosenbusch, M. H. (2005). The No Child Left Behind Act and teaching and learning languages in U.S.

Schools. *Modern Language Journal, 89*, 250-261. Available online at [http://www3.interscience.wiley.com/cgi-bin/fulltext/118687949/PDFSTART](#http://www3.interscience.wiley.com/cgi-bin/fulltext/118687949/PDFSTART)

Taylor, J. S., & Bateman, B. E. (2009). *Fundamentals of language teaching: What every Spanish teacher*

*needs to know* (Chapters 1 and 2). Unpublished manuscript, Brigham Young University.

**Grading:** Grades will be assigned according to the following point system:

Points

Attendance and participation 152

Observation hours from school visits 127

Observation sheets from school visits 80

Written reflections (newspaper articles, guest speakers, video) 180

Quizzes on assigned readings 100

Microlesson 50

Technology Skills Assessment 50

Final paper 100

Final exam 100

LiveText assessments (PIBS, CDS, FED), course evaluation on Route Y 61

Total 1000

These categories are explained below.

Attendance: Because a large part of what you learn in this course will take place in class (including listening to guest speakers and the instructor’s presentations, discussions of reading assignments, etc.), attendance is essential. Class periods in the weeks that we meet on campus are one hour and 50 minutes long, which means that being absent for even one class period will result in your missing a substantial amount of information. If you need to miss class, arrive late or leave early, please let me know so that appropriate allowances and/or make-up arrangements may be made. I will allow you to make up one missed class by reading an additional article (I recommend Taylor & Bateman Chapter 1) and writing a one-page response to it.

Written reflections: For this component of the course you will write one-page reflections on (a) newspaper articles on issues related to public education and/or foreign language learning, and (b) the presentations of guest speakers and videos that we watch in class.

*Newspaper articles:* Select eight articles from the *Salt Lake Tribune* related to public education (legislation, funding, teaching, testing, etc.) or to foreign language learning. This averages one article per week. Write a one-page reflection on each article. Clip the article from the paper and turn it in along with your reflection.

*Guest speakers and video:* We will have approximately three guest speakers and one video presentation that will address various topics related to language teaching. You should write a reflection on each speaker and on the video.

Reflections should not be merely a summary of what you have read or heard, but rather should describe your own reaction to the subject – ideas that were new to you, ideas that impressed you or that you reacted strongly to, ideas that you could apply in your own teaching. Each reflection should be approximately one page (double spaced if typewritten).

Reading quizzes: A short quiz on each assigned article or reading will be given at the beginning of class on the day the reading is due. The purposes of these quizzes is simply to hold you accountable for the assignment; they should be easy if you have done the reading.

Observation hours in schools: You will be spending four weeks observing foreign language (and possibly some ESL) classes in local high schools and junior high/middle schools. You will be divided into language-specific base groups, and each group will be assigned a specific school or schools to visit each week. In order to receive full credit for this category you should have approximately 45 hours of observation (not including travel time). This works out to about 2.5 hours per day on the days that we visit schools.

Observation sheets: A template for observing foreign language classes will be distributed in class. Choose eight of the classes that you observe (preferably taught by different teachers and/or different levels) and fill out an observation sheet for each. You should complete two of these sheets during each week of the school visits. Bring the completed forms to turn in the next time we meet as a class.

Microlesson: To give you a feel for content-based language teaching, you will teach a 15-minute microlesson in your language on a particular topic (family, food, free time, sports, etc.). You will teach this lesson to a small group of other students in the class who do not speak your language. More instructions will be forthcoming.

Technology Skills Assessment (TSA): The TSA is required of all applicants to teaching majors by the McKay School of Education. It consists of demonstrating that you know how to use four types of software: a word processor, an Internet browser, a spreadsheet, and presentation software. Instructions and practice activities are available at [http://education.byu.edu/technology/tsa.html.](http://education.byu.edu/technology/tsa.html) Each of the four modules needs to be passed off in the McKay lab; each one takes approximately 30 minutes.

Final paper: The final assignment will consist of a paper summarizing what you have learned in this course about language teaching and being a language teacher. Look back through the readings, your written reflections, class notes and quizzes, and observation notes from school visits. After reflecting on these sources, select five ideas that you feel are the most important things that you learned in this course about language teaching. These may include thoughts about language teaching as a profession, insights about the language learning process, observations about K-12 students, insights about yourself as a developing teacher, or any other theme related to language teaching. For each idea, write a single underlined sentence summarizing the idea. Then write one or more paragraphs explaining the idea in more detail, as well as what led you to these insights. Your completed assignment, due on the last day of class, should be approximately three pages, typed and double spaced.

Final exam: The final examination will be taken in class and will include material from the assigned readings, guest speakers, and class discussions. A study guide will be provided.

Course evaluation on Route Y: During the final week of the block you will be able to complete an online evaluation of this course. Log on to your Route Y account and click on “Student Ratings.” (In accordance with University policy, in order to receive credit for completing the evaluation, you must not opt out of having your name appear on the instructor’s list of students who have completed the evaluation.)

**Honor Code Standards**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Preventing Sexual Discrimination or Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

**Students with Disabilities**

If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

**ScEd 276R Daily Schedule, Fall 2010**

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| **Week** | **Activities in class** | **Homework for next class** |
| Week 1  Wed. Jan. 4 | Introduction to foreign language (FL) education; overview of course | Read CID and CEP reports; subscribe to *Salt Lake Tribune* |
| Th. Jan. 5 | Why do we need strong public schools?  The Moral Dimensions of Education | Read Taylor & Bateman Ch. 2 |
| Fri. Jan. 6 | What are the benefits of FL study? How can teachers promote FL study? | Read Bateman article “Student Teachers’ . . . Using the Target Language in the Classroom” |
| Week 2 Mon. Jan. 9 | How does language learning in a classroom setting take place? What is the importance of using the target language? |  |
| Tues. Jan. 10 | Guest Speaker: Ray Clifford  Guest Speaker: Cherice Montgomery | Start reading *Tribune* and looking for articles  Write reflection on guest speaker  (due Fri. Jan. 13)  Read Standards Executive Summary |
| Wed. Jan. 11 | What should foreign languages students know and be able to do? *Standards for Foreign Language Learning* | Read instructions for Technology Skills Assessment online |
| Th. Jan. 12 | Orientation to school visits; LiveText Orientation | Read Galloway chapter for Friday |
| Fri. Jan. 13 | What is the role of culture in foreign language learning? Due: reflections on guest speaker(s) and news article reflection (1) |  |
| Week 3  Mon. Jan. 16- | MLK Holiday |  |
| Jan. 17-Jan. 20 | JR. HIGH / MIDDLE SCHOOL VISITS | Write reflections on 2 news articles and Observations (both due Mon. Jan. 23) |
| Week 4 Mon. Jan. 23 | Guest Speaker: Kirk Skyles (Spanish teacher)  Debrief School Visits Due: Reflections on one news article (2) and Observation sheets 1&2 | Read Heining-Boynton chapter |
| Tues. Jan. 24 | Guest speakers: Stephen van Orden (German teacher)  How is a teaching license obtained? What standards do new teachers need to meet? *INTASC Standards* | Write reflection on guest speakers (due Thur.) Read Draper & Hicks and Evarrs & Knotek chapters |
| Wed. Jan. 25 | Can students with disabilities learn FLs? What is the place of heritage speakers in FL classes? |  |
| Th. Jan. 26 | Video “The First Year” (Withdrawal Deadline 1st Block) Due: Reflections on guest speaker(s) | Write reflection on video (due Fri.)  Read Bateman article on teaching vocabulary |
| Fri. Jan. 27 | Content-based language teaching; intro to microlessons  Due: Reflection on Video and one news article reflection (3 & 4) | Prepare vocabulary microlesson  Read Rosenbusch article for Mon. Feb. 6 |
| Week 5  Jan. 30-Feb. 3 | HIGH SCHOOL VISITS | Write reflections on 2 news articles and Observations (both due Mon. Feb. 6) |
| Week 6  Mon., Feb. 6 | Debrief school visits;  Guest Speaker: Dr. Blair Bateman how does education policy affect teachers, schools, and students? No Child Left Behind Act  Due: Two news article reflections (5 & 6) and Observation Sheets 3&4 |  |
| Feb., 7-10 | HIGH SCHOOL VISITS  (Note: Feb. 8 Withdrawal Deadline 1st block classes) | Write reflections on 2 news articles and Observation sheets (both due Fri. Feb. 13) |
| Week 7  Feb. 13-16 | IMMERSION OR OTHER SCHOOL VISITS Due via email or hard copy in box outside office: Two news article reflections (7 & 8) and observation sheets 5&6 | Write Observation sheets (due Fri. Feb. 21) |
| Fri., Feb. 17 | Microlessons |  |
| Week 8  Mon., Feb. 20 | HOLIDAY Presidents’ Day |  |
| Tues. Feb. 21 | Guest speaker: Art Burnah (French teacher)  Due: Observation Sheets 7&8 | Write reflection on guest speaker (due Thurs. Feb. 23) Read Hallam article and Bereiter and Scardamalia |
| Wed., Feb. 22 | Debrief school visits; What are the characteristics of successful teachers? Review for final | Study for final exam; work on final paper; finish Tech. Skills Assessment (due Feb. 24)  Finish final paper & Record of Work; do course evaluation (Route Y), FED (LiveText) |
| Thur. Feb. 23 | Declaring a teaching major; writing of thank-you letters to teachers and speakers;  Due: Final Paper and record of work |  |
| Fri. Feb. 24 | **Final exam In class**  Due: Tech skills assessment and Live Text by 4:00 PM |  |