UNIVERSITY OF CENTRAL FLORIDA

College of Education

Course Title: FLE 4333 Foreign Language Teaching in the Secondary School

Department: School of Teaching, Learning, and Leadership

Instructor: Dr. Karen Verkler

Semester: Spring 2013

Class Hours: 1:30-2:45 p.m. on Tuesdays and Thursdays

Class Location: TA 303

Office Number: ED 220L

E-mail address: ProfessorVerkler@aol.com

Office Hours: Tuesdays from 10:00-1:00 p.m

Wednesdays from 1:30-3:30 p.m.

Catalog description: Methods of teaching another language at the secondary level within a communicative framework. Includes examination and practice of current instructional techniques in listening, speaking, reading, and writing skills, testing, error correction.

Course credit: 3.0 hours

Prerequisites: None

Intended Audience: This course is required for all students seeking a foreign language teaching certification, as well as those pursuing the undergraduate TEFL certificate. It is designed to provide training in the theory and methods of teaching a second language at the secondary level.

Required Text: Schrum, Judith L., & Glisan, Eileen W. *Teacher’s Handbook: Contextualized Language Instruction*, 4th Ed. Boston: MA: Heinle & Heinle.

Optional Text: (for TEFL Nunan, David. *Practical English Language teaching,* 1st Ed., New York, NY:

McGraw-Hill.

Objectives:

KEY: FSAC-SP = Florida Subject Area Competencies, Spanish K-12 (10th Ed.)

FSAC-FR = Florida Subject Area Competencies, French K-12 (10th Ed.)

PEC = Professional Education Competencies

FEAP = Florida Educator Accomplished Practices

ACTFL = American Council on the Teaching of Foreign Languages Program Standards for the Preparation of Foreign Language Teachers

The student will:

1. Develop an historical perspective of the variety of objectives and methods for teaching foreign languages and critically examine contemporary approaches in order to choose appropriate strategies for teaching in a proficiency-oriented classroom. FSAC-SP 39.6.1, FSAC-SP 39.6.5, FSAC-FR 15.6. 1, FSAC-FR 15.6.7, FSAC-FR 15.6.5, FEAP a.3.g., PEC 1.1, 2.5, 3.7, 7.2; ACTFL 3.a.. ACTFL 3.b

2. Demonstrate an understanding of second language acquisition theory and terminology.

FSAC-SP 39.6.1, PEC 1.5, 7.1, 7.2; ACTFL 1.b

3. Apply second language teaching techniques to the secondary classroom. FSAC-SP 39.6.1, FSAC-SP 39.6.2, FSAC-SP 39.6.5, PEC 1.3, 1.5, 1.8, 2.5, 2.7, 3.2, 3.5, 3.7, 3.10, 8.1, 8.2, 8.3, 8.4; FEAP a.1.f, a.2.e, a.3.b, a.3.e, a.3.g; ACTFL 2.c, ACTFL 3.a

4 Examine, demonstrate, and practice a variety of instructional techniques for contextualized language

instruction in the secondary classroom. FSAC-SP 39.6.5, PEC 1.4, 1.7, 1.8, 1.9, 3.5, 3.7, 3.10; FEAP a.3.e, a.3.g, a.3.h; ACTFL 2.c, ACTFL 3.a.

5. Participate in the creative process of developing strategies and gathering materials and resources for teaching communicatively. FSAC-SP 39.6.2, FSAC-SP 39.6.5, PEC 1.3, 1.5, 1.7, 1.8, 2.5, 2.7, 3.2, 3.5, 3.7, 7.1, 7.2, 8.2, 8.5; FEAP a.1.f, a.2.a; ACTFL 2.c, ACTFL 3.a.

6. Demonstrate the ability to plan, develop, and implement effective daily lesson plans. FSAC-SP 39.6.2, FSAC-SP 39.6.5, FSAC-FR 15.6.1, FSAC-FR 15.6.3, FSAC-FR 15.6.7, PEC 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 3.5, 3.7, 4.2, 7.1, 8.2, 8.4, 8.5; FEAP a.1.a, a.1.b., a.1.c., a.1.d., a.1.f., a.2.g., a.3.e., a.4.b.; ACTFL 4.a, ACTFL 4.b, ACTFL 4.c, ACTFL 2.c.

7. Demonstrate knowledge of the Whole Language Approach for teaching grammar, utilizing the PACE Approach, a Story-Based and Guided Participatory Approach. FSAC-SP 39.6.5, FSAC-FR 15.6.1, PEC 1.5, 1.8, 3.5, 3.6, FEAP a.1.b., a.3.b., a.3.3; ACTFL 3.a

8. Identify techniques for using an interactive approach to teach listening, reading, and speaking in the target language. FSAC-SP 39.6.2, FSAC-FR 15.6.1, PEC 1.3, 1.5, 2.5, 8.2, 8.3, 8.5; FEAP a.1.f.,a.3.b.; ACTFL 3.a

9. Design effective process/product writing activities for the secondary classroom. FSAC-SP 39.6.6, FSAC-FR 15.6.1, FSAC-FR 15.6.2, PEC 1.5, 2.5, 3.2, 3.6, 8.4, 8.5; FEAP a.3.f., a.4.b.

10. Identify and develop effective procedures and instruments for evaluating communication skills and students’ progress in secondary foreign language study. FSAC-SP 39.6.6, FSAC-FR 15.6.2, FSAC-FR 15.6.4, FSAC-FR 15.6.7, FSAC-FR 15.6.6; PEC 1.1, 1.3, 4.2, 4.3; FEAP a.1.d., a.4.b., a.4.c; ACTFL 5.a.

11. Critically analyze and make adaptations to instructional materials, rendering them more comprehensible to second language students. PEC 1.2; ACTFL 4.c.

12. Develop activities with reference to the Sunshine State Standards, the National TESOL Standards, and the three communication modes: Interpersonal, Interpretive, and Presentational. FSAC- SP 39.6.2, FSAC-SP 39.6.3, FSAC-FR 15.6.1, FSAC-FR 15.6.3, PEC 1.2, 1.3, 3.1, 3.2, 3.7; FEAP a.1.a, a.1.f, a.3.a; ACTFL 4b, ACTFL 5a.

13. Develop lesson plans including the use of technology for instructional purposes. FSAC-SP 39.6.5, FSAC-FR 15.6.7, PEC 1.2, 3.7; FEAP a.2.g, FEAP a.3.g.; ACTFL 4.a., ACTFL 4.b, ACTFL 4.c

14. Plan a highly interactive, culturally based, developmentally appropriate, contextualized microteach based on current second acquisition theory. FSAC-SP 39.6.2, FSAC-SP 39.6.3, FSAC 39.6.5, FSAC-SP 39.6.6, FSAC-FR 15.6.1, FSAC-FR 15.6.2, FSAC-FR 15.6.3, FSAC-FR 15.6.4, FSAC-FR 15.6.7, FSAC-FR 15.6.6, PEC 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 3.1, 3.2, 3.5, 3.6, 3.7, 4.2, 7.1, 8.2, 8.4., 8.5; FEAP a.1.a, a.1.b., a.1.c., a.1.d., a.1.f., a.2.g., a.3.e., a.3.f., a.4.b; ACTFL 2.c, ACTFL 2.a, ACTFL 3.a, ACTFL 4.a., ACTFL 4.b., ACTFL 4.c., ACTFL 5.a.

15. Identify language organizations at the regional, state, and national levels. PEC 5.5; ACTFL 6.a.

16. Integrate culture in lesson planning. FSAC-SP 39.6.3, FSAC-FR 15.6.3, FSAC-FR 15.6.4, FSAC-FR 15.6.7, FSAC-FR 15.6.7, FSAC-FR 15.6.6, PEC 1.7, 7.1 ;ACTFL 2.a.

Course Expectations:

1. Use of cell phones (talking and texting) during class is disrespectful, distracting, and unprofessional. While

class is in session, cell phones are to be **TURNED OFF AND PUT AWAY**. Using cell phones during class communicates to the instructor and your peers that you feel as though you have better things to do than to listen to and learn from your instructor and your peers. Students wanting to use their phones must do so during break or outside of the classroom.

2. Use of profanity and foul inappropriate language is disrespectful, offensive, and unprofessional.

3. Class notes, documents, rubrics, resources, announcements, and other supplementary material are

available at the course wiki at **http://fle4333drkarenverkler.wikispaces.com/** Students are to download

and/or print out documents from files on the course wiki. **It is your responsibility to check the wiki AND**

**your email before class each week to ensure you are ready with the appropriate materials for class.**

4. Communication between the instructor and students will be via email ([ProfessorVerkler@aol.com](mailto:ProfessorVerkler@aol.com)) and the

course wiki.  **It is your responsibility to check your email and the course wiki on a regular basis.** Your lack of following through on this responsibility is not a valid excuse for not fulfilling course assignments.

5. Students are expected to complete reading assignments before each class meeting. Students should come

to class prepared to make relevant contributions to class discussions and activities based on assigned

readings.

6. **Assignments are due at the beginning of class on the date indicated in the syllabus.** **Grades will be**

**lowered 20% (of total points possible) for assignments turned in late.** **Assignments late more than**

**one week past the due deadline will not be accepted.** Assignments may be turned in early. If you are

absent, it is your responsibility to get any missed work and turn in any assignments that are due. An

absence **DOES NOT** change the assignment’s due date. **Technical/computer problems are not an**

**acceptable excuse for a late assignment. Do not wait until the due date to print out your**

**assignment.**

7. Most of the assignments are to be submitted with a rubric. This syllabus clearly indicates which

assignments are to be accompanied by a rubric. The rubric is vital for the instructor’s evaluation of your

assignment. The rubrics are found on the course wiki. **Grades for** **assignments turned in without the**

**rubric will be lowered 20% (of total points possible).**

8. Your preparedness reflects your degree of professionalism. **As such, your assignments are to be**

**submitted with all components stapled together.** **The rubric with your name and any other required information on it is to be STAPLED to the front of your assignment.** Work submitted should look professional; it should not look as though it was thrown together with little thought. **Dog-eared and unstapled work will be returned and the grade will be lowered 20% of total points possible.** The instructor will not have a stapler.

9. **All assignments must be word processed (typed).** In addition, all assignments are to be submitted free

of spelling, grammatical, and typographical errors. **Make sure to proof any submitted work or have**

**someone else proof your work before you turn it in.** The University Writing Center, phone number 407-

823-2197, is also available for student assistance in writing, proofing, and editing. Their Web site is

http://www.uwc.ucf.edu.

10.Work is expected to be thoughtful, reflective, and of high quality in terms of both content and presentation.

Work that does not meet the established criteria will be noted and will not receive full credit.

Course Academic Assignments:

Pair Assignment Procedures:

Some of the assignments below may be completed individually or in pairs. Students may pair with different people for any pair or individual assignment. If working in pairs is more difficult than working individually, a student may choose to complete these assignments individually.

If working in pairs, each pair member must take responsibility for planning and organizing the assignments. Each pair member must complete at least one part (approximately half) of every pair assignment. This might involve being the person who: 1) starts a first draft for the other pair member to build on, 2) develops graphics, 3) gathers appropriate instructional resources, 4) does research, or 5) proofs & perfects the final version. For each pair assignment, each member will indicate that s/he contributed to and approves the final product and will complete an individual reflection describing her/his contribution to the end product. This statement is to be attached to the completed assignment.

1. **Individual or Pairwork: Adaptation of Instructional Materials – 20 points.** Select an instructional

material (textbook, storybook, workbook, game, etc.) that you might use when teaching a lesson in your content area. If you select a textbook or workbook, focus on a particular chapter or unit. Analyze the instructional material for any biases, stereotypes, format, lack of sensitivity, vocabulary usage, lack of graphics, etc. that would decrease ELL students’ level of comprehension of the content. In general, how can you adapt the material to accommodate cultural and linguistic differences? When preparing this assignment, follow the appropriate rubric carefully so that you address all criteria.

2. **Individual Work or Pairwork: ESOL-Infused Microteach Lesson Plan and Performance - 25**

**points.**  You will create a lesson plan for a 45-minute lesson in which you will teach a topic of your own

choice. The lesson must be highly interactive and include at least three ESOL strategies to enhance the comprehensibility of the content to ESOL students. You will implement the lesson, using your

classmates as your students. You will have the opportunity to again practice teaching the lesson to the

CMMS students. When preparing this assignment, please adhere to the appropriate rubric carefully so

that you address all criteria.

3. **Individual Work: Professional Development Plan – 22 points.** Students will view their microteach performance and write a professional development plan for addressing problematic areas.

4. **In-Class Groupwork: Story-Based Language Approach - 10 points.** Students will be grouped in four. Each group is to select a grammatical concept. They may select one from a chapter in a textbook or some other instructional material. Each member of the group is to address one of the stages of the Story-Based Language Approach: Presentation, Attention, Co-construct an Explanation, and Extension Activity. Each student is to write in narrative form the type and sequence of activities, description of the materials, etc. they might use when teaching the concept in that stage. The stages should “flow” logically one into the other. The assignment is to be turned in as a group.

5. **Individual Work or Pairwork: Oral or Written Communication Activity - 10 points**.Develop and implement the activity with the class as your students. Implementation of the activity is to take no longer than 10 minutes. Provide enough copies of your assignment to distribute to the class. You are to provide enough detail about your activity so that others can easily replicate your activity in their own classrooms.

6. **Individual work: El Café - 10 points.** Much like in a coffee shop where poets and writers share their work, this assignment will be shared as you munch on goodies and "share" informally with your peers.

The purpose of this assignment is two-fold. First, you will get familiar with professional journals in your area of expertise (second language instruction). Second, you will learn how to read a journal article, derive meaning from the journal article, and then apply what you have learned to create an actual classroom activity for your students.

Steps in the completion of this assignment:

1. Select (see list below) and read a peer-reviewed professional journal article from 2007-present dealing with some aspect of second language education. See the list below for examples of such journals. It is highly recommended that you find an article that you can relate to the development of some type of classroom activity.
2. Using APA (American Psychological Association) format, write the bibliographic citation of the

journal article. For proper APA format, go to: http://owl.english.purdue.edu/owl/resource/560/01/

1. Write a paragraph briefly summarizing the main idea(s) of the article.
2. Since you will be creating a classroom activity based on what you learned in the article and

since classroom activities should be based on topics/concepts discussed in class, write one or two paragraphs generally explaining what you supposedly just taught your students.

1. Then, based on what you learned from the article, create an actual classroom activity for your

current or future students that is related to what you supposedly just taught your students. Describe the activity in enough detail and with enough clarity so that it may be replicated by other teachers. If necessary, provide step-by-step directions. This step should be the most detailed step of the assignment.

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| As a review, the final assignment should consist of the following components:   * APA-style bibliographic citation of the journal article. * One paragraph briefly summarizing the main idea(s) of the article. * One or two paragraphs generally explaining what you supposedly just taught your students. * A detailed, step-by-step description of the classroom activity for your current or future students. This may be written in narrative form (versus lesson plan form) and may be 1-2 pages long. |

1. Provide enough copies of the final assignment (the components are listed above) to distribute to

each student in our class.

1. Provide the instructor with (a) a copy of your assignment, (b) the El Café Assignment Evaluation

Form, and (c) a copy of the journal article.

1. Five minutes per person will be allotted for the sharing of this assignment. Within five minutes, briefly state the main idea of the article and what you have supposedly just taught your students. Then describe in detail the activity you created based on what you learned from the article. The bulk of your discussion should consist of the description of your classroom activity.

List of peer-reviewed professional journals:

1. Journal of Memory Language 2. Language and Cognitive Processes

3. Modern Language Journal 4. Journal of Phonetics

5. Journal of Psycholinguistics Research 6. Language and Society

7. Computational Linguistics 8. Journal of Neurolinguistics

9. Journal Communication Disorders 10. Clinical Linguistics and Phonetics

11. Foreign Language Annals 12. American Journal of Speech and Language Pathology 13. TESOL Quarterly 14. Journal of Pragmatics

15. CALICO Journal 16. Asian EFL Journal 17. Canadian Modern Language Review 18. English International Language Journal 19. Internet TESL Journal (open access) 20. Language Learning

21. Studies in 2nd Language Acquisition 22. System 23. Asian ESP Journal 24. Chinese EFL Journal

25. Heritage Language Journal 26.Journal of Second Language Writing 27. Language Learning and Technology 28. Linguistics Journal 29. Reading in a Foreign Language 30. Second Language Research

31. Language Teaching Research 32. Novitas-ROYAL 33. Scripta Manent 34. Studies in Second Language Acquisition 35. ESP Journal 36. Open Applied Linguistics Journal 37. The Tapestry Journal 38. Journal of Speech Language and Hearing 39. Language 40. Brain and Language 41. Applied Psycholinguistics 42. Mind and Language 43. Applied Linguistics 44. Journal of Child Language 45. Language Learning 46. Research on Language and Social Interaction 47. Language Speech and Hearing Series 48. Natural Language and Linguistic Theory

7. **In-Class Groupwork: Creation of Assessment Instrument - 10 points.** As a group, select a chapter from a textbook or work with one of the group member’s microteach lesson plans. As a group, create for this chapter or lesson an assessment instrument. Before submitting a final copy as a group, please make certain that all assessment items are related to the unifying theme of the chapter or lesson.

8. **Individual Work:** **Technology Stations – 10 points.** During the course of the semester, work your way through the technology stations indicated on the Technology Station checklist. After completing the exercises at each of the stations, write a reflection identifying which station reflected your favorite use of technology. Discuss why it was your favorite and how you could use the information you learned at that station to enhance your instruction and/or your students’ learning.

9. **Individual or Pairwork: Language Game – 25 points.** Second language oral development and vocabulary development are very important components of second language instruction. Using what you have learned in our course and any other pertinent resources, develop a language game whose main purpose is to develop ESOL students’ oral language skills and assist them in their acquisition of vocabulary. Listed below are the criteria to be addressed. When preparing this assignment, follow the appropriate rubric carefully so that you address all criteria:

* The game must be created in its entirety. All of the pieces of the game (playing board, board pieces, playing cards, question cards, etc.) must be available so that students can play the game.
* The game must have complete instructions. Remember, you will want to include visuals in your instructions.
* The age/grade and language proficiency level of the students for whom the game is appropriate must be specified.
* The subject/content area addressed by the game must be specified.
* Specify the content objectives or academic content that the game addresses. That is, what is (are) the objective(s) of the game? What skills/vocabulary/academic content do you expect your students to learn from playing this game?
* Specify the language objectives. In other words, what area of language is emphasized: semantics, phonology, grammar, vocabulary building, etc.?
* Be creative. Make it attractive. Make it fun. Will students want to play this game?

10. **Individual/Pairs/Trios: SSTESOL Conference Presentation Proposal - 10 points.** Either individually or in pairs/trios, students will brainstorm ideas for a workshop that might be presented at a conference. Students will complete the presentation proposal form provided by the instructor. One presentation proposal form with the appropriate rubric will be submitted per individual/group. If time permits, students will share proposals on the final day of class.

11. **OPTIONAL: HAPPY Hour Student Showcase Attendance**. HAPPY (**H**aving **A**ctive **P**articipation

**P**repares **Y**ou) Hour is an opportunity for professional development for future educators. HAPPY Hour consists of monthly workshops conducted by educational experts in areas of relevance to the teaching profession. The workshops are free and require no pre-registration. Students simply show up, learn, have fun, and leave with tons of resources. A schedule of the 2012-2013 HAPPY Hour workshops can be found at http://education.ucf.edu/happyhour. Students are encouraged to attend the workshops to enhance their credentials as educators. The workshops attended can be added to the “Professional Development” section of the students’ ever-growing professional résumés.

HAPPY Hour also includes the HAPPY Hour Student Showcase, an in-house conference that highlights teacher candidates as the presenters. This year’s Showcase will be Saturday, January 26, 2013, from 8:30-4:00 p.m. On-line registration is $10.00. On-site registration (the day of the Showcase) is $15.00. **To qualify for door prizes, register online by Monday, January 21, 2013, at http://education.ucf.edu/happyhour/register.cfm**. Payment must be received by Monday, January 21, 2013.

In lieu of doing the conference presentation proposal assignment (the final course requirement), students have the option of attending the HAPPY Hour Student Showcase. Students attending the Showcase will submit an artifact (presentation handout) and a reflection in which they will reflect on the entire Showcase or on a particular presentation that made a significant impact on them. In their reflection, students will discuss what they learned from the Showcase and/or presentation and how they might apply what they learned once they have their own classroom. A reflection is NOT a narrative of what the presenter did and/or said. In a reflection, students demonstrate that they have gleaned something meaningful from the presentation and have given critical thought regarding how they might be able to use/implement what they learned in their future classroom/career.

**OPTIONAL: HAPPY Hour Workshop or Other Professional Development Workshop Attendance.** For students unable to attend the HAPPY Hour Student Showcase, students may attend at least four professional development workshops (there are professional development workshops other than HAPPY Hour workshops). To be exempt from doing the conference proposal presentation assignment, students are to write a reflection for each workshop and submit to the instructor a workshop handout and reflection for each workshop. In the reflection, the student must give a BRIEF overview of the workshop content. The bulk of the reflection must consist of what the student learned and how the student might apply what he/she learned to his/her own future classroom. A reflection is NOT a narrative of what the presenter did and/or said. In a reflection, students demonstrate that they have gleaned something meaningful from the presentation and have given critical thought regarding how they might be able to use/implement what they learned in their future classroom/career.

**In order to be counted toward being exempt from doing the conference presentation proposal assignment, each workshop reflection and accompanying handout must be submitted within two weeks of having attended the workshop.**

Course Evaluation:

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| Assignment | Date Due | Points Worth | PointsEarned |
| OPTIONAL: HAPPY Hour Student Showcase Reflections and Handouts (in lieu of Conference Presentation Proposal Assignment) | January 29 | 10 **OR**  10 for  Conference  Proposal  Assignment |  |
| Adaptation of Instructional Materials | January 31 | 20 |  |
| Rough Draft of Microteach Lesson Plan | February 5 | -- |  |
| Microteach Lesson Plan and Performance   * Submit with Microteach Lesson Plan Rubric | February 12 and 14 | 25 |  |
| Professional Development Plan   * Submit with Professional Development Plan Rubric | February 21 | 22 |  |
| Story-Based Language Approach   * Submit Story-Based Language Approach Handouts | February 26 | 10 |  |
| Communication Activity   * Submit with Communication Activity Rubric | March 14, 19, 26, and  28 | 10 |  |
| El Café Assignment   * Attach El Café Evaluation Form. * Attach Journal Article. | April 2, 4, and 9 | 10 |  |
| Assessment Instrument | April 11 | 10 |  |
| Technology Stations   * Submit Technology Stations Checklist. * Submit with Reflection on Technology. | April 16 and 18 | 10 |  |
| Language Game | April 23 and 25 | 25 |  |
| SSTESOL Conference Presentation Proposal   * Attach Conference Presentation Proposal Evaluation Form. | April 30 | 10 |  |
| TOTAL POINTS |  | **152** |  |

A = 141-152 points

B = 129-140 points

C = 115-128 points

D = 104-114 points

F = Below 104 points

Tentative Class Schedule

(The top half of text for each date denotes what is due by that date. The bottom half indicates the

agenda for class that day.)

Date Activity/Assignment

January 8 Beginning of the fun: Getting to know you

Introduction to the course content and structure

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January 10 Introduction to the course content and structure (continued)

Formation of PLC’s

Cooperative Learning

Group Guidelines

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January 15 Required Readings: *Teacher’s Handbook:* Preliminary Chapter and Chapter 2

Profession and Expectations for Language Teachers

Professional Development

Sunshine State Standards

TESOL National Standards Lesson

January 17 Required Readings: *Teacher’s Handbook:* Chapter 1

Understanding the Role of Contextualized Input, Output, and Interaction in Language Learning

Teaching Language in Context

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January 22 Required Readings: *Teacher’s Handbook:* Chapter 1

Understanding the Role of Contextualized Input, Output, and Interaction in Language Learning (continued)

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January 24 Required Readings: *Teacher’s Handbook:* Chapter 2

PRACTICAL EXPERIENCE: CMC/CMMS Orientation

January 26 HAPPY Hour Student Showcase – Attendance is optional, but highly recommended.

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January 29 **HAPPY Hour Student Showcase reflections and handouts are due from students seeking exemption from the conference presentation proposal (final course requirement).** Required Readings: *Teacher’s Handbook:* Chapter 3

Paradigm for Instructional Planning

Bloom’s Taxonomy of Thinking

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January 31 **Assignment due: Adaptation of Instructional Materials**

Lesson Planning

February 5 Required Readings: *Teacher’s Handbook:* Chapter 3

No formal class session.

February 7 **Assignment due: Rough draft of lesson plan is due.**

Peer editing of lesson plan

Expectations for microteaching

February 12 PRACTICAL EXPERIENCE (1 hour) Half of class will teach their microteach lesson.

**Assignment due: Final copy of lesson plan AND rubric are due.**

**Microteaches with classmates as students**

February 14 PRACTICAL EXPERIENCE (1 hour) Half of class will teach their microteach lesson.

**Assignment due: Final copy of lesson plan AND rubric are due.**

**Microteaches with classmates as students**

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February 19 Required Readings: *Teacher’s Handbook*: Chapter 6

Reflection on microteach performance

Professional Development Plan Requirements

Framework of Communicative Modes

Variables involved in Comprehension and Interpretation

February 21 **Assignment due: Professional Development Plan**

Variables involved in Comprehension and Interpretation (continued)

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February 26 Required Readings: *Teacher’s Handbook:* Chapter 7

**Bring to class a textbook or other instructional resource having a grammatical construct.**

Grammar Instruction: Explicit/Implicit Controversy

Story-Based Approach to Grammar

**Groupwork: Story-Based Language Approach**

February 28 Finish Story-Based Approach to Grammar

March 5 & 7 Spring Break – Let’s go to the beach!

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March 12 Required Reading: *Teacher’s Handbook*: Chapter 8

Oral and Written Interpersonal Communication

Interactive Speaking

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March 14 **Half of Class: Oral or Written Interpersonal Communication Activities**

PRACTICAL EXPERIENCE: (1 hour) Implementation of Oral or Written Interpersonal

Communication Activities

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March 19 **Half of Class: Oral or Written Interpersonal Communication Activities (continued)**

PRACTICAL EXPERIENCE: (1 hour) Implementation of Oral or Written Interpersonal

Communication Activities

March 21 Required Reading: *Teacher’s Handbook:* Chapter 9

Oral and Written Presentational Communication

Written Communication in Three Modes

Meaningful Writing

Evaluating Written Samples: Rubrics

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

March 26 **Other Half of Class: Oral or Written Presentational Communication Activities**

PRACTICAL EXPERIENCE: (1 hour) Implementation ofOral or Written Presentational

Communication Activities

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March 28 **Other Half of Class: Oral or Written Presentational Communication Activities (continued)**

PRACTICAL EXPERIENCE: (1 hour) Implementation ofOral or Written Presentational

Communication Activities

April 2 **Assignment due: El Café Assignment**

Sharing of El Café Assignment

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

April 4 **Assignment due: El Café Assignment (continued)**

Sharing of El Café Assignment

April 9 **Assignment due: El Café Assignment (continued)**

Sharing of El Café Assignment

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

April 11 Required Reading: *Teacher’s Handbook*: Chapter 11

**Bring instructional resource (like a textbook) or your microteach lesson plans to use in creating an assessment instrument.**

Assessing Language Performance

Classroom Testing in Context

Interactive Model for Testing

**Creation of Assessment Instrument**

April 16 Required Reading: *Teacher’s Handbook:* Chapter 12

**Assignment due: Technology Stations Assignment**

Sharing of Technology Stations Assignment

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

April 18 Required Reading: *Teacher’s Handbook:* Chapter 12

**Assignment due: Technology Stations Assignment**

Sharing of Technology Stations Assignment (continued)

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April 23 **Assignment due: Language Games**

Students will play games, giving each other feedback.

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April 25 **Assignment due: Language Games**

Students will play games, giving each other feedback.

April 30 Professional development: Attending and presenting at a conference

**Students will work on SSTESOL conference presentation proposal.**

Wrap-up of the course

**Adaptation of Instructional Materials Rubric**

**Total points: 20 points**

Please STAPLE this rubric to your assignment when submitting it for a grade.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Description of Instructional Material (textbook, storybook, game, etc.):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You will earn points based on your inclusion of the following criteria:

1. Discussion of the presence or absence of biases, stereotypes, lack of sensitivity, etc. Substantiate your response (i.e., provide examples to back up your response). Provide at least three specific examples of the presence or absence of biases, stereotypes, lack of sensitivity, etc.

1. Identification of vocabulary that might be problematic for ESOL students and what you can do to make the vocabulary more comprehensible. Discuss three different things (such as literacy strategies) that you can do to increase the comprehensibility of the vocabulary.
2. Discussion of how you could establish a relationship between the ESOL students’ culture(s) and the instructional material. How can you make the material more “familiar” to the students? Provide at least three different ways.
3. Provision of at least three suggestions to add context to the instructional material.
4. Provision of at least three suggestions of authentic materials that could be used to enhance the comprehensibility of the content of the instructional material.
5. Discussion of an activity (or activities) that applies the content of the instructional material in a concrete, real-life way.
6. Mechanics – typographical, grammatical, and spelling errors within your response. Proof your work.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Absent = 0 points** | **Poor = 1 point** | **Acceptable = 2 pts.** | **Thorough = 3 pts.** |
| Biases, etc. |  |  |  |  |
| Problematic vocabulary |  |  |  |  |
| Establishing relationship |  |  |  |  |
| Adding context |  |  |  |  |
| Authentic materials |  |  |  |  |
| Concrete activity |  |  |  |  |
| Mechanics | >2 errors | 2 errors | 0-1 errors |  |

**Total points earned: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Instructor’s Comments:

El Café Assignment Evaluation Form - 10 points

Student’s name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please STAPLE this evaluation form to your assignment when submitting your assignment. Staple to

this form the following items:

* Readable copy of the journal article.
* El Café Assignment

You will earn points according to the following criteria:

Accurate bibliographical format (APA style) (1)\_\_\_\_\_

Brief summary of the main idea(s) of the article (2)\_\_\_\_\_

Description of what you supposedly just taught your students (2)\_\_\_\_\_

Description of activity for your current or future students (2)\_\_\_\_\_

Activity reflects understanding of concepts presented in article (1)\_\_\_\_\_

Appropriateness of the article (Article must deal with second language education.) (1)\_\_\_\_\_

Provision of enough copies of the assignment for class distribution (1)\_\_\_\_\_

**Total Points Earned: \_\_\_\_\_**

Instructor’s Comments:

**ESOL-Infused Lesson Plan Rubric**

**Total points: 25 points**

Please STAPLE this rubric to your assignment when submitting it for a grade.

Name(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The lesson plan should include all of the components below. Please refer to a sample lesson plan for guidance in formatting your plan.

Grade is based on inclusion of the following components (one point/component):

1. Unit title 1.\_\_\_\_\_

2. Lesson title 2.\_\_\_\_\_

3. Grade level 3.\_\_\_\_\_

4. English Language Proficiency (beginning, intermediate, advanced) 4.\_\_\_\_\_

5. Sunshine State Standards and Benchmarks 5.\_\_\_\_\_

6. Language Objectives 6.\_\_\_\_\_

7. Content Objectives 7.\_\_\_\_\_

8. Culture Objectives 8.\_\_\_\_\_

9. Materials 9.\_\_\_\_\_

10.Length of lesson 10.\_\_\_\_\_

11.Procedures 11.\_\_\_\_\_

12.Anticipatory Set 12.\_\_\_\_\_

13.Presentation/Providing input 13.\_\_\_\_\_

14.Modeling 14.\_\_\_\_\_

15.Guided Practice 15.\_\_\_\_\_

16.Closure 16.\_\_\_\_\_

17.Independent Practice 17.\_\_\_\_\_

18. Evaluation 18.\_\_\_\_\_

19. Follow-up Activities 19.\_\_\_\_\_

20. Highlighted in boldface: ESOL Strategy #1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20.\_\_\_\_\_

21. Highlighted in boldface: ESOL Strategy #2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 21.\_\_\_\_\_

22. Highlighted in boldface: ESOL Strategy #3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 22.\_\_\_\_\_

23. No typos, no spelling or grammatical errors 23.\_\_\_\_\_

24. Neat/professional in appearance 24.\_\_\_\_\_

25. Provided enough copies for class distribution 25.\_\_\_\_\_

**TOTAL POINTS: \_\_\_\_\_**

Communication Activity Evaluation Form - 10 points

Please complete the top of this rubric and STAPLE it to your assignment.

Student’s name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Communication Activity:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You will earn points according to the following criteria:

Stated type of strategy: Interpersonal or Presentational \_\_\_\_\_(2 points)

Provided description of activity \_\_\_\_\_(2 points)

Stated the benefits of the activity \_\_\_\_\_(2 points)

Implemented the activity \_\_\_\_\_(3 points)

Provided enough copies of the assignment for class distribution \_\_\_\_\_(1 point)

Total points earned: \_\_\_\_\_

DIRECTIONS: You will implement the activity with the class as your students. Implementation of this activity is to take no longer than 10 minutes. As you are developing the activity, please address the questions below. You may write on this paper and continue on the back as necessary. Space provided below in no way dictates the length of your response.

1. What type of activity (Interpersonal Presentational) is it? Explain.

2. Describe the activity in enough detail so that others may replicate it in their classrooms.

1. State the benefits of the activity. For example, does it lower the students’ affective filters? Does it enhance their listening comprehension, etc.? What are some other benefits?

Technology Stations Checklist

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

During the course of the semester, work your way through the technology stations indicated below.

Please check off each station below as you complete the activities at each station. After completing

the exercises at all of the stations, write a reflection identifying which one of the stations reflected

your favorite use of technology. Discuss why it was your favorite and how you could use the

information at that station to enhance your instruction and/or your students’ learning. Submit

both the checklist and reflection for instructor evaluation.

When submitting for a grade, STAPLE your reflection to this checklist.

**\_\_\_\_\_ Key Pals**

Access <http://www.epals.com> and check out some of its features. This is an excellent website to obtain email pen pals for your classes or individually for your students.

\_\_\_\_\_ **Dave’s ESL Café**

Access http://www.eslcafe.com/students/. This web site contains helpful instructional resources. Access it, checking out its numerous features. Which ones do you think you might want to use in your classroom?

**\_\_\_\_\_ Sunshine State Standards**

### Access the Next Generation Sunshine State Standards at <http://www.cpalms.org/standards/flstandardsearch.aspx>. Explore this link, reading over the different Sunshine State Standards for your content area. Look over your lesson plan and determine whether you might be able to incorporate additional standards into your lesson.

### \_\_\_\_\_ National TESOL Standards

### Access the National TESOL Standards at <http://www2.gisd.k12.nm.us/standards/esl/index.html>. Explore this link, familiarizing yourself with the different standards.

**\_\_\_\_\_ Rubrics**

Access <http://rubistar.4teachers.org/index.php>. This website has rubrics for every type of project/assignment. Explore some of the different types of rubrics, taking into consideration how you might use them with assignments you give (or will give) your students.

**\_\_\_\_\_Professional Organizations**

You may never have visited the web site of a professional organization such as the TESOL International Association, but you should. You will find that such sites offer an excellent array of links to all kinds of second language materials and services that are as useful to you as to your students. Access the sites below and check out some of their features:

**Florida Foreign Language Association, Inc. (FFLA, Inc.):** http://www.ffla.us

**American Council on the Teaching of Foreign Languages (ACTFL):** <http://www.actfl.org/>

**Teachers of English to Speakers of Other Languages (TESOL) International Association:** http://www.tesol.org/

**\_\_\_\_\_Inspiration – How To Make Thinking Visible**

Inspiration is a program that allows you to easily make graphic representations (such as webs) of concepts. You can easily take the quick tour and/or try to experiment on your own.

The computers in the Curriculum Materials Center in the Education Complex Building already have Inspiration on them.

If you use a computer that does not have Inspiration on it, you can use Internet Explorer (or whatever browser the computer has) to access Inspiration’s home page. Type <Inspiration.com> and then click “Free Trials.” If you create something in Inspiration, feel free to print it out.

**\_\_\_\_\_Other (Discuss “Other” with instructor to determine acceptability.) Describe Other:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Language Game Rubric**

**Total points: 25 points**

Please include this rubric with your assignment when submitting it for a grade.

Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of your game:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You will earn points based on your inclusion of the following criteria:

1. Name of game must be easily visible.
2. The age/grade of the players must be specified.
3. The language proficiency level must be specified.
4. The subject/content area must be specified.
5. The game must be created in its entirety. All of the pieces of the game (playing board, board pieces,

playing cards, question cards, etc.) must be available so that students can play the game.

1. The game must have complete instructions. Remember, you will want to include visuals in your

instructions.

1. The instructions must be comprehensible and easy to follow.
2. The content objectives or academic content that the game addresses must be indicated. That is, what

is (are) the objective(s) of the game? What skills/vocabulary/academic content do you expect your students to learn from playing this game?

1. The language objectives must be included. In other words, what area of language is emphasized:

semantics, phonology, grammar, vocabulary building, etc.?

1. The game should be creative. Will it sufficiently challenge the students?
2. The game should be attractive and fun. Will students want to play this game?
3. Mechanics - typographical, grammatical, and spelling errors within your game. Proof your work.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Absent = 0 points** | **Poor =1 point** | **Satisfactory = 2 points** | **Commendable = 3 points** |
| Name of game | Absent | Present |  |  |
| Age/grade of players | Absent | Present |  |  |
| Language proficiency | Absent | Present |  |  |
| Subject/content area | Absent | Present |  |  |
| Game contains all playing pieces. | >2 pieces are missing. | 2 pieces are missing. | 1 piece is missing. | All pieces are included. |
| Completeness of instructions |  |  |  |  |
| Instructions are clear and easy to follow |  |  |  |  |
| Content objectives or academic content |  |  |  |  |
| Language objectives |  |  |  |  |
| Creativity |  |  |  |  |
| Attractiveness and degree of enjoyment |  |  |  |  |

**Total points:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Instructor’s Comments:

Student Information Sheet

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: FLE 4333\_\_\_\_\_\_\_\_\_\_\_\_\_

Student No.: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major:/Area of Expertise: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please indicate what you hope to gain from this course:.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Please state future personal and/or educational/vocational goals. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_