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Creation of a Training and Development Program for Teachers of Less Commonly Taught Languages at Brigham Young University: A Development Project

Margaret Merrill
Brigham Young University - Provo

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CREATION OF A TRAINING AND DEVELOPMENT PROGRAM FOR

TEACHERS OF LESS COMMONLY TAUGHT LANGUAGES AT BRIGHAM YOUNG

UNIVERSITY: A DEVELOPMENT PROJECT

by

Margaret Merrill

A development project submitted to the faculty of

Brigham Young University

in partial fulfillment of the requirements for the degree of

Master of Science

Department of Instructional Psychology and Technology

Brigham Young University

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BRIGHAM YOUNG UNIVERSITY

GRADUATE COMMITTEE APPROVAL

of a project submitted by

Margaret Merrill

This project has been read by each member of the following graduate committee and by majority

vote has been found to be satisfactory.

_____   _____
Date   Michael D. Bush, Chair

_____   _____
Date   Ray T. Clifford

_____   _____
Date   J. Olin Campbell

BRIGHAM YOUNG UNIVERSITY

As chair of the candidate's graduate committee, I have read the project of Margaret Merrill in its

final form and have found that (1) its format, citations, and bibliographic style are consistent and

acceptable and fulfill university and department style requirements; (2) its illustrative materials

including figures, tables, and charts are in place; and (3) the final manuscript is satisfactory to the

graduate committee and is ready for submission to the university library.

_____   _____

Date   Michael D. Bush
                                                                  Chair, Graduate Committee

Accepted for the Department

                                                                  _____

                                                                  Andrew S. Gibbons
                                                                  Department Chair

Accepted for the College

                                                                  _____

                                                                  K. Richard Young
                                                                  Dean, David O. McKay School of Education

ABSTRACT

CREATION OF A TRAINING AND DEVELOPMENT PROGRAM FOR
TEACHERS OF LESS COMMONLY TAUGHT LANGUAGES AT BRIGHAM YOUNG
UNIVERSITY: A DEVELOPMENT PROJECT

Margaret Merrill

Department of Instructional Psychology and Technology

Master of Science

This project report discusses the design, development, and evaluation of a teacher development program for teachers of less commonly taught languages in the Center for Language Studies (CLS) at Brigham Young University. Teachers hired to teach beginning language classes in the CLS are typically very proficient in the target languages, but are not trained in language teaching. Because proficiency in a language alone does not sufficiently qualify someone to teach it, this teacher development program was created to train CLS teachers in the basics of language pedagogy. The report includes a review of relevant literature on language pedagogy and teacher training, as well as a review of other language teacher development programs. The program described here consists of a pre-service seminar, in-service workshops, and classroom observations with immediate feedback. Feedback on the program was collected from the target audience during and after each of the five semesters of implementation. Many improvements, in such elements as training topics and sample materials, resulted from that feedback and from the formative and summative feedback gathered from subject matter experts.

ACKNOWLEDGMENTS

I would like to express my sincere thanks to Dr. Michael D. Bush, my committee chair, for the guidance and the support he has given me prior to and throughout my work on this project. Without his encouragement and the confidence in me that he always demonstrated, I probably would not have finished, or maybe even started. Thanks to Dr. Ray Clifford for trusting me to implement these materials in the CLS, and to Dr. Olin Campbell for his feedback.

Thanks to the teachers in the CLS over the past two and a half years for participating in this project and for teaching me as I tried to teach them. Thanks to my friends, roommates, and coworkers for not giving up on me and for meeting me in the library to "thesisize."

And, of course, thank you to my parents, for their constant encouragement, relatively infrequent nagging, and extremely proud rejoicing, and for suggesting the idea of graduate school in the first place.

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CHAPTER ONE: INTRODUCTION

The Center for Language Studies (CLS) was established by the College of Humanities at Brigham Young University in 1999 to "…use every appropriate means to maximize the benefits to students, the Church [of Jesus Christ of Latter-day Saints, BYU's founding institution], and the nation that come from the linguistic expertise of Brigham Young University and its associations." The entire mission statement, from which this and the following quotations are taken, is included as Appendix K. The Center's mission is "…to help students acquire the advanced language and cultural skills they will need to pursue global careers in any of the University's major fields of study." Among other things, the Center's goals include developing instructional capabilities, and specifically "provid[ing] professional development for faculty teaching the less-commonly taught languages."

The Center for Language Studies offers beginning, intermediate, and advanced classes in languages and cultures for which there is no specific language department at BYU. If there are enough interested students and if a teacher can be found, the CLS will offer a beginning language class in any less commonly taught language (LCTL). Depending on the language and the semester a course is being offered, there is sometimes a member of the faculty or staff on campus who speaks the target language. Having such a professor or staff member to support the teacher is not, however, a requirement in order to offer a beginning LCTL course, and the teacher of the LCTL course usually has little or no interaction with this person. In the past there has been a one day pre-service seminar available for these CLS teachers (provided by two professors educated and experienced in language pedagogy), but there has been

1. No consistent in-service supervision or training

2. No formal accountability for how the class is conducted

3. No established language curriculum in the various beginning LCTL courses

Although beginning language teachers in the CLS (hereafter referred to as "the teachers") are required to have experience and competency in the language they will teach, they are not required to pass a language competency test or have a certain amount of teaching experience or training in order to teach. They have been required in the past to attend the seminar mentioned above, which consists of one day of language pedagogy instruction, and to turn in their class syllabi to the CLS before they begin teaching. The teachers have had access throughout the semester to the two professors who conducted the pre-service seminar, and while these professors are language pedagogy experts in their own foreign languages, those languages are in a different department and the CLS teachers have not had any structured interaction with those professors beyond the pre-service seminar. This means that there has been no follow-up to ensure that the teachers are conducting their classes effectively. In addition, the teachers have not been given a forum in which to discuss the progress of their students, their frustrations with the class, possible classroom activities, or the nature of language teaching and learning.

The third shortcoming mentioned above, in addition to the lack of in-service training and the lack of formal accountability, is the lack of an established language curriculum. This is in part a result of the fact that these languages are less commonly taught and there have not been many teaching materials, such as textbooks, videos, audio recordings, available in these languages. Thus, the teachers have to create their own curriculum and teaching materials, and do not have the advantage of lots of professionally produced materials to help them in that process. While the staff of the CLS works with the teachers in acquiring such teaching materials as seem potentially useful, there is not the wide array of textbook choices available to teachers of more

commonly taught languages, and the teachers often have to search to find any kind of a reference book or textbook.

The lack of a formal teacher development program, combined with a lack of readily available teaching materials, makes the job of the beginning teacher quite a challenge. These issues vitally need to be addressed.

<div align="center">Statement of Purpose</div>

The purpose of this project is to create and provide circumstances within which the CLS teachers can be guided to work purposefully to improve their teaching. Dr. Michael Bush, Associate Director of the CLS, and Dr. Ray Clifford, Director of the CLS, suggested, encouraged, facilitated, and supported this project because of its contribution to the overall goals of the CLS, as outlined above. In addition to its contribution to the goals of the CLS, this project is important because of the needs it fills and because of the opportunities for growth and learning that it provides for the CLS teachers and, indirectly, for their students.

One key issue that this project addresses is the need that language teachers—even those who are native speakers of the target language—have for instruction and guidance in how to teach language. Rifkin (1992) pointed out that "native proficiency in a language is not in itself sufficient preparation for teaching that language" (p. 52), and Jorden (1997) referred to "the persisting myth that all native speakers are qualified to teach their native language, simply because they know the foreign language in question" (p. 32). Most of the CLS teachers are native speakers of the languages they will be teaching, but that is not enough to allow them to be excellent language teachers.

In addition to having satisfactory proficiency in the language and culture that they will be teaching, good language teachers need to be educated in what makes good language instruction

and in what makes good language teaching materials. Jorden (1997) stated that while "those with talent quickly rise to the head of the class in a teacher training program," she has "never encountered a so-called 'born teacher' of Japanese who wasn't in serious need of the entire content of a training program curriculum" (p. 30). Furthermore, in their "Report of the Less Commonly Taught Languages Summit: September 20-21, 1996," Stenson, Janus, and Mulkern (1998) state that "teacher development and training was also mentioned as a primary need and concern for teachers. We need to look at developing a system of inservice training since we can't depend on teachers having training when they come in" (p. 8). They added later that "training goes way beyond knowing what to do in front of a class of students; it involves the totality of teaching in a program. While most post-secondary instructors take the professional aspects of their positions as a given, LCTL teachers, many of whom are part-time, non-tenured, or non-tenurable faculty, need to focus on how to become (and be accepted as) more professional" (p. 13). This project is important because it addresses those needs for in-service training and teacher development within the CLS.

This project provides specific circumstances and opportunities for the teachers as a step toward meeting this established need for training. These circumstances and opportunities are summarized in three more detailed needs. The CLS teachers need (a) a forum for improvement and collaboration, (b) language pedagogy instruction, and (c) lesson planning and materials development support. Each of these three needs led to specific learning objectives for the teachers. The specific objectives were aligned with the three needs as follows:

1. A forum for improvement and collaboration
   a. Teachers make goals to improve their teaching
   b. Teachers reflect on their own teaching

    c. Teachers try new techniques or activities or approaches in the classroom based on

        i. Their reflections on their own teaching

        ii. Their observations of other language teachers

        iii. The material presented in the workshops

2. Language pedagogy instruction

    a. Teaching is based on learner performance objectives

    b. Teachers provide models of good language learners

    c. Teachers prepare the learners to continue learning the TL on their own

3. Lesson planning and materials development support

    a. Teachers plan lessons in advance

    b. Teachers plan lessons based on the use of a language function in a specific, culturally-authentic context

    c. Teachers use the target language to communicate with learners

    d. Teachers provide learners access to native TL speech and to the target culture through appropriate media

    e. Teachers encourage and provide opportunities for the use of the TL by the learners

    f. Teachers plan all activities in class to build toward communication activities

    g. Teachers plan culminating activities for each class that involve real communication in the TL

    h. Teachers incorporate elements of the target culture into the lessons

      i. Teachers teach all four language skills: reading, writing, speaking, and listening

      j. Teachers assess all four language skills: reading, writing, speaking, and listening

     k. Teachers plan assessment that matches their teaching in both format and content

The topics and activities chosen and created for the pre-service seminar and the in-service workshops were designed to meet the three established needs through meeting these more specific objectives.

As a first step in addressing the necessary programmatic changes, we established regular group meetings with the language teachers to give them a forum in which to improve their teaching through reflecting on what they were doing in the classroom, learning new ideas and techniques, and getting ideas from other teachers. I anticipated that through their collaboration and communication with each other, the teachers would not only get ideas of activities to try in their classrooms, but they would also share their struggles and successes and be encouraged by knowing that there were other teachers who were experiencing some of the same struggles and who sometimes had solutions. Driscoll (2005) stated that "people are unlikely to change their beliefs unless prompted to reflect critically upon them" (p. 412). This project aims to give teachers the chance and the encouragement to reflect critically on their own beliefs and practices in language teaching.

Formal instruction in basic theory and practice was deemed a necessary element of this teacher development program. Walker and McGinnis (1995) reminded us that "teachers who are being trained rarely want to go beyond the presentation of practice." "Nonetheless," they added,

"the conceptual power and the creative freedom that a command of theory provides a practitioner are of sufficient value to merit intensive attention toward integrating theory and practice in the conduct of teaching" (p. 13). In this teacher development program, this instruction in basic language acquisition and language teaching theory was to be given during the pre-service seminar and the weekly in-service workshops, and was to be reinforced in brief feedback sessions following classroom observations.

Along with the instruction they received on language learning theory, it was important for the teachers to also receive guidance in applying those principles to their day-to-day planning of effective language instruction for the classroom. To address this need, several of the weekly workshops were focused on helping the teachers write lesson plans and language learning activities.

Description of Target Audience

The teachers who are hired to teach beginning language classes in the CLS are a rather diverse group. Some are graduate students, some are undergraduate students, and some are members of the local community who are hired on a part-time faculty status. All teachers speak the target language fluently. Some are native speakers of the target language, while others are former missionaries with one and a half to two years experience with the target language in the target culture. The teachers range in age from 20 to 50.

The teachers typically have no education in language pedagogy. While there will be in the group from time to time a student majoring in linguistics or a Masters student in language acquisition, the teachers typically have no formal language teaching background. They teach language as a part-time job, often to help finance their schooling, and often have no long term professional commitment to language teaching.

The teachers also have differing amounts of longevity in the CLS. Some of the teachers teach for only one or two semesters (four or eight months), while others teach for several years.

Description of Deliverables

The deliverables include all the materials needed to run the program, some evaluation materials, and suggestions for further development of the program in the future. As the program consists of a pre-service seminar, weekly in-service workshops, and regular classroom observations with feedback, the instructional materials include

1. Pre-service seminar materials

    a. A scope and sequence for the pre-service seminar

    b. Detailed lesson plans for the pre-service seminar

    c. Materials needed to conduct the seminar, such as PowerPoint presentations, selections from publications, worksheets, etc

2. In-service workshop materials

    a. A scope and sequence for the in-service workshops, including a timeline for carrying them out

    b. Detailed lesson plans for the in-service workshops

    c. Materials needed to conduct the workshops, such as PowerPoint presentations, selections from publications, worksheets, etc

3. Classroom observation forms to be used when observing language teachers

Each weekly in-service workshop lesson plan has three 15-minute components. These components are (a) a collaboration section, (b) an instructional section, and (c) a practicum section.

For the collaboration section of the workshop, the teachers come to each workshop prepared, as requested in a previous assignment, to discuss certain aspects of their teaching and to get feedback and suggestions from the other teachers, as well as to share teaching or classroom management strategies that worked for them.

Each week in the instructional section of the workshop, the teachers are introduced to a new theory or technique or principle of language teaching. The instructional topics include

1. Communicative language teaching

2. Use of the target language in the classroom by teachers and students

3. Lesson plan design

4. Use of multimedia in the classroom

5. Planning effective language production activities

6. Assessment

7. Basing lessons on language functions and contexts

The instructional topics chosen were based on the specific learning objectives outlined in the "Statement of Purpose" section above.

The practicum section of the workshop provides the opportunity each week for the teachers to do something practical with that week's instructional topic. The goal of this segment of the workshop is for the teachers to leave the workshop with something that they can immediately apply to their classroom teaching, such as a portion of a lesson plan, or a set of comprehension-based activities.

Delivery Method

The successful use of instructional materials such as those described here is dependent upon the involvement of a teacher development coordinator. Even though portions of the training

could potentially be done on computer, such a coordinator is needed to observe the teachers in their classrooms, guide their discussions with each other, and offer specific feedback about their teaching.

Limitations and Assumptions

The main limitations on this project were (a) the limited available resources, (b) the limited access to other teacher development programs and (c) the limited usefulness of other teacher development materials. All of these limitations will be discussed here, along with (d) the way that certain circumstances that existed in the CLS, in addition to those already discussed, affected the way the teacher development program was designed.

Limited Resources

As is the case with many student projects, the resources of people, time, and money were very limited. With the exception of the first semester of implementation, I created and implemented these materials on my own. I had a limited amount of time that I could devote to the project and did not have the financial resources to hire others to do certain portions of the work. While I had access to several key people for feedback and suggestions, I did the bulk of the work.

These resource limitations meant that the creation of a full foreign language teaching methods course was beyond the scope of this project. In addition to the time that the creation of such a course would require, it would also require extensive involvement of and support from university faculty and administration. Therefore, I did not include recommendations on how to approach the development of such a course or what to include in such a course. I did, however, review the topics covered in syllabi and textbooks, as well as other basic elements of such courses, as described in the literature and as otherwise available to me. While I took into

consideration principles that are considered by faculty and authors as important aspects of a language teacher's education, I did not formally review or evaluate textbooks used to teach methods courses.

Limited Access to Other Teacher Development Programs

Another limiting factor was access to other teacher development programs and the limited usefulness of the programs that I did find in my research. Although I found written descriptions of comparable teacher development programs at other institutions, I was not able to observe any of those firsthand and did not have access to the full instructional materials used in most of the teacher development programs of which I found descriptions. Thus I had only brief descriptions of materials taught to other language teachers and could only analyze the general topics covered. I had to draw my own conclusions about the specific principles and ideas taught.

Limited Usefulness of Other Teacher Development Materials

In addition to the partial descriptions of other teacher development programs, the usefulness of those materials was also limited due to the differences between the situation in the CLS and the situations at the other institutions. These differences were so significant that they meant that many elements of the programs used at those institutions would not apply at the CLS. Circumstances in the CLS that limited the applicability of the available resources included

1. Only teachers of first-year language classes were involved in the teacher development program

2. Teachers who were not pursuing professions in language teaching

3. Teachers were teaching currently, as opposed to preparing to teach in the future

4. Teachers without a background in language acquisition or pedagogy

5. Teachers who did not team teach with faculty

6. No established curriculum for the language courses

These characteristics of the CLS affected the way the pre-service seminar and weekly workshops were designed, and those effects will be discussed here.

The language teachers in the CLS who made up my target audience taught first-year language classes. As is common with LCTLs at many institutions, classes are offered based on student interest. Maintaining a large enough group of learners to progress to the next level is one of the struggles of LCTL teaching and is a struggle in the CLS. Thus any materials, theory, or practices that have to do with teaching more advanced language do not apply.

Most CLS teachers were not in, nor were they seeking to enter, the language teaching profession. They did not have the time or the professional interest to complete the requirements for traditional teacher preparation or certification, which would have prepared them well for teaching in the CLS. They were teaching temporarily, often as a part time job to help them get through their schooling in civil engineering, anthropology, linguistics, or computer science, and the course requirements for their majors limited their availability for teacher development. Many of the CLS teachers who were not BYU students had careers and families and thus also did not have the time or the professional interest to take extensive teacher preparation courses.

CLS teachers were not people who were preparing for future employment as language teachers. The CLS teachers were teaching during their involvement in the teacher development program, and they wanted and needed to learn things that will be immediately applicable to their classrooms.

CLS teachers did not have a background in language acquisition, in pedagogy, or in research. They were not all graduate students in a field related to language teaching, as is often

the case with language instructors at other institutions. Their motivation to do well as teachers did not come from a desire to further their professional careers.

CLS teachers did not team teach with full-time faculty. Thus the teachers were responsible for teaching the entire curriculum, not just supervising drills and providing language practice, as is the case in some institutions that have team teaching. Thus our LCTL teachers needed to be trained in more than supervising and conducting exercises and drills.

CLS teachers did not teach courses that were part of an established, well-developed, detailed, and articulated curriculum as is often available to TAs in commonly taught languages. While it is common practice for universities to prescribe the contents of a particular course, the CLS is very new, and hence it does not have a set curriculum for any of these languages. Thus, the CLS teachers were responsible for developing the syllabi, creating the lesson plans, finding materials, and planning the assessments. Consequently, they needed to be taught much more than how to run drills or present pre-existing sets of content, as is sometimes the case with comparable teachers at other institutions. The teacher development program for the CLS needed to include instruction in basic concepts of curriculum planning, and to encourage the teachers to plan out and record the topics they covered each day and the activities they did with their students. Not only were CLS teachers responsible for the creation and presentation of lesson plans, including language learning activities, but they were also responsible for selecting relevant and appropriate topics and unearthing or creating media resources as well. This meant that the instructional materials created within this teacher development program needed to provide guidance for those decisions and processes as well.

Circumstances in the CLS that Affected how the Teacher Development Program was Designed

Along with the above circumstances that existed in the CLS and limited the applicability of other teacher development programs and materials, instructional decisions in the creation of these teacher development materials were also affected by the following conditions that exist in the CLS:

1. One teacher per language

2. New teachers every semester

3. Differences between teachers

Having only one teacher for each language affected the teacher development program in two major ways. First, the teachers could not collaborate as closely as would have been possible with multiple teachers in the same language. They could share ideas about learning activities and strategies, but not ideas of how exactly to present a certain language-specific concept. Second, the language teaching methods presented could not be focused on any one language or set of languages (e.g., Latin-based). The instruction that I created had to be language-independent so that it would be useful for teachers of all languages.

Each semester new CLS teachers are enlisted to teach. Thus it is important that these instructional materials be flexible and general enough to be used semester after semester, as there will always be some teachers to whom the concepts are new.

The vast differences that exist in the background and experience of the CLS teachers necessitate generalizability in the teacher development materials. The teachers differ from each other in age, language teaching experience, knowledge of, and experience with the language and culture they are teaching, commitment to and interest in language teaching, and experience with basic computer technology (much communication and distribution of materials took place

through email). The topics and instructional methods used in these materials needed to keep the

interest and facilitate the growth of all the teachers, whatever their background, experience, or

interest.

CHAPTER TWO: REVIEW OF THE LITERATURE

The instructional materials created for this project address the need for a structured teacher development program for teachers of less commonly taught languages in BYU's Center for Language Studies (CLS). The target audience for these materials is the teachers of the first- and second-year less commonly taught language classes offered by the CLS. These teachers are hired from the university student body and the local communities, and in the past there has been no structured teacher development program to support them in what is often their first language teaching experience. The teacher development materials and program created for this project provided teachers the opportunity to learn about the nature of language learning and teaching, receive guidance in creating language learning materials, interact with other teachers to share concerns and gather ideas, reflect on their own teaching, and seek for ways to become better language teachers.

There were a few key facts about the teachers for whom I created these materials that guided my research and materials development. While a few of the teachers had some experience in teaching language, they were not educated or trained in language pedagogy. Their primary qualification for teaching was that they spoke the language they were hired to teach. Furthermore, the Center did not have a prescribed curriculum for each of these language courses, so the teachers chose their own textbooks and created their own curriculum and language learning materials as they went. In addition, the teachers had other fulltime jobs, schoolwork, and family responsibilities that took time and that were usually a higher priority than their language classes. Thus they did not have a lot of time to devote to language teaching or to teacher development.

Creating language teacher development materials presupposes an understanding of what language teachers should know, both about language and about teaching, as well as what they should do in their teaching. The following sections summarize key elements of language teaching and learning, teacher development, and the instructional design principles that guided creation of the instructional materials. I also present the main features of pre-existing language teacher development materials and programs that were designed for similar contexts.

Language Learning and Teaching

While there are many reasons why people study a language, a reason given by many is the ability to function in the cultures and countries in which that language is spoken. Walker and McGinnis' (1995) statement that "the overwhelming motivation for Americans to learn LCTLs is the intention to interact with the cultures of these languages" (p. 1), emphasizes this attitude among learners of the less commonly taught languages. Knowledge of another language and its corresponding cultures allows us to access literature and ideas that are best understood in the language in which they were originally written (National Standards in Foreign Language Education Project, 1999). My desire with these language teacher development materials is to develop language teachers and learners who have this access as their goal, and who learn language in such a way as to make this access possible.

Much has been written about what it means to know a language, and it is generally agreed that knowing a language involves knowledge of the rules and structures of a language as well as the ability to perform—to accomplish tasks and transmit ideas—in the language. One of the terms used to describe this combination of knowledge and skill is *communicative competence*. While there is some disagreement about exactly what that term means, Canale (1983) states that

communicative competence refers to both knowledge and skill in using this knowledge

when interacting in actual communication. Knowledge refers here to what one knows

(consciously or unconsciously) about the language and about other aspects of

communicative language use; skill refers to how well one can perform this knowledge in

actual communication. (p. 5)

This dichotomy of knowledge and skill is also part of the term *proficiency*, which is a concept

related to communicative competence, which will be discussed later.

Canale and Swain (1980, p. 28) define *communicative competence* as being comprised of

three sub-competencies, and Canale later added the fourth listed here (1983, p. 6):

1. Grammatical competence.

2. Sociolinguistic competence.

3. Strategic competence.

4. Discourse competence.

Grammatical competence involves mastery of "the linguistic code, including knowledge

of vocabulary, rules of pronunciation and spelling, word formation, and sentence structure"

(Hadley, 2001, p. 6). This competence has more to do with knowing the structure of a language

than with actual communication in the language.

Sociolinguistic competence refers to the learner's ability to use language that is

appropriate for specific contexts and conversations. This includes how well they use

"vocabulary, syntax, pronunciation, intonation, and even nonverbal features to tailor their

message for a particular person or social context" (Hadley, 2001, p. 6).

Strategic competence refers to the learner's use of nonlinguistic as well as linguistic

techniques to overcome actual or potential misunderstandings. A learner who doesn't know how

to say something in the target language may use techniques such as circumlocution or gestures to communicate meaning.

Discourse competence "involves the ability to combine ideas to achieve cohesion in form and coherence in thought," and requires, for example, the use of conjunctions or transitional phrases, among other devices (Hadley, 2001, p. 6). This competence allows learners to produce larger amounts of language in ways that flow and fit together.

As mentioned earlier, another key concept in defining language ability is proficiency. The *ACTFL Proficiency Guidelines* (ACTFL, 1983) provide the currently accepted outline and description of language proficiency. As outlined on the ACTFL website (ACTFL, 1998), the *Guidelines* use six "domains of performance" to rate language ability:

1. Comprehensibility (How well is the student understood?)

2. Comprehension (How well does the student understand?)

3. Language Control (How accurate is the student's language?)

4. Vocabulary Usage (How extensive and applicable is the student's language?)

5. Communication Strategies (How do they maintain communication?)

6. Cultural Awareness (How is their cultural understanding reflected in their communication?) (para. 6)

The *Guidelines* are not intended to be an outline for curriculum nor a methodology for teaching language (Hadley, 2001, p. 33), but are instead a way to "*describe* and *measure* competence in a language" (Hadley, 2001, p. 32, emphasis in original). There are many ways to teach for proficiency, but as with teaching for communicative competence, proficiency-based teaching should be aimed at equipping learners to *do* things with their new language, not just talk *about* grammar rules, verb conjugations, and vocabulary lists.

In addition to the *Proficiency Guidelines*, ACTFL has established *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project), originally published in 1996, and updated and expanded in 1999. As with the *Proficiency Guidelines*, the *Standards* are not prescriptive (Hadley, 2001). They do not outline curricula, but serve to suggest content for language courses. The five standards (National Standards in Foreign Language Education Project, 1999) are

1. Communication: Communicate in languages other than English.

    a. Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

    b. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

    c. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2. Cultures: Gain knowledge and understanding of other cultures.

    a. Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

    b. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

3. Connections: Connect with other disciplines and acquire knowledge.

    a. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

    b. Standard 3.2: Students acquire information and recognize the distinctive

      viewpoints that are only available through the foreign language and its

      cultures.

  4. Comparisons: Developing insight into the nature of language and culture.

    a. Standard 4.1: Students demonstrate understanding of the nature of language

      through comparisons of the language studied and their own.

    b. Standard 4.2: Students demonstrate understanding of the concept of culture

      through comparisons of the cultures studied and their own.

  5. Communities: Participate in multilingual communities at home and around the world.

    a. Standard 5.1: Students use the language both within and beyond the school

      setting.

    b. Standard 5.2: Students show evidence of becoming life-long learners by using

      the language for personal enjoyment and enrichment. (p. 9)

These standards outline topics, language functions, and learner perspectives that should be taught

in foreign language courses. They are broad enough that they definitely apply to LCTL learning,

as well as to the learning of the more commonly taught languages.

    As outlined above, a well-established goal of language teaching is to move learners

toward language proficiency and communicative competence. Communicative language teaching

is a means to that end. A detailed outline comparing communicative language teaching to the

audiolingual method, its most recent predecessor, is provided by Finocchiaro and Brumfit (1983,

pp. 91-93), reported by Brown (1994, p. 79), and included with the second week workshop

lesson plan in Appendix D. This comparison highlights key features of communicative language

teaching. Some of those features are included also in Nunan's (1991) shorter list of features that

define task-based language teaching, a very similar concept to communicative language teaching:

1. An emphasis on learning to communicate through interaction in the target language

2. The introduction of authentic texts into the learning situation

3. The provision of opportunities for learners to focus, not only on language, but also on the learning process itself

4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning

5. An attempt to link classroom language learning with language activation outside the classroom (p. 279)

Communicative language teaching, as outlined by these features, is based on the idea that language is a living phenomenon, and that learners need to interact with it, connecting to their own lives as well as to the world in which the language is spoken, in order to learn. Hadley (2001) points out that "most educators agree today that students must eventually know how to use the language forms they have learned in authentic communication situations," and adds that "some would agree that this goal can best be achieved if the forms of language are presented and practiced in communicative contexts" (p. 139). The focus of the content in language classes should be language functions that learners will need to use in realistic situations in which the target language is spoken.

<div align="center">Instructional Theory Review</div>

The connections between language instruction and instructional design are significant and recognized. Since I created instructional materials to train language teachers who are, in turn, creating instructional materials, many of the instructional design principles presented here were

relevant to this project on two levels. First, these principles guided me as I worked to create effective instruction. Second, I sought to both model and explicitly teach these principles to the teachers with whom I worked so that they could apply them in planning their instruction as well.

Much of what the language pedagogy field shares with the field of instructional design comes from a few key principles set forth by Ausubel, Novak, and Hanesian (1978) and Gagné, Briggs, and Wager (1988). In fact, Hadley (2001) and Brown (1994), authors of language learning methodology textbooks, cite Ausubel (1978) as they present key concepts for language teaching. Principles that Hadley and Brown, as well as others in the field of language teaching and learning, have borrowed from instructional design include the importance of

1. Having well-planned objectives for each lesson (Gagné et al., 1988)

2. Knowing what your learners already know (Ausubel et al., 1978)

3. Aiding your learners in making connections between new information and previously known information (Ausubel et al., 1978)

4. Activating prior knowledge (Ausubel et al., 1978)

Schema theory, proposed by Rumelhart (1977) and advocated by Gagné et al. (1988), provides the mental model that validates the importance of the above principles. The use of advance organizers (Ausubel et al., 1978) is one commonly-used technique that builds off of schema theory. In this section, I will outline these principles of instructional design, as well as other instructional design principles that guided the creation of my instructional materials, and will discuss how they overlap with and contribute to the field of language teaching and learning.

Having well-planned objectives facilitates the creation of both instruction and assessment, which should be considered together. Gagné et al. (1988) outline the need for objectives when designing instruction. Prior to designing instruction, a designer must be able to

answer a question such as, "What will these learners be able to do after the instruction, that they couldn't (didn't) do before?" (p. 121). Answering this question leads to the articulation of a learning objective. Precise definitions of learning objectives, which in language classes are often performance objectives, must also include a description of how each objective is to be assessed. Another question that Gagné et al. (1988) suggest that designers ask themselves, which demonstrates the link between planning instruction and planning assessment, is "how will I know when this purpose [the learning objective] has been achieved?" (p. 122). When the desired learning outcome has been specified, and the designer has identified the terminal performance or behavior that will suffice as evidence that the objective has been accomplished, then both instruction and assessment can be planned more effectively.

The importance of knowing what your learners already know is evident in the statement by Ausubel et al. (1978) that "the single most important factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly" (p. iv). Stenson, Janus, and Mulkern (1998) emphasize the importance in language learning of knowing your learners. In their report on an LCTL summit they note that "[the] academic expectations [of the students of Hebrew] should be given careful consideration in the planning of even the most elementary Hebrew curriculum" (p. 6). This is one of the reasons that instructional designers are taught to do an audience analysis in the beginning stages of planning instruction (Smith and Ragan, 1999, p. 46). Knowing what your learners know, what they don't know, and even what they want to know, can and should affect the way instruction is planned.

Once you have ascertained the knowledge and perspectives your learners possess, you need to explicitly connect that knowledge to the new information that you are trying to teach.

Instruction can and should be specifically designed to facilitate this linking process. Hadley

(2001) cites Ausubel et al. (1978) in affirming that

> learning must be meaningful to be effective and permanent. For material to be
>
> meaningful, it must be clearly relatable to existing knowledge that the learner already
>
> possesses. Furthermore, this existing knowledge must be organized in such a way that the
>
> new information is easily assimilated, or 'attached,' to the learner's cognitive structure.
>
> (p. 144)

Smith (1975) refers to this cognitive organization of the information that a learner already knows

as a "theory of the world in the head" (p. 11). A key part of instruction is purposefully fitting

new information into this organization, a process that Ausubel et al. (1978) call "meaningful

learning," and which they define as learning that connects to what the learner already knows (p.

41). Schank (1990) expands on this idea of linking new and prior knowledge when he

says, "People think in terms of stories. They understand the world in terms of stories that they

have already understood. New events or problems are understood by reference to old previously

understood stories and explained to others by the use of stories" (p. 219). Learners remember

new information better and longer if it is connected to things that they already know.

Before new information can be connected to previously known information, learners

must be reminded of what they do already know. This is called activating prior knowledge or

"stimulating recall of prerequisite learning" (Gagné et al., 1988, p. 182) and is a key step in

instruction. Bringing previously known information into working memory facilitates for learners

the process of linking new material to it.

One way to activate the prior knowledge of learners is through the use of advance

organizers. Advance organizers are "pedagogical devices that activate relevant background

knowledge…to facilitate the learning and retention of new material" (Hadley, 2001, p. 144).

Advance organizers can be text, images, video, audio, or a series of questions, but whatever the

medium, "a fundamental characteristic of advance organizers is that they bridge old and new

knowledge" (Smith and Ragan, 1999, p. 164). They introduce the learners to a context within

which they can fit new information and prepare them for the type of new information to which

they will be exposed.

Sometimes the previously known information that needs to be recalled is facts or

declarative knowledge, but sometimes it is more complex. In language teaching we frequently

draw on the concept of schema, or the structure according to which things are organized in our

memory (Gagné et al., 1988), and the related idea of scripts. The basic idea behind schema

theory is that experiences that we have had in given situations can strongly affect our

comprehension, our behavior, and our expectations of the behavior of others in similar situations.

Schemata can exist for any number of situations, and are usually known only subconsciously.

The role of the instruction is to bring these schemata to the forefront of learners' minds so that

the learners can be prepared for what might happen, make predictions about what will happen at

each stage of the event, and afterwards verify if their expectations were fulfilled or not.

An example of a well-known schema is what happens when we go to a restaurant. From

our previous experience, we know that we will be seated, we will make a food selection, we will

receive our food, we will eat, we will pay for the food, and then we will leave. The variations in

this script—the specific order of events (order food and then sit down or vice versa) or who

completes the action (whether we pick up our own food or it is brought to our table by restaurant

staff)—depend on the specifics of the dining situation (fast food joint versus fancy restaurant, for

example). Language teachers can prepare their learners for comprehension and communication

in a given situation by facilitating a review by the learners of what they expect to happen according to their pre-existing script for that situation. An understanding of these scripts and how they work also allows teachers to point out the ways in which the script will differ from one culture to another.

Besides knowing what their learners know, both instructional designers and language teachers need to recognize the theories that they themselves bring into any instructional situation (Driscoll, 2005; Hadley, 2001). While these theories should ideally be based on research and practice, they are often based primarily on our own experiences as teachers and learners (Driscoll, 2005). A first step in improving instruction is to recognize, and think about, our own theories of teaching and learning. Driscoll (2005) states, "people are unlikely to change their beliefs unless prompted to reflect critically upon them" (p. 412). Making these beliefs explicit through writing about them, justifying our instructional decisions (to ourselves or others, vocally or in writing), and doing further research can help us to identify, define, and think critically about our personally-held theories about learning. Knowing how and what we think about learning and instruction is a key to improving our own instructional design, teaching, and learning.

Along with identifying personal learning and instruction theories, identifying problems in instruction is another step in a cycle that Driscoll (2005) outlines that can help improve the quality of instruction. Identifying "problems experienced in your professional practice" can lead to "having the intention to learn," which Driscoll says is "essential" (p. 413). Problems might be identified through assessment of learner performance, evaluation by outside subject matter or instruction experts, or through personal reflection on what happens in instructional situations.

Language teachers, as with teachers and instructional designers in all other contexts, need to be encouraged to reflect on their teaching, identify problems, and find solutions.

Instructional Materials Search:

Pre-existing Teacher Development Materials

As part of my research I sought to identify pre-existing materials or training programs intended to instruct and train temporary, part-time teachers of less commonly taught languages in the theories and practices of effective language teaching. In reviewing all this information, I looked at the overall components of the materials or program, the presentation method and schedule, the topics covered, and the order in which those topics were ordered. I will report on and briefly discuss here the principles, practices, and materials that I found that could be applicable to the situation in the CLS.

This section summarizes relevant information from detailed descriptions that I found of a few language teacher development programs. These programs were implemented in university language departments for teachers of commonly taught and less commonly taught languages. I will also describe the stand-alone teacher development materials that I found for language teachers at the K-12 and post-secondary levels. In addition, I will briefly describe a few professional organizations that are involved in and concerned with teacher development for LCTL teachers.

Operational Definitions

Description of the Teacher

To be considered relevant, any set of teacher development materials had to be directed toward teachers like those in the CLS. Teachers in the CLS were temporary, part-time language teachers, who taught beginning level language classes for several months or several years, who

were often, but not always, native speakers of the language they taught, who usually had no training or education in language pedagogy theory or techniques, and who were not headed into language teaching as a professional career. Teachers were in charge of creating their own syllabus, curriculum, and assessments. They did not team teach with a faculty member but were in charge of all aspects of instruction.

Title of the Teacher

I found several different titles applied to teachers of beginning language classes. At BYU some departments refer to their temporary part-time language teachers as "student instructors" (SIs), while others refer to them as "teaching assistants" (TAs). Other institutions refer to those holding comparable positions as "teaching assistants," with some referring specifically to "undergraduate teaching assistants" (UTAs). I found no other institutions besides BYU that refered to these teachers as "student instructors," and since those who taught LCTLs in the CLS were not always university students, I will use the term "language teacher," or simply "teacher," to refer to my target audience—those who taught beginning level foreign language classes in the CLS. When I describe programs at other universities, I will use the title used by that university.

Role of the Teacher

In the literature there seemed to be varying expectations for beginning language teachers, and this affected the teacher development provided. The amount and type of responsibility given to teachers depended on whether or not they were team teaching with faculty, whether or not they were expected to know anything about language teaching before they began teaching, and what their future intentions were in the language teaching profession. Even though our teachers were not preparing to enter the language teaching profession, we would like, as Rifkin (1992)

urges for LCTL TAs, for them to be well educated as educators so that they are prepared to contribute to the field of LCTL teaching and learning.

Sometimes the expectations differed for graduate TAs as opposed to undergraduate TAs (UTAs). Kulick (1992), for example, found that at William and Mary College most of the UTAs were not going into the teaching profession, while Walz (1992) saw TAs, who he referred to as being graduate students, as future educators, and so was concerned that adequate professional development was taking place to prepare them for their professions. Institutions that assumed that TAs were heading into the field of language teaching as a profession gave them more responsibility and freedom as to what they did in their classrooms, since it was assumed that their education had and would prepare them for this freedom. Teaching beginning language classes was also seen as an important step in the professional development of these future teachers, even in such elements of teaching as collaborating with other educators (Rifkin, 1992). On the other hand, UTAs who were not assumed to be going into the language teaching profession were consequently not given as much freedom in the classroom, and were sometimes even relegated to the role of "drill instructor," with no authority to teach new material, but only to supervise practice of previously learned material (Kulick, 1992).

An example of how a TA's role might be limited was in the UTA system at William and Mary College, where UTAs team taught with faculty (Kulick, 1992). The UTA guided practice of material that had already been presented by the professor in a previous class period. This did not mean, however, that the UTA only ran mechanical drills with the learners; they also carried out "pronunciation practice, video viewing, …preparation and review for major examinations …intensive drilling and practice of forms followed by meaningful questioning…personalized questions,…class discussions, and …role plays" (p. 4). Since our CLS teachers did not team

teach with faculty and were expected to present new material, we needed to have elements of our training to address these topics.

Less Commonly Taught Languages

Since I wanted to find out about teacher development for teachers of less commonly taught languages, I looked at what languages fall into that category. Most institutions referred to any language besides French, Spanish, and German as "less commonly taught." Brecht and Walton (1994) tell us that

> To most Americans today, competence in a foreign language is often thought to be competence in French, German, or Spanish. If one views existing language instruction in the academic community as a gauge of national preparation…, the foregoing perception is, in fact, based on a reality: approximately 94 percent of college language enrollments and 98 percent of secondary school language enrollments are in these three languages. The remainder of the world's languages, including those languages that increasingly seem to figure so prominently in today's news reports, have come to be called in this country the less commonly taught languages (LCTLs). (p. 191)

All the languages we teach in the CLS fit into this category.

<p align="center">*Basic Structure of Language Teacher Development Programs*</p>

The common structural elements of most of the language teacher development programs I found were (a) pre-service seminars, (b) in-service workshops, (c) classroom observations with critique and feedback, and (d) methods courses. I will discuss each of those elements here. While the creation of a methods course was beyond the scope of this project, I will nevertheless describe and discuss the goals and types of instruction found in several methods courses, as well as topics addressed in those courses, as those things did contribute to the materials I created.

While many colleges and universities had TA preparation and development systems in place, these were usually created for commonly taught languages, such as Spanish, French or German, and often did not even offer to include TAs of LCTLs. BYU, for example, had excellent TA preparation systems for several of the commonly taught languages that include pre-service workshops, in-service training, classroom observations, and methods courses. In August 2004, however, the one day of training for LCTL TAs was entirely separate. In fact, in August 2004 these two sets of training were held concurrently, thus making it difficult for LCTL teachers to attend both even if they knew about them both and wanted to attend both. Rifkin (1992) points out that TA preparation systems such as these cannot be automatically changed into programs for LCTLs, just as Spanish textbooks do not translate nicely into Arabic or Japanese, and that "in some circumstances…the needs of LCT teachers may be neglected in the context of a teacher preparation program in which 95% of the participants are teachers of French, Spanish, and German" (p. 56). There is still, however, a lot to be learned from the commonly taught languages TA development programs.

Rifkin (1992) suggests and defines three parts to TA preparation:

1. Teacher training

2. Teacher education

3. Teacher supervision

Teacher training is conducted through a pre-service workshop and in-service practicum, while teacher education is accomplished through a full semester methods course or courses. Teacher supervision, according to Rifkin (1992), consists of a faculty member providing TAs with feedback that will allow them to improve their own teaching. Kulick (1992) and Herschensohn (1992) also advocate (a) pre-service training, (b) weekly in-service sessions, and (c) classroom

visits. Jorden's recommendations are very similar, and include (a) a lecture component, which would fit into pre-service or in-service training, (b) an observation component, and (c) a trainee demonstration component (1997, p. 29-30). The latter two both fit into the classroom visit component, as will be described below.

Description of the Pre-service Component

A pre-service workshop or seminar should introduce teachers to concepts, procedures, and issues that they will face as new teachers and that will be taught in more detail throughout the in-service workshops. Pre-service workshops or seminars mentioned in the literature ranged from one day to one week, and Rifkin urged that they focus on the "most immediate classroom needs" (1992, p. 57), such as what to do on the first day, how to teach in the target language, how to structure and run basic types of activities, and administrative details of teaching. He suggested that TAs have a chance to practice teaching each other, and that TAs for languages with non-Roman orthographies and non-alphabetic scripts be introduced to and discuss different issues involving how and when to teach their writing system.

At William and Mary, the training for UTAs began with the three-day selection process, which included instruction to and practice for the potential UTAs. While William and Mary College included parts of their UTA training in their selection process, a similar framework of presentations and activities could be used as pre-service at institutions which have other ways of selecting UTAs. After a discussion of administrative details, a methods expert presented to UTAs of all languages their role in the teaching process, and experienced UTAs gave demonstrations of the different types of activities the UTAs would do throughout the year.

The UTAs then split into language groups, where they had two and a half days of practicum during which they "view[ed]…demonstrations, discuss[ed] techniques, and practice[d]

leading their group through a variety of activities" (Kulick, 1992, p. 6). The UTAs receive feedback on their micro-teaching, and are also evaluated on their target language abilities.

Description of the In-service Component

In-service workshops should create the opportunity for long-term on-going discussion about teaching. They should include (a) presentation of new information, techniques, or theories, (b) the chance for teachers to practice new activities or techniques before doing them in class, and (c) a chance for teachers to discuss problems and questions that are arising in their teaching. Rifkin (1992) pointed out that "the practicum meetings are a model for collaboration among practitioners in the [less commonly taught languages], a desirable goal in and of itself" (p. 59).

In-service training at different institutions was held with varying degrees of frequency, and was not held at all at some institutions. The topics and teacher trainers were as varied. William and Mary's weekly meetings, for example, had three parts:

1. Trouble-shooting

2. Specific planning and demonstrations for the lessons to be taught soon

3. On-going instruction and progression in instructional strategies

Sometimes the time did not allow for the third part of the session and it was scheduled for another period in the week. Ideas for what was presented in the third part of the session came from requests by UTAs, needs perceived by the faculty during classrooms observations, or the specific needs of that week's classroom activities. Other topics that could be addressed in in-service workshops are presented later in the "Topics" section, with the discussion on methods courses.

There were a variety of ways that institutions provided in-service training or support to their teachers. For example, Brown University's Center for the Advancement of College

Teaching held year-long workshops for new teachers. BYU-Hawaii's "World Languages coordinator…offer[ed] a yearly in-service training meeting for language teachers." UCLA had "annual workshops and meetings…that deal with a range of language-teaching issues, mainly focusing on teaching methodology." The Department of Slavic Languages at the University of Kansas had weekly consultations for its language teachers. Teachers of Scandinavian languages at the University of Minnesota had quarterly workshops, while the University of Pennsylvania held "ongoing language-specific and general meetings for the professional development of all language teachers." "Assistant instructors and TAs in Middle Eastern Languages and Cultures at The University of Texas at Austin [took] a teacher-training course taught by an expert in applied linguistics" (Stenson et al., 1998, p. 44-46). Whatever the system, in-service support allows teachers to be continually improving their teaching.

Description of the Classroom Visits Component

Two types of classroom visits were encouraged in the literature. The first was observations of TAs by faculty members, and the second was observations done by TAs of other TAs or of "master teachers" (Jorden, 1997, p. 30). Both types of observations provided teachers with chances to analyze teaching and learning and look for ways to improve their own teaching.

Both Rifkin (1992) and Kulick (1992) advocated regular observations of TAs by faculty. The purpose of these observations was for the faculty to provide opportunities for TAs to "analyz[e] the data of their classroom interactions and determin[e] for themselves what patterns they can find in these data and what new strategies or activities they would like to explore" (Rifkin, 1992, p. 71). Rifkin's (1992) rationale for this coincided with his rationale behind holding a methods course, which was that TAs needed to learn the process of learning and how to assess their performance and work to improve it. Jorden (1997) recommended trainee

demonstrations, in which each TA teaches "actual class sessions that would later be individually critiqued by a faculty member" (p. 30). (This purpose fits in well with the classroom visits described here, but could also be staged as part of the pre-service.) At William and Mary College these notes or critique by the observer were stored for future use, including planning for weekly planning sessions (Kulick, 1992).

Slight differences in the faculty observations were found at different universities. Rifkin would allow these faculty observations to be done for LCTL TAs by the same faculty that observe TAs in the commonly taught languages. At William and Mary College, each UTA was observed at least three times each semester, preferably by a different faculty member each time (Kulick, 1992). At BYU-Hawaii, however, classroom visits were done bi-monthly by the World Languages coordinator and followed up with "interview / critique session." Indiana University "assistant instructors" were observed by department faculty and "evaluated by them annually." University of Kansas TAs in the Department of Slavic Languages were observed at least once a semester by the "language coordinator." The coordinator and the TA had a "follow-up conference" afterwards. Other institutions mentioned faculty supervision, but didn't state who did the supervising, what exactly it entailed, or how frequently it was done (Stenson, Janus, and Mulkern, 1998, p. 44-46).

The second type of observation was done by TAs. Rifkin (1992) suggested that TAs be required to observe other TAs—those teaching commonly taught languages as well as those teaching LCTLs. He urged that the observations be introduced to TAs and structured so that TAs learn to analyze what they are seeing and to use that analysis to then analyze and improve their own teaching (Rifkin, 1992). He suggests that these observations by TAs be done as part of the methods course, but they could be part of the in-service as well.

Jorden (1997) also recommended observations done by TAs, but she suggested that rather than observing other TAs, they "observe master teachers instructing actual classes, using the principles explained during the lecture component" (p. 30). She stated that observing master teachers at work would serve as a model for the TAs and would solidify the TAs' understanding of the language teaching principles being taught.

Description of the Methods Course Component

While creating a methods course was beyond the scope of this project, I reviewed the content and structure of several methods courses anyway, in hopes that what I saw there could be applied in the pre-service and in-service components that I did create. I was especially interested in the overall aims and goals of methods courses, as well as the topics addressed. The topics I found will be discussed later in the "Topics" section of this chapter.

Rifkin (1992) explained that a general purpose of the methods course was to convey to TAs who were heading into the teaching profession that "teaching and learning go hand in hand and that learning and learning about teaching are lifelong processes" (p. 59). He was concerned that if all that TAs experienced was pre-service and in-service training, they would get the idea that teaching was a skill that could be quickly acquired. This inaccurate perception could lead to reluctance to try new strategies and materials and to continually work to improve teaching (Rifkin, 1992). Rifkin's rationale for holding a methods course coincided with his rationale for having TAs analyze their teaching through feedback on classroom observations, which was that TAs needed to learn the process of learning and how to assess their performance and work to improve it.

Rifkin (1992) also urged that the methods course be taught using the techniques and strategies that were being taught in the course so that the TAs would have the techniques they

should use modeled to them. This modeling should be done with the pre-service and in-service as well, especially when there is no methods course.

The methods courses described in the literature include such activities as readings, micro-teaching, reflections, team projects, observations and teaching in local secondary schools, and lesson and curriculum planning. As mentioned above, Rifkin (1992) suggested that as part of the methods course TAs be required to observe other TAs—those teaching commonly taught languages, as well as those teaching LCTLs. He urged that the observations be structured so that TAs learn to analyze what they are seeing and to use that analysis to then analyze and improve their own teaching (Rifkin, 1992). Jorden also advocated a lecture component to teacher training, and while the breadth of the topics she recommended would suggest that they be included in a methods course, some could be taught in pre-service or in-service workshops as well.

A methods course might be offered as a one-semester, two-semester, or three-semester course, and might be taught by an expert in applied linguistics or language pedagogy in a specific language. I found mention of several institutions that had graduate programs in language pedagogy for specific LCTLs (Stenson, Janus, and Mulkern, 1998).

Topics

Besides the goals, purposes, and types of activities done in a methods course, I also looked at the topics presented in such courses. I anticipated that not all topics would be addressed in the syllabi for all methods courses, but the overlap of topics would help me to identify themes and topics that were the most important. For example, theories of language learning and teaching were taught in these methods courses, yet Walker and McGinnis (1995) tell us, "Teachers who are being trained rarely want to go beyond the presentation of practice" (p. 13). Even if teachers, such as the ones with whom I work in the CLS, do not want to be

hindered by the theoretical perspective, Walker and McGinnis (1995) remind us that "the conceptual power and the creative freedom that a command of theory provides a practitioner are of sufficient value to merit intensive attention toward integrating theory and practice in the conduct of teaching" (p. 13). The inclusion of these topics in the curricula and textbooks for methods courses suggest their importance in training language teachers.

Review of syllabi and topics lists brought a great many topics to light. Rifkin (1992) suggested that a methods course teach "culture in the classroom and beyond, listening, reading, speaking and writing skills, fluency and accuracy, error correction, textbook comparison, assessment instruments" (p. 66). Brown's textbook, "Teaching by Principles: An Interactive Guide to Language Pedagogy" (1994), included chapters on motivation, the history of language teaching, sociopolitical and institutional contexts, interactive teaching techniques, and ways to teach each of the four language skills. Hadley, in her book entitled, "Teaching Language in Context" (2001), covered such topics as oral proficiency, writing, teaching culture, the role of context, and testing. Jorden (1997) said that the lecture component of a teacher development program should have topics that include

> the goals of the course—the general assumptions of language pedagogy, the basic philosophy of the program, and the methodology being used and why—guidance on how to teach each of the four skills, analysis of good teaching materials, evaluation of student performance, effective testing techniques, evaluation of student performance, effective testing techniques, and language learning outside of the formal language program. (p. 30)

Herschensohn (1992) described a graduate level methods course that was part of TA preparation at the University of Washington. The methods course included instruction in the following three general areas:

1. General language pedagogy issues

2. Details of the university's language program (French, in this case)

3. Details of the language material being taught (p. 33)

A sample syllabus for the methods course included these specific topics:

1. Language acquisition

2. Methodology

3. ACTFL guidelines

4. Cultural authenticity

5. Realia

6. Productive skills

7. Receptive skills

8. Oral interviews

9. CALL

10. Teaching technique (p. 43)

The first class in a two-semester French teaching methods course at BYU, French 377, had the following course goals:

1. General Course Goal: You will be able to design and deliver effective instruction appropriate to learners' needs.

2. Designing and delivering effective instruction appropriate to learners' needs implies the following specific goals:

   a. Discipline competency; i.e., competency in French listening, speaking, writing and reading and in cultural awareness.

   b. Understanding basic theories of second language acquisition.

      c. Understanding approaches, techniques, and methodologies of language teaching.

      d. Competency in choosing and applying approaches, techniques, and methodologies.

      e. Competency in using assessments to identify developmental levels and individual needs of students and to evaluate learners' achievements and proficiency.

      f. Competency in planning lessons.

      g. Competency in reflecting on one's own understanding, competency, instructional choices and effectiveness.

3. Competency in French is not a goal for French 377. Other non-pedagogy French courses are designed to develop and assess discipline competency. Specific goals [b] through [g] are the stated goals for French 377. (See Appendix M for the complete French 377 syllabus.)

The second course in the sequence, French 378/380, includes "competency in organizing units of instruction and planning lessons to meet standards" as a goal in addition to the goals included with the French 377 course (see Appendix M for the objectives of the French 378/380 course).

Topics covered in these BYU courses, which used Hadley's (2001) book as one of the main texts, were communicative competence, proficiency and standards, theoretical perspectives, principles and priorities in methodology, the role of context, listening and reading comprehension, developing oral proficiency, issues in learning and teaching grammar and issues in writing, assessments, and teaching for cultural understanding.

Although, as has been stated, developing a methods course for LCTL teachers at BYU was beyond the scope of this project, these topics were considered important and in many cases were incorporated into the teacher development program. Although the topics could not be covered in as much depth in pre-service and in-service as they could be in a semester-long methods course, it would still be beneficial to teachers to be introduced to these topics.

Professional Organizations

As I conducted my research I identified several centers and organizations that had been instrumental in the research about and development of LCTL teacher training. One of these was the National Council of Less Commonly Taught Languages (NCOLCTL), which was organized in 1990, with support from the National Foreign Language Center (NFLC) (Rifkin, 1998). The website for NCOLCTL (http://www.councilnet.org) describes conferences held by that and related organizations, including topics of presentations and some publications, but it did not provide any materials on training teachers of LCTLs. There was, however, a great deal of discussion within the organization about teacher training for LCTL teachers and what the best way would be to approach that (Rifkin, 1998).

Another organization that has been directly involved in the teaching of LCTLs is the Center for Advanced Research on Language Acquisition (CARLA), located at the University of Minnesota. It was through this Center that the Less Commonly Taught Languages Summit was held in 1996 (Stenson, Janus, and Mulkern, 1998). The report from that summit was relevant and very helpful to my work on this project. The National African Language Resource Center, housed at the University of Wisconsin-Madison, was another institution that has been involved in these efforts.

An organization that regularly trains language tutors is the National Association of Self-Instructional Language Programs (NASILP). It is "North America's oldest professional organization specifically devoted to fostering the study of less commonly taught languages (LCTLs) through self-instructional principles" (Dunkel et al., 2002, p. 97). I searched the organization's website (http://www.nasilp.org) but did not find tutor training materials or an outline of topics for tutor training. I did find a brief description of the role of a tutor in the NASILP program as opposed to a traditional classroom teacher.

At the November 2005 conference of the American Council on the Teaching of Foreign Languages (ACTFL) I found that that organization had several relevant special interest groups (SIGs). One of these SIGs focused on teacher development, and another focused on LCTLs. Materials for the members of ACTFL who were interested in these groups were available through ACTFL's website (http://www.actfl.org). I attended a meeting of the LCTL SIG at the ACTFL conference in November 2005.

The American Association of University Supervisors and Coordinators and Directors of Language Programs (AAUSC) was another organization that proved to be a good source of materials. This organization had as its goals

1. To promote, improve, and strengthen foreign language and second language instruction in the US;

2. To strengthen development programs for teaching assistants, teaching fellows, associate instructors, or their equivalents;

3. To promote research in second language acquisition and on the preparation and supervision of teaching assistants; and

4. To establish a forum for exchanging ideas, experiences, and materials among those concerned with language program direction. (AAUSC, n.d., para. 1)

This organization publishes a volume each year about these topics, and two of these volumes, which I will discuss briefly in the section below entitled "Computer Search," proved to be exceptionally useful for this project (Magnan, 1990; Walz, 1992).

Stand-alone Teacher Development Materials

In addition to descriptions of teacher development programs for university language departments, I also found several sets of stand-alone materials intended to train language teachers. One set, entitled "Modules for the Professional Preparation of Teaching Assistants in Foreign Languages" (Burkart, 1998), was comprised of ten modules with the following titles:

1. Beyond TA Training: Developing a Reflective Approach to a Career in Language Education

2. Research and Language Learning: A Tour of the Horizon

3. Teaching Learning Strategies to Language Students

4. Alternative Assessment in the Language Classroom

5. Grammar in the Foreign Language Classroom: Making Principled Choices

6. Listening in a Foreign Language

7. Spoken Language: What It Is and How To Teach It

8. Reading in the Beginning and Intermediate College Foreign Language Class

9. Writing in the Foreign Language Curriculum: Soup and (Fire)crackers

10. The Teaching of Culture in Foreign Language Courses

Not all of these modules were applicable in the context of the BYU's CLS. For example, the teachers with whom I worked were not, with one exception, heading into a career in language

teaching, so the module about developing such a career would only be of minimal interest and applicability to them. Also, the majority of the classes taught by these CLS teachers were first- and second-semester courses, so the module about reading would only be applicable as it discussed beginning language classes, not intermediate.

The modules did, however, include a balance of presentation of theory and practical ideas for the classroom. They seemed to be written to be a self-guided teacher development program, with TAs reading a presentation of key principles of each topic and then discussing principles with other TAs, writing out their own ideas, or doing additional research from the literature or within their teaching. The modules included "Questions for Discussion" among TAs, "Suggestions for Action" in applying the principles presented, lesson plan outline suggestions, classroom activity suggestions, and assessment ideas.

Another set of stand-alone teacher development materials was created by Annenberg/CPB, and was entitled, "Teaching Foreign Languages K-12 Workshop: An eight-part professional development workshop for K-12 teachers" (WGBH, 2004). A workbook was accompanied by eight video segments. The program was intended for secondary school teachers, and was designed to be used by an individual teacher or by a group of teachers. The topics of the workshops were taken from the ACTFL "National Standards for Foreign Language Learning" (1999), and included the use of authentic texts, facilitating interpersonal communication, preparing tasks for students, integrating language learning content with other subject matter, teaching culture, using native speakers, dealing with diversities in learners, and planning for assessment. Each workshop included pre-viewing questions, key terms, reflection exercises, readings from the literature and questions about the readings, and action research projects.

While the topics covered in these workshops were important to consider in the development of a teacher development program for the CLS, and many of the activities were useful to review for activities for the teachers to complete, the extensive reading and research required in these workshops was not realistic for teachers such as we had in the CLS, who were not professional teachers nor planning to be, and who had classes to attend, jobs, or family obligations, and only taught language part time.

The Search

My search for relevant literature used two main methods. I conducted both a grapevine search and a computer search. The grapevine search consisted of talking to faculty and using the resources immediately available to me. The computer search entailed using the search engines available through BYU's library.

Grapevine search

In August 2004, I attended much of the three-day pre-service for BYU's French department student instructors, as well as part of the one-day pre-service offered to the CLS teachers through the College of Humanities. Techniques of instruction used in those trainings included presentations by faculty and by experienced TAs, including sample activities or lesson plan outlines. Discussion with the professors who conducted the College of Humanities pre-service led me to Eleanor Jorden's article (1997).

At the November 2005 ACTFL conference I attended relevant workshops, collected potentially helpful articles, and spoke with several researchers and faculty members. This led to several useful articles as well as some of the professional organizations mentioned above.

Computer Search

An initial computer search for "teacher training," "language teacher training," "foreign language teacher education," and "foreign language teacher training" led me to a 1973 ACTFL bibliography on pedagogy in foreign languages. In search of a more current edition of this sort of bibliography, I located a volume entitled *2003 MLA International Bibliography of Books and Articles on the Modern Languages and Literature*, which is the current equivalent of the 1973 volume. This bibliography had numerous pages of article and book titles under topics such as "teacher preparation," and "teaching approach." This volume led me to two publications, one edited by Joel C. Walz (1992) and the other by Sally Sieloff Magnan (1990), which focus on TA development and supervision and college foreign language programs. Those volumes both proved to be valuable resources, as they specifically addressed the topics I was researching.

Switching the focus of my search from language teaching to teacher education, I searched BYU's library catalog again with terms such as "teacher education," "language teacher education," and "graduate teaching assistants." An ERIC search on "graduate teaching assistant* AND foreign language*" yielded a reasonable number of pertinent articles. Further computer searching in the BYU library catalog under "less commonly taught languages" did not yield anything specifically about training teachers of LCTLs.

I found references during my search to journals entitled *The Journal of Graduate Teaching Assistant Development* (http://www.sp.uconn.edu/~wwwitl/ta_journ.html) and *The Language Teacher*, (http://www.jalt-publications.org/tlt), and they yielded a couple of pertinent articles each, although they are not specifically addressing the problem of training for foreign language TAs. *The Journal of Graduate Teaching Assistant Development* addressed issues about

TAs of any subject matter, and *The Language Teacher* is published by and intended for teachers

of Japanese as a foreign language.

CHAPTER THREE: PROJECT DESCRIPTION

The purpose of this project was to create a language teacher development program designed to meet the specific needs of beginning teachers of less commonly taught languages (LCTLs) in BYU's Center for Language Studies. These teachers were temporary, part-time language teachers, and while many of them were native speakers of the languages they were teaching, they did not have much experience or background in language teaching theory or practice. This project was designed to give those teachers some basic instruction in language teaching as well as a forum in which to work to improve their teaching.

At the time of this writing, the teacher development program had been implemented five times, over a period of two and a half years, and consisted of a pre-service seminar, weekly in-service workshops, and classroom observations. I will describe here first the objectives of the project, and then the process that I went through to create this teacher development program, including analysis, design and development, implementation, and evaluation. I will then describe the program and the materials themselves. Finally, I will outline the costs of completing this project, in time and money.

Project Objectives

The global goals of the teacher development program were to give temporary part-time teachers of LCTLs

1. A forum in which to reflect on and improve their own language teaching

2. An introduction to basic language pedagogy theory and practice

3. Specific guidance in planning effective language instruction

The initial performance objectives of the instruction, based on the analysis during Winter Semester (Jan.-Apr.) 2004, were that these language teachers would

1. Use the target language to teach

2. Plan lessons and activities that had objectives

3. Plan lessons and activities that were based on language functions and realistic contexts in accordance with communicative language teaching approaches

4. Show evidence of their effort to continually reflect on and improve their teaching

After implementing the teacher development program for four semesters, those specific objectives were aligned with three needs during Fall Semester (Aug.-Dec.) 2005 as follows:

1. A forum for improvement and collaboration

    a. Teachers make goals to improve their teaching

    b. Teachers reflect on their own teaching

    c. Teachers try new techniques or activities or approaches in the classroom based on

        i. Their reflections on their own teaching

        ii. Their observations of other language teachers

        iii. The material presented in the workshops

2. Language pedagogy instruction

    a. Teaching is based on learner performance objectives

    b. Teachers provide models of good language learners

    c. Teachers prepare the learners to continue learning the TL on their own

3. Lesson planning and materials development support

    a. Teachers plan lessons in advance

    b. Teachers plan lessons based on the use of a language function in a specific, culturally-authentic context

c. Teachers use the target language to communicate with learners

d. Teachers provide learners access to native TL speech and to the target culture through appropriate media

e. Teachers encourage and provide opportunities for the use of the TL by the learners

f. Teachers plan all activities in class to build toward communication activities

g. Teachers plan culminating activities for each class that involve real communication in the TL

h. Teachers incorporate elements of the target culture into the lessons

i. Teachers teach all four language skills: reading, writing, speaking, and listening

j. Teachers assess all four language skills: reading, writing, speaking, and listening

k. Teachers plan assessment that matches their teaching in both format and content

The topics and activities chosen and created for the pre-service seminar and the in-service workshops were designed to meet these objectives.

Each pre-service seminar session and in-service workshop was planned to meet one or more of these objectives. Several objectives were linked to more than one workshop, but I worked to ensure that each all activities in each workshop contributed to the accomplishment of the relevant objective or objectives.

Design and Development Process

The need for these materials was so immediate that the initial analysis was done simultaneously with the design, development, and first implementation. Since I implemented the teacher development program over five semesters, I continued the analysis and development process throughout all the implementations. This continuing analysis, as well as multiple formative evaluations, led to considerable improvements in the materials and program structure throughout the implementations.

Analysis

In order to determine the best format for such a teacher development program and what topics would be most beneficial for the teachers I did the following research:

1. Reviewed the literature for teacher development programs and materials

2. Researched other teacher development programs to find topics of instruction, delivery methods, and evaluation techniques

3. Observed beginning language teachers of LCTLs to see what they did and what they needed to improve

4. Communicated with

    a. Members of the target audience to see what aspects of teaching they were struggling with and to get their input on what would be useful

    b. Those who educate and train language teachers to get their input on what would be useful to teach as well as previous successful and unsuccessful teacher development

    c. Administrators who might use this teacher training to get their input on previous successful and unsuccessful teacher development efforts and to ascertain their interest in what I would create

5. Evaluated possible delivery methods, as discovered in step 2, based on audience and content needs

6. Decided on specific objectives for the instructional materials (I revised those after the 4th implementation.)

This research and analysis led to the establishment of the overall structure of the program (pre-service, in-service, and classroom observations) as well as the list of topics to cover in the program. Throughout all the semesters of implementation, the topics I identified in that initial semester of analysis and observation remained the backbone of the content, and there have been only minor changes in the structure of the program. The topics and structure will be described in more detail in the "Scope and Sequence" and "Product Description" sections of this chapter, respectively.

Design and Development

Design and development continued throughout the five semesters of implementation, with many changes based on formative evaluations from the teachers as well as upon ideas derived from my own reflections.

The initial design and development process included

1. Creating an overall list of possible topics to teach

2. Creating a scope and sequence

3. Selecting a delivery method

4. Creating the instructional materials

5. Planning the evaluation of the training

The list of possible topics came from my needs analysis, as described above in the "Analysis" section of this chapter. The order of the topics in the overall plan for the semester was based on the urgency of the topics as determined by the importance of the topics and how immediately in the semester I thought the teachers would need them. I felt, for example, that teaching a sample lesson plan outline was more urgent than teaching them how to plan assessments, so that came earlier in the semester. See the "Scope and Sequence" section of this chapter for the full list of topics and the order in which they were taught.

Implementation

I implemented the teacher development program five times, once each Winter Semester (Jan.-Apr.) and Fall Semester (Aug.-Dec.) for two and half years. All five implementations involved in-service workshops and regular classroom observations, and the last two implementations included a pre-service seminar. There were slight variations in the program each semester, which I will describe. Table 1 contains the summary of the minor variations in the program each semester.

Variations in Teacher Participation

In Winter Semester 2004 three teachers were involved in the teacher development program. Fall Semester 2004 I worked with two of the same three teachers as I had the previous semester, along with one new teacher. Six teachers chose to participate during Winter Semester 2005, two of whom I had worked with the two previous semesters.

Fall Semester 2005 we included some of the teachers of the advanced language and culture classes offered by the CLS. Nine teachers of beginning language classes participated, as well as two teachers of advanced language and culture classes.

Table 1

Details of Teacher Development Program by Semester

Elements of teacher development program	Winter 2004	Fall 2004	Winter 2005	Fall 2005	Winter 2006
Participation:					
Number of teachers	3	3	6	11	11
Teachers of beginning language classes	3	3	6	9	11
Teachers of advanced language classes				2	
Invitation to participate from Dr. Michael Bush	X	X			
Invitation to participate from CLS			X		
Participation required by CLS teacher contract				X	X
Pre-service:				X	X
Dr. Michael Bush and Dr. Ray Clifford presented				X	X
Dr. Robert Erickson presented				X	
In-service:	X	X	X	X	X
Michael Hilmo and Rachel Newton involved	X				
10 workshops	X		X	X	X
7 workshops		X			
1 individual meeting (beginning of semester)			X	X	
3 individual meetings (beginning, middle, end of semester)					X
Bi-monthly status reports required from teachers	X	X			
Classroom observations:	X	X	X	X	X
Observations once a week	X	X	X		
Observations once every two weeks	X			X	X
Teachers informed of observation dates	X	X		X	X
Gave observation feedback in a specific form	X				
Gave observation feedback with general notes only		X	X	X	X
Gave teachers copies of observation notes	X		X		
Evaluation:	X	X	X	X	X
Used pre-semester program evaluation questionnaire			X	X	
Gathered beginning of semester group oral feedback		X			
Used mid-semester program evaluation questionnaire		X	X	X	
Gathered mid-semester individual oral feedback					X
Used end of semester program evaluation questionnaire			X	X	X
Did end of semester group feedback meeting			X		

Variations in Pre-service

Fall Semester 2005 was the first time that we held a pre-service seminar just before the beginning of the semester. In Winter Semester 2006 we again held a pre-service training session, this time without the teachers of advanced language classes.

Variations in Workshops

During Winter Semester 2004, I planned and held weekly teacher development workshops with the help of a graduate student in language acquisition, Michael Hilmo, and an undergraduate studying French teaching, Rachel Newton. (Mike worked with us for only about half the semester.) We met each week to plan what we would present that week in the workshop. As part of the initial analysis, we asked the teachers for status reports every two weeks, and we used those status reports to ascertain what would be most useful to teach the teachers. Every other week we based the topic for the workshop on concerns we had from our classroom observations of the teachers, and the other weeks we based the workshop topic on the concerns the teachers themselves expressed in their status reports.

Due to technical difficulties with lab servers, most of the materials from Winter Semester 2004 were lost, including the notes that we took in the planning of the weekly workshops and our impressions of what could be improved in the training. To the extent possible, I recreated the workshop materials during Fall 2004, but in most cases had to work from just a few notes. Despite that setback, the main workshop topics remained essentially the same for the rest of the implementations.

Each semester I altered the activities in the workshops enough that all the teachers were trying new things with their teaching—even those who had been through the program the previous semester. I also made incremental improvements in the activities in the workshops as I

recognized what might help the teachers gain a better understanding of the materials being presented.

During Winter Semester 2006, in addition to the ten workshops conducted during the semester, I had three individual meetings with each teacher. These were held at the beginning, middle, and end of the semester during weeks when no workshop was scheduled.

Each semester I coordinated with the class and work schedules of the teachers in order to have the weekly workshops at a time when all were available. During several semesters this resulted in me presenting each workshop twice a week, and for part of one semester, three times a week, in order to accommodate each teacher's schedule. There were typically one to six teachers in attendance each time I presented a workshop, and sometimes, if an unexpected event came up in a teacher's life that made it impossible for him or her to attend at the scheduled time, I would do make up workshops with one or two teachers at a time that was more convenient for them.

Variations in Classroom Observations

During Winter Semester 2004, Mike, Rachel, and I took turns observing each language class. One class was observed weekly, and two were observed every two weeks. We used a form (see Appendix H) to take notes and evaluate the teachers on specific qualities and characteristics of their teaching. We created the form after researching and reviewing observation forms used in other teacher development contexts and based on what we felt was important.

During Fall 2004, I observed each class weekly instead of bimonthly. I did not use the form we used Winter Semester 2004, but instead took notes in a spiral notebook.

I observed each language class once a week during Winter Semester 2005, but I altered the schedule in an attempt to keep the teachers from knowing when I would be in their classes. I gave the teachers copies of the notes I took while observing their classes.

During Fall 2005 I had ten language classes to observe, and the schedules of the classes overlapped to such an extent that I could not observe each class every week, so I observed each class every two weeks. On the recommendation of the director of the Center for Language Studies, I began again to inform the teachers of when I would be coming to observe their classes. This semester I did not, as I had in the past, give the teachers copies of the notes I took in their classes.

Winter Semester 2006 I informed the teachers of the schedule of classroom observations at the beginning of the semester. I also sent out emails each week to remind the teachers of when I would be in their classes.

Variations in Administration

During the Winter Semester and Fall Semester of 2004, the teachers involved in the teacher development program were invited and encouraged to participate by Dr. Michael Bush, associate director of the Center for Language Studies, but were not paid for their participation. Each of these teachers had some connection to the ARCLITE Lab because of language projects done in the lab in the languages they were teaching, and Dr. Bush felt that the ARCLITE projects would be improved if the teachers were involved in teacher development.

By Winter Semester 2005 the administration of the CLS had decided to make teacher development more an official part of the Center by offering it to all the teachers, and by paying each of the teachers an extra stipend based on the number of workshops they attended throughout the semester. As I mentioned, six teachers chose to participate that semester.

Fall Semester 2005 was the first semester that participation in this teacher development program was part of the CLS teacher contract (see Appendix J for the teacher contract addendum). The administration felt that there were a few teachers, however, who should not be required to sign that addendum and take part in the program because of their previous language teaching experience and education.

Evaluation

In order to evaluate the teacher development materials, I gathered feedback from subject matter experts and the target audience, the teachers for whom the training program was established. I also took detailed notes during the implementation period. In the following section I will report in detail on how I collected this feedback. I will describe changes made in the materials as a result of the evaluation in the "Evaluation" chapter of this report. Recommended changes that were not implemented because of limited resources will be presented in the "Evaluation" chapter and discussed in the "Recommendations for Future Improvements" section of chapter 5 of this report.

Formative Subject Matter Expert Reviews

Several times throughout the development and implementation of these materials I met informally with various faculty members to get feedback on the work I was doing. Dr. Michael Bush and I discussed my work on a regular basis throughout the process. During the final three semesters, I met a few times with Dr. Ray Clifford, the director of the Center for Language Studies, both to update him on the work I was doing and to get feedback from him on how to handle specific situations. I also spoke a few times with Dr. Paul Warnick, the supervisor of the TAs who teach beginning level Japanese classes. Because of his experience in teaching LCTLs as well as in training LCTL teachers, I queried him about the general approach I was taking and

some of the topics my training would address. Although most of these conversations were informal, I nevertheless usually wrote down the suggestions and insights of the faculty members with whom I spoke.

Target Audience Reviews

I gathered feedback from the target audience formally as well as informally. The formal feedback I received came from questionnaires, group interviews, and individual interviews, as well as the notes that I took while observing the teachers in their classrooms. I also gathered feedback informally throughout each semester by taking notes during and after casual conversations with the teachers. In addition to these sources of feedback, I reviewed the teachers' comments on their progress on their individual goals.

Feedback through questionnaires, interviews and goal reports. To gather the information necessary for evaluation, I asked the teachers for various combinations of written and oral feedback. Each semester I made slight changes to the methods I used to gather this feedback, changes that are summarized in Table 2. The general areas in which I asked the teachers for feedback were (a) the overall structure of the program, (b) the topics we covered in the in-service workshops, (c) the feedback I gave them after observing in their classrooms, (d) the general strengths and weaknesses of the teacher development program, and (e) specific recommendations for the future of this teacher development program. See Appendixes F and G for the complete mid-semester and end of semester questionnaires in their final format.

In order to ascertain what the teachers felt was important to improve in their teaching and the efforts they made to bring about those improvements, I had the teachers report on their personal teaching goals, and I reviewed those reports. As can be seen in Table 2, during several

semesters I had the teachers make goals at various points throughout the semester and then later during the semester I asked them to evaluate in writing their progress on their goals.

Table 2
Summary of Techniques Used to Gather Feedback from Teachers

	Fall 2004	Winter 2005	Fall 2005	Winter 2006
Individual written feedback	Midterm.	Midterm and final.	Midterm and final.	Final.
Individual oral feedback				Midterm and final.
Group oral feedback		Final.		
Teacher goals	Beginning of semester goals. Reevaluated goals at midterm.	Beginning of semester and midterm goals. Requested and received written feedback with final.	Beginning and middle of semester goals. No written feedback on goal at midterm or final.	Beginning and middle of semester goals. Requested and received oral feedback at midterm and written feedback at final.

I was interested in finding out what topics the teachers felt should be covered at the beginning of the semester, and which could wait until later in the semester, so at the end of Winter Semester 2005 and Fall Semester 2005, I asked the teachers for feedback on the order of the topics covered in the in-service workshops. Because this feedback came at the end of the semester, the teachers had been to all the workshops, and had had the experience of teaching for a semester.

Another aspect of the program that I wanted to evaluate was how useful the weekly in-service assignments were to the teachers. In order to ascertain this, I asked the teachers directly about the usefulness of the assignments, but I also asked them which of the weekly assignments included activities that they continued to use in their teaching or preparation past the week of the

assignment. I felt that it was particularly important to ascertain why they had continued to use those activities or techniques, information that was extremely helpful in determining which assignments I should eliminate or revise. The degree to which activities were used and reused is an excellent indicator of just how useful they were to the teachers.

Classroom observations. In order to determine whether the teachers were actually implementing the good teaching practices covered in the pre-service seminar and the in-service workshops, I observed the teachers regularly in their classrooms and took notes on what they did and how their students reacted. In addition to learning about the practices of the teachers, these classroom observations were also important as a source of ideas of additional topics that I could teach in the in-service workshops. Each semester the class schedules were different and the number of teachers changed, but the schedules of the classes always overlapped. As a result, each semester I set up a schedule that involved observing each teacher once a week or once every two weeks, depending on circumstances.

During Winter Semester 2004 I also observed CLS LCTL teachers who did not participate in this teacher development program. I observed these teachers to establish a baseline of expected teaching practices of LCTL teachers, particularly in such techniques as using the target language to teach and planning lessons and activities that followed communicative language teaching principles. I was attempting to determine if there were differences between how they taught and how the teachers that I worked with taught.

Informal feedback. I gathered very useful insights through listening carefully to the comments the teachers made, to me and to each other, in the weekly workshops and in individual conversations. I frequently took notes, at the time or after the fact, about conversations that I had with teachers. This was not a pre-planned evaluation technique, but proved to be very helpful.

Implementation Field Test

Another way that I evaluated these materials was by using them to train the teachers, which I did from January 2004 to April 2006, a total of five semesters. I anticipated that this type of evaluation would bring to light both (a) overall areas for improvement, such as which topics to teach and how to conduct the training, and (b) details of how I could improve the specific lesson plans for each workshop. I knew that I would become a better teacher the more times I taught, but also anticipated that I would find ways to improve the materials themselves through using them multiple times.

Pre-service seminar. At the time of this writing we had done two iterations of the pre-service seminar, August 2005 and January 2006. I selected the topics and created the schedule for the pre-service seminar based on what I had done in in-service workshops in previous semesters. I taught most of the sessions of the pre-service, with faculty and staff teaching a few of the sessions as well. In both August and January the teachers were required to come to the pre-service seminar as part of their teaching contract with the CLS, and the seminar was coordinated with the help of CLS staff and attended by CLS administration.

In-service workshops. I taught weekly in-service workshops for a total of five semesters. See Table 1 for the details of how many teachers were involved each semester, and the "Description of Deliverables" section of this chapter for a detailed description of the implementation of the in-service workshops. During and after teaching each workshop, I made notes on my lesson plans of activities or presentations that were significantly more or less effective than I had anticipated, and also recorded ideas for improvement. I typed those new ideas into the lesson plans each semester, resulting in incremental improvements from semester to semester.

Classroom observations. During every semester of implementation I regularly observed the teachers in their classrooms, and after each observation gave them feedback on what I had seen. In the first semester of implementation, Winter Semester 2004, there were three of us involved in doing the observations, Rachel Newton, Michael Hilmo, and me. We took turns observing the teachers, and filled out a form on which we rated teachers on a scale of one to five on specific aspects of their teaching. See Appendix H for the form. We anticipated that rating teachers this way would allow us to track progress in the development of the teachers.

Summative Subject Matter Expert Reviews

Besides these informal evaluations, I also chose five evaluators to review my teacher development materials for a summative evaluation. I hoped to discover if they felt the materials that I had created were instructionally sound and useful, and to get ideas for possible improvements and enhancements.

Evaluators. The evaluators I chose were experts in the fields of language teaching and teacher development and were all BYU faculty members. Dr. Michael Bush is an Associate Professor of French as well as of Instructional Psychology and Technology. He taught the French teaching methods classes for several years and has been extensively involved in producing language learning materials. Dr. Matthew Christensen is an Associate Professor in the Asian and Near Eastern Languages Department, and has been very involved with the field of teacher training throughout his career, including conducting training for language teachers at BYU and another institution. He supervises the TAs who teach beginning level Chinese classes. Chantal Thompson, a Teaching Professor of French, is one of the authors of the well-known French language textbook, *Mais Oui!* (Thompson and Phillips, 1996), and has trained and supervised for many years the TAs who teach beginning level French classes. Dr. Robert Erickson is an

Assistant Professor in the French and Italian Department and has a PhD in Instructional

Psychology and Technology. He currently teaches the French teaching methods courses. Adrielle

Herring is the Manager of Development at the Missionary Training Center (MTC) and a Senior

Linguist there. She has a Masters degree in Language Acquisition, directs teacher training at the

MTC, and teaches a language teaching methods course at BYU that is designed for MTC

teachers. Even though I had not received any feedback from Adrielle at the time of this writing

because of her work and travel schedule, I mention her here because her feedback as a subject

matter expert did help in the writing of the evaluation questions, which I describe below.

Evaluation questions. Prior to delivering my materials to these evaluators, I met with or

corresponded with each evaluator and asked them to identify questions or issues that they felt

should be addressed in the evaluation. I compiled their ideas and wrote a series of questions

which I gave to each evaluator along with my materials. The questions were in three categories,

(a) overall questions about the approach and the project, (b) questions about the materials

themselves, and (c) general feedback. The full list of questions is included in Appendix L. After

the subject matter experts had time to review the materials and answer the evaluation questions, I

met briefly with each of them (except one, from whom I received detailed written feedback), and

discussed their responses to the evaluation questions. Besides the written feedback that I received

from all the subject matter experts, I also took extensive notes during the one-on-one

conversations that I had with them.

Evaluated materials. The materials that I gave to the evaluators consisted of

1. A cover letter that included the

    a. Project background

    b. Objectives of the teacher development program

      c.   Outline of the teacher development program

2. Pre-service seminar materials that included

      a.   The schedule for the day of the seminar

      b.   Detailed lesson plans of the sessions that I taught

      c.   Handouts from the sessions that I taught

      d.   Printed out copies of visual aids used in the sessions that I taught

      e.   General outlines of each of the sessions that were taught by faculty

3. In-service workshop materials, comprised of

      a.   Scope and sequence

      b.   Detailed lesson plans

      c.   Handouts

      d.   Printed copies of visual aids

All of these materials are included in Appendixes A-D and described in more detail in the next section of this report.

Description of Deliverables

The final product from this materials development project consisted of

1. An outline of the pre-service seminar

2. An overall scope and sequence of the in-service training

3. Detailed lesson plans for each pre-service session that I conducted

4. Detailed lesson plans for each in-service workshop

5. All materials needed for each pre-service session and in-service workshop, including

      a.   Worksheets for teachers to complete

      b.   Handouts with relevant information

       c. PowerPoint presentations

       d. Sample language lesson plans

6. Organizational materials that I used to implement the program, including

       a. A list of daily tasks for each day of each week.

       b. A spreadsheet for organizing observations, tracking teacher involvement, and storing contact information

       c. A form for taking notes during teacher observations

       d. Forms to fill out with teacher goals and other information

Delivery Method

I chose to create this training for a stand-up training context, rather than with computer-based, text-based, video materials, or a combination of those methods. I was on the same campus as my target audience, so distance did not necessitate another approach. I chose not to create only text-based materials because of the desire to foster interaction and a sense of community among the teachers through discussion and interaction, and because of the need for classroom observations and feedback.

Scope and Sequence

The topics covered in the teacher training program as well as their order of presentation are as follows:

1. Pre-service Seminar

       a. Explanation of workshops and training: Purposes and structure

       b. Communicative language teaching

       c. Lesson planning with context and function

       d. Use of target language

    e. Expectations of teachers

    f. Administrative details: Syllabus, turning in lesson plans, storing materials, use of lab

    g. Curriculum planning: Use of resources, four skills, assessments

    h. Reflective teaching

    i. Creating expectations for your students

2. In-Service Workshops

    a. Week 1: Curriculum planning, personal teacher development plan (accomplished during time scheduled individually with each teacher)

    b. Week 2: Creating meaningful, communicative learning activities

    c. Week 3: Contexts and functions Part 1 – Basic concepts

    d. Week 4: Contexts and functions Part 2 – Steps in planning

    e. Week 5: Lesson Planning Part 1 – Objectives and Production Activities

    f. Week 6: Lesson Planning Part 2 – Anticipation and Comprehension Activities

    g. Week 7: Review of personal teacher development plan, ideas on how to compile lesson plans / organize materials (accomplished during time scheduled individually with each teacher)

    h. Week 8: Reflective teaching and goal planning

    i. Week 9: Report on teacher observation and personal reflection

    j. Week 10: Use of media

    k. Week 11: Assessment

    l. Week 12: Life-long language learner skills

m. Week 13: Final evaluation of personal teacher development plan, turning in

lesson plans (accomplished during time scheduled individually with each

teacher)

<center>*Product Description*</center>

Each pre-service session and in-service workshop was planned to model the type of

teaching that I wanted the teachers to do. To accomplish this major goal, I wrote each pre-service

session and in-service workshop lesson plan using the same instructional model and three-part

lesson format that I asked the teachers to use in teaching their language classes. The instructional

model was based on the principle of input-based instruction. With a sample of authentic

language, whether that was in a text, video, or audio, the teachers were to (a) prepare their

students to comprehend the content of the language sample, (b) guide them as they read, or

watch, or listen to the sample, and then (c) help them apply the new aspects of the language in

their own lives. To guide the teachers in their use of this instructional model, I provided a lesson

format that was comprised of three major sections, one to match each stage of the model. These

sections were (a) a "pre-activity" or "anticipation" section, (b) a "during activity" or

"comprehension" section, and (c) a "post-activity" or "production" section.

In the lesson plans that I created for the workshops I changed the names of the sections to

"collaboration," "instruction," and "creation," but the goal of each section of the outline did not

change. I wanted the teachers to have a chance to remind each other and reflect on what they had

learned before, in preparation for new material (collaboration), learn something new

(instruction), and use their new knowledge immediately (creation).

In the collaboration section of the workshop, which was planned for ten to fifteen

minutes, I asked the teachers specific questions to remind them of the principles we had

discussed in the previous workshop and to give them a chance to discuss with each other the application of the previous workshop's topic in their classrooms. I also often asked about the specific assignment that I had given them in the previous workshop. The assignments typically either required that the teachers apply the previous workshop's topic in their classroom, or prepared them for the current workshop. This section of the workshop might include questions such as, "how did you apply this principle in your classroom last week?" or "how did your students react to you only speaking the target language in the classroom?"

The instruction section, which was fifteen to twenty minutes, involved my introducing the teachers to a new concept in language teaching, a new technique to use in their classroom, or some new language learning activities to try. I sometimes used visual aids (PowerPoint slides, sample lessons, charts or diagrams from textbooks, etc.) to present the new information.

In the creation section the teachers planned activities for their classrooms or completed other activities that required them to apply the principles just presented to them. The assignment from each workshop was usually an extension of the creation section. Information gleaned from teacher feedback one semester brought to my attention the importance of making sure in future iterations of the training that each assignments aid the teachers in immediately applying the new concepts directly in their teaching.

<div align="center">Costs</div>

I will outline here the costs of the development of this program in terms of time and money. All the development work was done by me, with assistance during the first semester from Michael Hilmo and Rachel Newton, as previously mentioned. There were two main sources of funding for this project, a grant I received from BYU and the Center for Language Studies itself.

Time

During the semesters of implementation, my time was spent on the following activities:

1. Administrative tasks such as gathering schedules from teachers, scheduling workshops and observations, emailing teachers about workshops and materials, and recording teacher participation

2. Preparing for and conducting the pre-service seminar

3. Preparing for and conducting the in-service workshops, including creating visual aids, making photocopies, and gathering sample language teaching materials

4. Holding individual meetings with teachers

5. Observing teachers in their classrooms

6. Giving feedback to teachers after classroom observations

7. Meeting with CLS administration to report progress and get counsel

Fall Semester 2005 I spent 236 hours on these tasks, and I spent 234.9 hours during Winter Semester 2006. While I do not have detailed records of the time spent on this project prior to August 2005, the tasks that I have done every semester to implement the teacher development program, and the time I have spent on those tasks, have been essentially the same from semester to semester, with two minor differences in tasks and time being the pre-service seminar and the classroom observations.

Prior to August 2005, we did not hold a pre-service seminar. The preparation and the actual conducting of the pre-service seminar took approximately 15 hours each time it was held, however, so that is only a small portion of the overall hours each semester that would be different for the semesters prior to Fall Semester 2005.

The time spent on classroom observations was slightly more extensive starting Winter Semester 2005 than it had been previously. Prior to that time, I only had three language classes to observe, so the time I spent in the classrooms was between three and four hours a week. Starting in Winter Semester 2005, there were so many teachers involved in the program that I observed a class every day, so the weekly observation hours was between six and ten, depending on the length of each class.

<center>*Funding*</center>

BYU Grant

I received a $4000 grant from BYU to cover the costs incurred for this project during the 2004-2005 academic year (Aug. 2004-April 2005). I used that grant to cover my wages during that time period, supplies (mostly photocopies), and incentives for me to accomplish certain project milestones. During that time period, $2,600 went to wages and $1,400 went to incentives for project milestones. Only a very minimal amount was spent on photocopies, and that came out of my wages.

CLS Funding

As I mentioned above, during Winter Semester 2005 the CLS administration chose to pay the teachers a stipend, in addition to their salary, for their attendance at the in-service workshops. The total cost for these stipends came to $2360. This was $40 per workshop for six teachers, five of whom came to all ten workshops, and one of whom came to nine workshops.

For the 2005-2006 academic year, the Center for Language Studies hired me to coordinate the teacher development program, and the total cost of my wages that year was $6117.08. That was $3,063.38 for 236 hours Fall Semester 2005, and $3,053.70 for 234.9 hours Winter Semester 2006. (During Fall Semester, 9.25 hours were paid by the ARCLITE Lab in the

CLS, and those hours and wages are included in the totals given here, even though the source of the funding was different for those few hours.)

During Fall 2005, the CLS did not pay teachers an additional stipend for participation in the workshops, but did pay them for their attendance at the pre-service seminar. The total amount for this was $1500. This was $150 to each of ten teachers.

During Winter Semester 2006, as with Fall Semester 2005, the teachers were paid for their attendance at the pre-service seminar. The total amount for this was $900. This was $100 to each of nine teachers. In addition to this, the CLS paid the teachers an additional stipend for their participation in the teacher development program. This semester, however, rather than paying a flat stipend for participation, there were various levels of "merit pay" that the teachers could earn based on the extent of their participation in the teacher development. The merit pay scale was as follows:

1. Met almost all expectations: $200

2. Met expectations: $350

3. Exceeded expectations: $500

The expectations outlined by the CLS administration and me were

1. Attendance at all teacher development workshops

2. Contribution to the CLS – turning in lesson materials to the CLS

3. Active participation – sharing ideas, making presentations, participating in discussions

4. Applying lessons learning in the classroom

The teachers were informed of these expectations and the merit pay system during the pre-service seminar, and were reminded of them during the mid-semester and end of semester

individual meetings with me. At the end of the semester, CLS staff and I worked together to

assess the participation of each teacher, and assigned merit pay accordingly. The total amount

paid for merit pay was $3100.

　　　Table 3 contains a summary of the costs of the teacher development program for Aug.

2005 to April 2006. The costs listed here were all paid by the CLS.

Table 3
Summary of Costs for Teacher Development Program (Aug. 2005-Apr. 2006)

	Winter 2005	Fall 2005	Winter 2006
Pay to teachers			
Pre-service attendance	n/a	$1500	$900
In-service attendance	$2,360	n/a	n/a
Merit pay	n/a	n/a	$3,100
Pay to teacher development coordinator	n/a	$3,063.38	$3,053.70
Cost by semester	$2,360	$4,563.38	$7,053.70
Total cost			$13,977.08

CHAPTER FOUR: EVALUATION

The purpose of this project was to create a language teacher development program for temporary, part time teachers of less commonly taught languages (LCTLs) in BYU's Center for Language Studies. These teachers were hired to teach based on their abilities in the target languages, but most of them had little or no background or experience in language teaching. This teacher development program was designed to give those teachers some basic instruction in language teaching as well as to provide a setting in which to work to improve their teaching.

As I described in detail in the "Evaluation Methods" section of Chapter 3 of this report, I performed both formative and summative evaluations on the teacher development materials that I created. The formative evaluations were intended to shape the materials during the design, development, and implementation processes, while the summative evaluations were intended to assess the quality of the program as a whole after its completion and to gather suggestions for future improvements from subject matter experts, faculty and staff educated and experienced in language pedagogy and language teacher development.

The most extensive formative evaluation that I conducted was in actually using the materials to train the teachers, which I did from January 2004 to April 2006—a total of five semesters. Throughout those five semesters, I also gathered formative evaluations from the subject matter experts as I talked with them about the program and materials. The formative feedback gathered during that same time from the target audience, the CLS teachers, was collected formally and informally through questionnaires, group interviews, individual interviews, classroom observations of the teachers, and casual conversations.

For the summative evaluation I requested detailed reviews from five subject matter expert evaluators. Through discussions with these carefully chosen evaluators, I compiled a list of

questions to assess the quality and completeness of the teacher development materials and program. The full list of these questions can be found in Appendix K. Four of the five evaluators reviewed the teacher development materials and responded to these questions.

I will describe here the feedback that I received through the various evaluations that I conducted. I will also present and briefly discuss the differences between the proposed costs of the project, in time and money, and the actual costs.

<center>Evaluation Results</center>

The results that I collected from the evaluations were gathered from questionnaires, observations, casual conversations, and formal interviews, and are described below. I will describe here (a) the formative feedback that I received from subject matter experts, (b) the reviews I received from the target audience, (c) the results of the implementation field test, and finally (d) the summative feedback I received from subject matter experts.

<center>*Formative Reviews by Subject Matter Experts*</center>

At the start of program development, I had determined that I would conduct the observations in the classroom without giving the teachers lots of advance notice of my visits. Dr. Clifford, the Director of the Center for Language Studies (CLS), suggested, however, that I provide the teachers with a schedule of my visits. He felt that informing the teachers of when to expect visits would lower their anxiety level. He also suggested that perhaps as the teachers got comfortable with the idea of having an observer in the classroom then we could work into unannounced visits.

To obtain guidance regarding teacher training specifically for less commonly taught languages, I met informally with Dr. Warnick, associate professor of Japanese, outlining for him the approach I was taking in the teacher development program, and asking for feedback. After

describing for me the teacher development that he provided for the TAs who teach beginning Japanese classes, he told me that my program sounded good, and that from what I shared with him he didn't see any major gaps or weaknesses in my overall plan. He also referred me to some helpful literature on the topic of language teacher development.

I also had a number of informal conversations in which I asked for suggestions from the education and experience of those with whom I talked about how teacher development should be conducted. I asked numerous language teaching and learning experts about what would be the most important things to include in a teacher development program, and how I should structure such a program. Both Adrielle Herring, Manager of Development and Senior Linguist at the Missionary Training Center, whom I hoped would be one of the formal evaluators of the project, and Dr. Michael Bush, associate professor of French and Instructional Psychology and Technology, made the specific suggestion that I include lots of examples of sample lesson plans and sample language learning activities.

Prior to the pre-service seminar in August 2005 I outlined the topics, schedule, and presenters for the pre-service, and requested feedback from Dr. Bush about what I had planned. He recommended that I request that Dr. Rob Erickson, assistant professor of French, present the section on assessment. Either Dr. Bush or Dr. Clifford suggested that I give Agnes Welch, the secretary of the CLS, some time in the agenda to take care of administrative details. It was also in conferring with Dr. Bush and Agnes that the decision was made to have the August 2005 pre-service seminar be just one day, instead of two.

Dr. Clifford and other subject matter experts suggested in formal and informal evaluation discussions that I provide presentation and micro-teaching opportunities for the teachers in both the pre-service seminar and in-service workshops. They recommended having the teachers

prepare and demonstrate various types of language learning activities, as well as make presentations on theoretical topics.

<div align="center">*Target Audience Reviews*</div>

Generally the teachers expressed gratitude and appreciation for the teacher development program, but they also gave very specific feedback on what was helpful to them and what was not. The most frequent and detailed feedback that I received from the teachers themselves was about (a) the dissemination of information and ideas among teachers, (b) the treatment of theory within the workshops, (c) the usefulness and applicability of the workshop content, and (d) the actual presentation of the workshops. They also commented on (e) being involved in the teacher development program during multiple semesters, (f) how they dealt with and felt about the classroom observations I did, and (g) changes they made in their teaching as a result of the teacher development program. I will outline this feedback here, and will include both formal and informal feedback received.

Dissemination of Information and Ideas

A teacher suggested that the teachers should receive packets of information at the beginning of the semester, with readings and other information that would be used during the workshops. In response to that feedback, I started emailing summaries of each workshop to the teachers, along with ideas shared and suggestions made by teachers during the workshops, and received written and oral feedback saying that the teachers found those notes useful and were glad to have them. Teachers felt that compiling and disseminating ideas shared by teachers in workshops would allow those who were unable to attend a particular in-service meeting to still learn from the other teachers.

Many teachers said they enjoyed interacting with other teachers and getting ideas from them, and wanted more time in the workshops to be devoted to that sort of communication and exchange. The teachers made a few specific suggestions as to how to better facilitate the exchange of ideas between teachers during the workshops. For example, more time during the workshops could be spent having teachers give demonstrations of language learning activities. A couple of teachers commented that seeing demonstrations of language learning activities would help them better see what might work well in their classrooms. Another suggestion was that more paired work during the workshops would also provide opportunities for teachers to learn from each other.

Treatment of Theory

Two teachers, in two different semesters, requested more theory in the workshops. Although these requests came to me in very different ways, both communicated a desire from the teachers to have a deeper understanding about the nature of language learning and teaching. One of these teachers asked for readings about the topics we discussed in the workshops, and the other asked lots of questions about why I was asking the teachers to use certain methods and techniques. This same teacher also asked for more theory in response to two different questions in the written feedback that I requested from the teachers.

Usefulness and Applicability of Workshop Content

The teachers gave quite a bit of feedback about how the content of the teacher development program could better meet their needs. The comments they made had to do with timeliness of information, selection of workshops topics, usefulness of weekly assignments, sample language learning materials used, and goal setting.

During one of the pre-service seminars, a teacher said that she wished she had known the principles that we were teaching in the pre-service several months earlier so that she could have planned her syllabus accordingly. As it was, she said that she wanted to make major changes based on the things she had learned but only had a few days before classes started in which to make those changes.

A few teachers suggested topics for workshops in the future. For example, one asked for more guidance in using different types of media in the classroom, while another suggested a workshop on homework. Another suggested a workshop on grading, a recommendation strongly supported by Agnes Welch, the secretary of the CLS.

The teachers gave feedback on the assignments given at the end of each weekly workshop. In their evaluation at the end of one semester, they said that the only weekly assignments that they completed were the activities that were immediately and concretely applicable in their classrooms.

During Winter Semester 2006, a teacher suggested that the sample lesson plans shown in the workshops be more carefully selected so that the learning objectives and language level would be the same as the language being taught by the CLS teachers. He felt that this would help the teachers more easily see the applicability of the activities in those lessons to what they could teach in their own classrooms.

The teachers felt that setting goals for their teaching was very useful. When asked what aspects of the teacher development program should be used in the future, they said that goal setting should be included.

Workshop Presentation

Teacher comments on the details of workshop presentation included a diverse range of suggestions. Teachers requested that I not waste time, have more individual meetings with teachers, and serve food more frequently.

A couple of teachers commented on the presentation of the workshops during Winter Semester 2005. One said that too much time was wasted at the beginning of each workshop, indicating that each workshop should get started faster. Another teacher said that we got off topic too often during some workshops.

Feedback from a couple of teachers suggested that for various reasons it would be useful to set up more individual meetings between the teacher development coordinator and each teacher. Two suggested individual meetings to help review lesson plans before they were used in the classroom. Another suggested that individual meetings on using media would be more useful than a workshop. (That particular teacher had a specific set of media that he wanted to learn how to use in his teaching.) Another said it would be useful to get more individualized help from the teacher development coordinator concerning his class, rather than about language teaching in general.

Several teachers requested that we serve food more often at the workshops. One recommended during the pre-service seminar that we have a dinner party at the end of the semester with all the teachers. Other teachers voiced their support of this idea.

Multiple Semesters of Involvement

During Winter Semester 2006 two teachers mentioned that since they had been involved in the teacher development program before, there were certain activities or workshops that were not very helpful to them. In terms of general feedback, returning teachers suggested that the

workshops be less frequent and that there be less repetition of topics. Specifically, one returning teacher said that he was already committed to reflective teaching, and thus did not find the in-service workshop on that topic useful. Another returning teacher mentioned that many of the sample language lessons and language learning activities that I used as examples in the workshops were already familiar to her. In her view, this use the previous semester limited for her the helpfulness of the materials.

Classroom Observations

Of all the aspects of the teacher development program, the feedback that I gave the teachers after classroom observations seemed to be the favorite of the teachers, but two teachers seemed displeased about how the observations were conducted.

Many teachers noted how helpful the post-observation feedback was because it was focused directly on their classroom, their teaching, and the needs of their students. For example, one teacher said that getting personal feedback helped him focus on his specific weaknesses so he could improve them.

Two teachers, however, seemed displeased or uncomfortable with the idea of classroom observations. One of these teachers told me at the beginning of the semester that when I came to observe her class she would introduce me to her students as another learner of the target language, not as someone there to help her with her teaching. Although many of the teachers openly introduced me to their students as their "teacher," another teacher apparently did not know how to explain my presence in her classroom; her students referred to me, in the target language, as "the spy." She later suggested to me a way to introduce me to the students that would alleviate what she perceived as the awkwardness of having me there.

Changes Made by the Teachers

There were several positive ways that the teachers changed their teaching as a result of the teacher development program. First, some teachers commented that they used the target language more frequently in the classroom than they had previously. Next, other teachers reported that they required more speaking of their students as well as more involvement by students in the lessons. Finally, teachers commented that they planned more carefully, and spent more time reflecting on their teaching.

<div align="center">

Implementation Field Test

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The results of the implementation evaluation fit into several categories. I will describe here things that I saw as I implemented the workshops and the teacher development program that suggested to me the need for improvements. The topics that will be covered here are (a) the application by the teachers of the new teaching methods presented in the workshops, (b) reactions of the teachers to activities in the workshops and assignments I required of them, (c) a report on classroom observations and the reactions of the teachers to specific aspects of the observations, (d) efforts to connect personally with the teachers, and (e) the collection of lesson materials. The improvements that I made will be discussed later in the section titled "Improvements in the Program and Materials Based on the Evaluations" in Chapter 5.

Application by Teachers of New Teaching Methods

The use of the target language by the teachers was extremely varied. I saw that many of the teachers struggled in their use of the target language in the classroom. Some teachers used only a few phrases in the target language; while on the other end of the spectrum, some used only a few phrases in English. Some seemed to guide their students to comprehend the target

language being used by the teacher, while others continued with activities and explanations in the target language without verifying student comprehension.

I recognized from the classroom observations that some of the teachers didn't grasp the concepts of language function and context and how those concepts should be applied in language teaching. One teacher, for example, did the exact same outline of class, same type of activity, and same listing on the board of vocabulary every time I came to observe his class. Comments that he made brought to my attention the fact that he thought that a specific, detailed lesson plan, with those exact activities, was the only way to teach a language class based on a language function and a context. He knew that I wanted him to teach using a language function in a context, but said in his written feedback that he wanted more variety in his classroom than just that.

Reactions to Activities and Assignments

There were many activities that I did as part of the workshops that did not go as planned. Some took longer and required much more explanation than I had anticipated. Some did not elicit the type of discussion that I wanted the teachers to have. Still others did not seem to bring about the type of learning that was the goal of the activity. Some took so long that we did not have time to get to other, more important activities, and others seemed to bore the teachers who had already been involved in the teacher development program a previous semester.

Other activities seemed to be greatly appreciated. For example, Dr. Erickson did an interactive demonstration of assessment techniques during the August 2005 pre-service seminar, and the teachers reacted very well to it. They seemed to enjoy the activity as well as the discussion started by the demonstration, and one teacher referred to that activity much later in the semester during a workshop.

At least once, I was frustrated by the fact that the teachers did not follow through with instructions that I gave them. In particular, there was one especially important task that I assigned during the in-service workshops that was not completed by most of the teachers. I asked them to observe another beginning language class and to take notes as I did when I observed their classes, looking for specific aspects of teaching. The teachers who completed the assignment had a good experience and got new ideas for their own teaching, which they were eager to share in the workshops. Each semester there were teachers who did not complete this assignment, and so each semester I told the teachers about the assignment sooner and sooner in the semester. Unfortunately, there were still teachers each semester who did not complete this important assignment, no matter how much time or how many reminders I gave them.

Reactions to and Reports on Classroom Observations

During the first semester of implementation, Rachel Newton, Michael Hilmo, and I filled out a specific observation form each time we visited a teacher in his or her classroom. (Rachel and Mike worked with me during the initial development and implementation of the teacher development program. Rachel was an undergraduate student in French teaching and Mike was a graduate student in Language Acquisition.) In discussion amongst ourselves, we felt that this form was not helpful. There were three of us doing the ratings, and we rated the teachers on a scale for each of several characteristics or teaching techniques, but since we did not have descriptions of each step on the scale, we felt that even with the scale the ratings were still overly subjective. This subjectivity meant that the rating system that we used was not well-designed enough to allow us to track teacher progress. We also found that there were other categories that we wanted to comment on besides the ones on the rating chart, and we felt limited in the types of comments that we could make.

After several semesters of doing classroom observations, it appeared that the teachers were relying too heavily on me to suggest ways to improve their teaching or new activities for their classrooms. In our post-observation feedback sessions many of the teachers were not being as creative or pro-active as they could have been, and I surmised that this was because I was providing too much guidance and not enough encouragement and empowerment.

The feedback that I gave the teachers after observing them in their classrooms did not always lead to improvements in their teaching. A few teachers did not make time after my observations to meet with me. While some teachers took notes of things that we talked about in those feedback sessions, others didn't seem to care what we talked about.

During Winter Semester 2004 and Winter Semester 2005 I provided each teacher with a copy of the notes that I took each time I observed his or her class. I rarely saw a teacher review those those notes, and they rarely, if ever, commented on them.

In addition to regularly observing the teachers who were participating in the teacher development program, I also observed, during the implementation phase, four CLS teachers who had not participated in the teacher development program up to that point. Several of them used the target language only infrequently in their teaching, and did not require their students to do very much communicating in the target language. Most of the teachers spent a lot of time presenting and discussing the grammar of the language, rather than providing opportunities for their students to use the language to communicate with each other or the teacher.

Connecting Personally with Teachers

During several semesters I met with each teacher at the beginning of the semester in an effort to get to know them as individuals and to allow them to get acquainted with me as well. I found that to be a good initial meeting, but felt that I did not have enough personal interaction

with each teacher throughout the semester. I felt that I was working to meet the needs of the group, but not doing enough to meet the needs of each teacher as an individual.

Lesson Materials

One of the goals of the teacher development program was to create a library of resources for teaching the target languages. Despite many reminders to do so, I noticed during the first few semesters of implementation that only a few of the teachers turned in their daily lesson materials to the CLS for future curriculum development purposes, and even those who turned them in did not turn them in consistently. In addition, the lesson materials that were turned in were typically not very detailed in terms of what language learning activities had been done during the class.

Summative Reviews by Subject Matter Experts

The results of the formal evaluation done by the subject matter experts can be listed in three categories, based on the sets of evaluation questions. The categories are (a) overall questions about the approach and the project, (b) questions about the materials themselves, and (c) general feedback. I will present the feedback I received in each of those categories, and the detailed list of questions can be found in Appendix L.

Overall Questions about the Approach and the Project

The questions in this category had to do with (a) the objectives of the training, (b) the treatment of theory, (c) the treatment of culture, and (d) the organization of key topics.

The evaluators reported across the board that the objectives were for the most part clear, but they also suggested a few ways to make them more accessible to readers. They made specific suggestions in one area as to how to clarify what was expected of them. They recommended, first of all, that I include the listing of the objectives as a formal part of the materials. They further

suggested that to make the objectives more accessible I list the objectives in the order in which they are addressed in the materials.

Another suggestion to make the objectives a more integral part of the materials was to cross-reference the objectives with the pre-service and in-service workshops that address each objective, as well as with the scope and sequence document. One evaluator recommended that I make it more clear for each in-service workshop which objectives were new for that week's training and which have been addressed in previous workshops and hence were recurring.

Three out of the four evaluators said that the underlying theory of the materials needed to be more explicit, and the fourth gave a specific suggestion as to one aspect of the underlying theory that needed to be strengthened. Two of the evaluators suggested that I make it very clear to the teachers why I suggested that they teach language the way that I was describing. They explained that if the teachers understand the reasons behind teaching according to a given method, they will be more likely to be open-minded in applying the new techniques they are learning. One of the evaluators also suggested that I tie each workshop topic back to that overall theory, allowing the teachers to see how each concept I teach contributes to the overall theory.

One evaluator, suggesting a slight change in the way that I presented some of the underlying language teaching theory to the teachers, stated that I should teach the teachers to teach to communicative objectives. He felt this to be more important than just teaching how to achieve a language function within a context. While this would constitute only a minor change in the materials, this approach suggested a more significant change in the overall theory itself. He told me that a few relatively minor changes made in some visuals and workshops would clarify that issue in the materials themselves.

In response to a question about appropriateness of the balance between the theoretical and the practical topics presented in the teacher development program, two evaluators said that there needed to be more theory, as was stated above. Another evaluator said that the balance was appropriate, but that the teachers would vary in their desire to know theory versus practical ideas, and that I should account for that in the training. He suggested that I have the teachers explain to each other their reasons for choosing certain teaching techniques or activities so that their personal theories will become more explicit to themselves.

One evaluator pointed out that even though the underlying theory of my approach to language teaching was clear to those involved in the field of language pedagogy, the underlying theory behind the teacher training itself was never made explicit. He suggested that if I made the underlying theory behind my training explicit to the teachers, then that would serve as a model for them to explain to their students the theory behind their language teaching techniques. The evaluators reminded me that if the learners, in this case both the teachers and the students, can grasp the reasons behind the teaching techniques, they will be more willing to try new things to facilitate the learning that needed to take place in both cases.

In response to a question about key topics that were missing from the training, two evaluators stated that there was not enough instruction on culture in the training. One evaluator stated that along with presenting more on culture, I should also clarify what I mean by "culture" throughout the materials and in the objectives. Suggesting that I consider the role of behavioral culture, as well as achievement culture and informational culture, he proposed that I make it clear to the teachers that part of the context in teaching language is the behavioral culture of the people in the target culture. He wrote

Most inexperienced language teachers assume that learning or teaching a foreign

language is all about linguistics and nothing else. They then spend great amounts of time

teaching grammar and vocabulary with little attention to how people actually

communicate in the target culture. … be careful that meaningful communication is

meaningful to the target natives and not just to the learners. (M. Christensen, personal

communication, April 12, 2006)

The other evaluator who mentioned culture suggested using the *Standards for Foreign

Language Learning in the 21*st *Century* (National Standards in Foreign Language Education

Project, 1999). He suggested that this resource could be used to teach the teachers how to teach

culture in the classroom.

The topics and the structure of the teacher development program were deemed

appropriate for the target audience by two evaluators and not commented on by one. One

evaluator said that a few of the topics, such as lesson planning, assessment, and use of authentic

media, should be handled differently from how they are currently taught in the in-service

workshops, and that these changes should include assessment being covered much sooner. This

evaluator recommended that instead of having two workshops covering the various sections of a

lesson plan, one workshop covering the use of media to teach language, and one workshop

covering assessment, there should be three or four workshops that addressed planning lessons

around various types of media, and each of those workshops should include the creation of

several assessment items. The evaluator suggested that each of those workshops could include

demonstrations or micro-teaching, by the teacher development coordinator and the teachers

themselves, of activities that use that type of media to teach language. Each workshop should

also include the creation of several assessment items that would address the skills and topics

taught in the demonstrations. This integration of assessment with the other topics would allow all of those important topics to be covered in more depth and reinforced more completely, and would also allow more opportunities for the teachers to do micro-teaching and demonstrations of language learning activities.

One evaluator was concerned that we were not spending enough time instructing the teachers initially before they actually began teaching. She suggested that giving the teachers a brief introduction to each major topic right at the beginning of the semester would allow them to begin to apply those principles and concepts right away in their courses. This evaluator suggested that the topics in the pre-service seminar should include the theoretical bases of all the topics to be presented throughout the semester. This way, the in-service workshops would provide time to review and expand on those key topics. This same evaluator suggested spending two days for the pre-service seminar, instead of just one, thus allowing sufficient time to provide a theoretical basis for the important topics.

Questions about the Materials Themselves

The questions about the materials themselves addressed (a) the visual aids, examples, and sample language learning activities, (b) the learning activities for the teachers to complete during the workshops, and (c) the materials given out to the teachers.

The visual aids, examples, and sample language learning activities were deemed appropriate by two of the four evaluators, and the other two had specific suggestions for improvements. One suggested a few minor changes in wording in a few of the materials, and that one image used in a sample lesson be printed at a higher quality. Another suggestion was to have more sample tests and more sample test items available for the teachers to look at. Another evaluator stated that none of the visual aids, examples, or sample language learning activities

should be in French. (Many of the examples and samples I used were in French, although a few were in Romanian as well.) This evaluator suggested that I find materials intended for use in teaching English as a foreign language instead of using materials intended to teach French so that all the teachers could understand the samples and examples without translations being required during the workshops. Even if the materials were to be in French, a summary of the materials, in English, would be necessary to make them accessible to the teachers.

As I discussed the language of the sample language learning activities with this one evaluator, we discussed the possibility of gathering samples in the languages taught by the CLS teachers. The evaluator suggested that I gather authentic audio, video, or textual materials in the CLS target languages and have the teachers create and demonstrate language learning activities based on these materials, thus creating a bank of sample activities that would be both more accessible and more useful to the CLS teachers.

One evaluation question about the learning activities had to do with whether or not the activities would be considered "time on task," or whether the teachers might consider them to be "busy work," intended to fill time without contributing to learning. Two of the evaluators did not respond specifically to this question, and one said he did not think this was a problem with the activities in my materials. The fourth evaluator pointed out that often the perspective of a learner will determine whether or not an activity is "busy work." He suggested, as reported earlier, that if I share with the teachers the theory behind why I am asking them to do the activities then perhaps there would be less of a chance that they would see the activities as "busy work." He further suggested that if any of the teachers felt that a given activity was not worth their time then I could allow that teacher to be excused from the activity, provided that the teacher could explain to me in writing why they didn't want to do the activity. He suggested that this would

help eliminate work avoidance on the part of the teachers. He pointed out that this would particularly be appropriate for teachers for whom these language learning concepts are not new, whether that would be because they have been through the teacher development program before or for another reason.

I asked the evaluators to comment on whether the materials that I give out to the teachers were organized and easy to understand. One evaluator said yes, while another said yes, except for the materials that were in French, which would be hard for the non-French-speaking teachers to understand. Another evaluator said that the purpose of one classroom observation form was unclear because there was no explanation attached to it saying who was doing the observing and of what language class or classes.

General Feedback

The evaluation questions in this section asked about the strengths and weaknesses of the materials and the program, and called for suggestions for improvements in topics, presentation techniques, materials, or program structure. While each evaluator made suggestions for improvements in the teacher development program and materials, they did not all specifically list strengths and weaknesses.

One strength of the program was that the format of the workshops was consistent from one to the next but not boring. Another evaluator commented that there was lots of material presented that was organized, detailed, and presented well.

The weaknesses listed were issues that had been mentioned before, as well as the implication by one evaluator that the program perhaps provides too much material for the teachers to digest. Two evaluators reemphasized the need for more focus on teaching culture, and

another stressed again the need for more theory, better treatment of assessment, and more EFL examples instead of French.

The suggestions made by the evaluators ran the gamut from minor to major changes and improvements to the program. One evaluator simply suggested that a glossary of terms be included with the materials. Another suggested reorganizing the objectives so that each leads to the next more logically. She also suggested building assessment into the weekly workshops on a more regular basis, rather than just in one workshop focused on assessment. She suggested expanding the workshops that focus on using media to teach language, having the teachers do demonstrations of the use of different types of media, and then having each workshop include writing a few test items for each particular type of media as they are covered.

<div align="center">Costs</div>

I will present here a comparison between the projected time and money and the actual time and money used to complete this project. I will also discuss the reasons for the discrepancies between the proposed and the actual costs in both time and money.

<div align="center">*Projected Costs*</div>

I received a $4000 grant from BYU to cover the costs of this project. I allocated that grant to cover my wage, supplies, and incentives for me to accomplish certain milestones.

The initial proposal included an implementation phase across three semesters, and I projected a total of 90.5 hours per semester of implementation. This projection included time to accomplish the following tasks:

1. Discussions with subject matter experts about topics to include in training and structure of training

2. Observations of LCTL teachers to assess what topics might need to be covered in training

3. Individual interview with each LCTL teacher to discuss topics that might need to be covered in the training

4. Compilation of the results of steps one, two, and three

5. Planning scope, sequence, and schedule of in-service workshops

6. Creating materials for each in-service workshop

7. Conducting each in-service workshop

8. Evaluating the training through gathering feedback from the teachers and doing more observations

Actual Costs

As I presented in detail in "Chapter Three: Project Description," the total cost of completing the project was $17,977.08. As outlined in Table 2, that amount includes the $4000 grant that I received plus $6117.08 in wages that was paid to me as the teacher development coordinator and $7860 in stipends and merit pay to teachers.

I have detailed records of the time I spent on this project for two semesters, and the totals for those two semesters are 236 hours for Fall Semester 2005, and 234.9 hours during Winter Semester 2006. This time was spent on the following tasks and activities:

1. Administrative tasks such as gathering schedules from teachers, scheduling workshops and observations, emailing teachers about workshops and materials, and recording teacher participation

2. Preparing for and conducting the pre-service seminar

3. Preparing for and conducting the in-service workshops, including creating visual aids, making photocopies, and gathering sample language teaching materials

4. Holding individual meetings with teachers

5. Observing teachers in their classrooms

6. Giving feedback to teachers after classroom observations

7. Meeting with CLS administration to report progress and get counsel

Explanation of Discrepancies

There were two main reasons for the differences between the projected and the actual costs of this project. The first reason was that my projected hours did not include time for some key tasks in the implementation of the project. For example, the projections did not include time to do regular classroom observations and to give the teachers feedback on their teaching immediately after the observations. During Fall 2005 and Winter 2006, when I was working with ten language classes, those tasks took between six and ten hours each week, and since I did observations for 12 weeks during each of those two semesters, that task alone would add between 72 and 120 hours to the time needed per semester. The projections also did not include the time it would take to do the administrative tasks that kept the teacher development program running smoothly. I spent approximately ten hours at the beginning of each semester working with the schedules of the teachers and the classes in order to plan out schedules for the in-service workshops and the classroom observations. In addition, I spent at least an hour a week doing minor administrative tasks such as emailing the teachers and compiling records.

The second main reason for the differences between the projected and the actual costs of this project was that in April 2005 I was given the opportunity to participate in an international project that took approximately three months to prepare for, carry out, and wrap up. The project

was a two-week professional development seminar for language teachers in an area of the world that has only recently become accessible to outside entities, and as the subject and scope of the project were so closely related to the work of this development project, I felt that my participation would benefit this project, and made the decision to postpone completion of this development project, and my graduation, for such a once-in-a-lifetime experience. This postponement of completion resulted in changes in (a) number of implementations, (b) final deliverables, and (c) cost. I will describe these changes below.

Postponing the completion of this project allowed two more iterations of the program during Fall Semester 2005 and Winter Semester 2006 for improved implementation and evaluation of the materials. This additional time and these additional iterations allowed for more improvements than otherwise would have been possible.

One such improvement facilitated by this postponement of completion was the inclusion of a pre-service seminar as one of the deliverables. A pre-service seminar had originally been considered as beyond the scope of this project, and the original schedule did not allow for it, but this postponement of completion allowed me to create and implement a pre-service portion of the training twice, once in August 2005 and once in January 2006. The development of the pre-service necessitated changes in the weekly workshop materials as well, since topics that had previously been introduced in the workshops were now introduced in the pre-service. This meant that we could cover several of the topics in more detail throughout the semester.

The postponement of completion also resulted in some changes in the funding that was used to complete the project. Since I did not graduate in August 2005, as originally planned, I was hired that same month by the Center for Language Studies to be the teacher development coordinator. This meant that my hourly wage increased from $8.00 (as set by me from the grant I

received) to $13.00. This also meant that supplies for the pre-service seminars and workshops were paid for by the Center. With the exceptions of (a) my time to write up this report, (b) my time to do one final revision of the workshop and evaluation materials in December 2005 and January 2006, (c) my time to carry out the summative evaluation with the subject matter experts, and (d) the milestone bonuses, the rest of my development and implementation work in Fall Semester 2005 and Winter Semester 2006 was paid for by the CLS, and was thus more costly than anticipated, because of the increase in wage, as well as the two additional semesters of implementation.

Another unanticipated expense was created and then paid for by the CLS. In Winter Semester 2005, in order to encourage participation of teachers, the CLS paid each teacher for the time they spent attending the workshops. The six teachers were paid at the end of the semester, based on the number of workshops they had attended throughout the semester. Five of the six teachers attended all ten workshops that semester; one attended only nine. I did not realize what a motivating factor this payment was until Fall Semester 2005, when the teachers (none of whom I had worked with during Winter Semester 2005) were informed that they were expected to attend the workshops as part of their regular job duties, meaning that they were not going to receive additional compensation for their attendance. That semester I had only one teacher attend all the workshops, and several others attended only a few.

Teacher pay in Winter Semester 2006 resulted in another addition to the budget. CLS administration made the decision to pay the teachers a bonus for the semester based on not only attendance at the pre-service and in-service, but also on active participation in discussions and compilation of lesson materials.

CHAPTER FIVE:

DISCUSSION, RECOMMENDATIONS, AND CONCLUSION

The purpose of this project was to create a teacher development program for the teachers of beginning levels of language in BYU's Center for Language Studies (CLS). These teachers were hired to teach because of their knowledge of the target languages, not because of their knowledge of or experience with language pedagogy. To help meet the obvious need for teacher training, I created a language teacher development program that consisted of a pre-service seminar, weekly in-service workshops, and classroom observations. The topics covered in the pre-service seminar and in-service workshops were selected based on research of other teacher development programs and language pedagogy courses, as well as perceived needs of the CLS teachers, gathered from classroom observations and interviews.

This final discussion about the creation of this teacher development program will include a brief discussion of the results of the program evaluation as well as changes that I made in the materials based on feedback received, my reflections on this project, including lessons I learned, weaknesses I saw in the process and the materials, the impact of this project on the Center for Language Studies, and recommendations for the future of the needed teacher development work. I will then present my overall conclusions about the project.

Improvements in the Program and Materials Based on the Evaluations

With all the feedback outlined in the "Evaluation" chapter of this report, I saw the potential for many improvements in the first version of the teacher development materials. I will discuss here only the changes actually made in the pre-service seminar, the in-service workshops, and the classroom observations during and after the five semesters of implementation. In the "Recommendations for Future Improvements" section of this chapter I

will present and discuss changes that were suggested but which were not implemented during the course of this project.

The changes that were made in the materials and the program fit into a few categories. I will first present a general program change that did not apply directly to any single aspect of the teacher development program. I will then discuss changes in (a) the pre-service seminar, (b) the in-service workshops, and (c) the classroom observations.

One general change made for Winter Semester 2006 was in the addition of a social gathering for the teachers at the end of the semester. A teacher suggested this, and because we felt that it would contribute to the feeling of community within the group of teachers, we held such a gathering at the end of Winter Semester 2006. Even though not all the teachers were able to attend, it was a positive experience, and something that should be continued in the future.

Pre-service Seminar

After conducting the August 2005 pre-service seminar, having a number of informal discussions with Dr. Bush, and reviewing my own reflections and teacher comments, I made several changes to the pre-service materials for January 2006. Some of the changes had to do with the topics that were covered in the seminar, and some changed what was required of the teachers for the pre-service training.

Prior to the pre-service seminar in August 2005 I outlined the topics, schedule, and presenters, and conferred with Dr. Bush about what I had planned. He recommended that I request that Dr. Rob Erickson present the section on assessment. It was also suggested to me that I give Agnes Welch, the secretary of the CLS, some time in the agenda to take care of administrative details. I did both of those things, and both were well received by the teachers. In

particular, Dr. Erickson's presentation was an excellent example of effective assessment that the teachers and I referred to during the in-service workshop on assessment.

It was in conferring with Dr. Bush, as well as Ms. Welch, that the decision was made to have the August 2005 pre-service seminar be just one day, instead of two. We had initially discussed having it over two days, following the pattern of other departments, but then decided that since it was our first effort in conducting a pre-service seminar, and since this constituted a new requirement for the teachers, we would make it a one-day requirement instead of a two-day requirement and then evaluate the results. In January 2006 we again held a one-day seminar. Since most of the teachers were returning from the previous semester, we felt that one day would be sufficient to review what we needed to review. We were able to cover a lot of material in the one-day seminar, but for reasons that I will discuss in the "Recommendations for Future Improvements" section of this paper, I recommend a two-day seminar in the future.

In January 2006 and at the suggestion of Dr. Clifford, we included an opportunity for the teachers to do presentations in the pre-service seminar, something we had not done before. To accomplish this, I asked several of the returning teachers to come prepared to share ideas about certain specific topics or teaching techniques that each had addressed particularly well in their teaching the previous semester. One teacher showed a daily teaching journal that she had kept throughout the previous semester and shared how it affected her teaching. Another teacher described and demonstrated techniques she used to avoid English and stay in the target language while teaching. I had wanted another teacher to share how he kept records of what he taught each day, but he was not able to be in attendance. Having returning teachers make presentations, as well as the staff of the CLS, changed the dynamic of the seminar. The mood was a bit livelier, and there was more of a sense of collaboration and of teachers getting ideas from other teachers.

Dr. Rob Erickson did an interactive assessment demonstration during the seminar in August 2005, and the reaction of the teachers, as well as the discussion started by the demonstration, inspired me to include more interactive activities in my presentations. Consequently, in the January 2006 seminar, along with other minor changes that got the teachers more involved, I did an interactive demonstration about teaching in the target language that involved the teachers a good deal more than my presentations on that topic had done in the past. Having the teachers take part in the demonstrations and activities got them much more engaged in the learning and created more of a feeling of working together. Creating this type of collaborative atmosphere was one of the initial purposes of the teacher development program and materials.

The inclusion in the pre-service seminar of a more detailed presentation about teaching in the target language was also a reaction to issues I had observed in their various classrooms. In addition to needing encouragement to teach in the target language, the teachers needed instruction in how to make this happen. The interactive demonstration I gave and a presentation on this specific topic by a returning teacher were intended to fill this perceived need.

In January 2006 I included more explanation in the pre-service seminar about the classroom observations and the purpose of the weekly in-service workshops. The reactions of two teachers during Fall Semester 2005 made it clear that they were not sure of the purpose of my classroom observations, and because the purpose was not clear, they were not sure how to explain my presence to their students. This made for some awkward moments for the teachers and for me, as we sought to explain to the students the purpose of my visits every two weeks. To help the teachers to catch the vision of why and how each of these activities would be useful for

them, I scheduled some time in the January 2006 pre-service seminar to share with them the objectives of the classroom observations as well as the weekly workshops.

Dr. Clifford also did a presentation as part of the pre-service seminar that helped communicate the vision of the CLS with respect to increasing teacher development efforts. He spoke with the teachers about professional learning communities, and explained the vision for the teachers as to why teacher development is important in helping the CLS achieve its goals. He also explained the role of the teachers in improving teaching the Center and their role as members of this professional learning community. To have this overall vision presented by the director of the CLS, a longtime professional in language teaching, was a significant enhancement to the seminar.

In-service Workshops

The evaluation efforts of each semester's weekly in-service workshops had a significant impact on subsequent workshops. These incremental changes made this materials development a very exciting process, as I developed new materials and activities each semester. Some of the changes were minor, simply adding or eliminating an activity from a lesson plan, but some involved more substantial changes such as adding another workshop or completely revamping an existing workshop to better meet the needs of the teachers.

Due to feedback from a few of the teachers, I made some changes in the weekly assignments. In their end-of-semester evaluation one semester, the teachers said that the only weekly assignments that they completed were the activities that were immediately and concretely applicable in their classrooms. This feedback confirmed my suspicion that these teachers were most interested in techniques and activities that would help their day-to-day teaching.

Consequently, I changed some of the assignments so that the things I asked the teachers to do were more practical and applicable to their classrooms.

There was one particular assignment to which I made a few changes, as part of an attempt to encourage the teachers to actually put into practice what they had been taught. Over the three semesters during which the workshops were offered, I progressively gave more and more time to the teachers to schedule and carry out an observation of a beginning language class taught by another teacher. During Winter Semester 2006 I gave them a full month, reminding them every week of the date on which they were going to have to report on their observation in our weekly workshop. Unfortunately, not all of them completed the assignment. Because the teachers who responded to the request had a good experience and got new ideas for their own teaching, this seemed to be an important activity. When I realized that some of the teachers were not going to complete the assignment, even with an entire month to plan for a one hour observation, I decided not to increase again the amount of time I would give them to complete it. I did, however, plan that in the future I would introduce the observation more effectively in the weekly workshop. This was based on the assumption that a more effective introduction to the assignment would help the teachers to understand the importance of this assignment and the insights they might gain. Ideally, this realization would make them more willing to complete the assignment.

Comments from teachers and evaluators showed me the need to present more language acquisition theory to help the teachers better understand what language is, how it is acquired, and thus how it should be taught. The first suggestion came from a teacher during Fall Semester 2005, a suggestion that was supported by my own reflections about the teachers with whom I worked during Winter Semester 2006. Nine of the ten teachers with whom I worked that semester had been involved in the teacher development program the previous semester, and this

meant that they had already been introduced to the basic concepts that I presented in the workshops. Their understanding of the basic concepts would allow them to better grasp the underlying theory of these concepts. Accordingly, I made some changes in how I presented that material for Winter Semester 2006 so that the teachers would have the opportunity to deal with more theory and not just practical suggestions. Even after the changes that I made Winter Semester 2006, most of the evaluators said that I needed to present more theory. Because I was not able to fully implement their suggestions within the scope of this project, I will discuss their recommendations in more detail in the "Recommendations for Future Improvements" section.

Winter Semester 2006 I added more individual meetings with the teachers to the overall semester schedule. In prior semesters I had met with each teacher at the beginning of the semester to get to know each of them. I found that to be a good initial meeting, but felt that more individual meetings would allow me to better meet the individual needs of each teacher rather than just addressing them as part of the group.

In addition to not having had enough individual time with the teachers, I had had limited success in getting the teachers to turn in their daily lesson materials to be maintained in the CLS. My hope was that individual meetings with each teacher would help them improve in this area. Thus, during Winter Semester 2006, instead of having one individual meeting and ten workshops, I had three individual meetings and ten workshops. This worked well, and we were able to collect more lesson materials. In addition, the individual meetings also allowed me to get more individual oral feedback from the teachers than I had in the past.

I made other important changes in the workshops as I implemented them over the course of several semesters, specifically addresses problems identified in previous semesters. For example, when I realized that the teachers had had a hard time grasping and applying the

concepts of teaching a language function and of presenting new material within in a meaningful context, I expanded the one workshop that covered those topics into two workshops for Fall Semester 2005. I also began to include more examples of lesson plans and language learning activities to give the teachers more ideas of what they could do in their classrooms and to help them to get a better idea of the structure and flow of lesson plans. Several of the evaluators commented on the need to increase the use of examples and sample lesson plans, as well, and I will discuss their recommendations in the "Recommendations for Future Improvements" section of this chapter.

Classroom Observations

Fall Semester 2005 was the first semester in which I gave the teachers the classroom observation schedule that I would follow throughout the semester, a change made based on feedback from Dr. Clifford. That semester and the following semester, Winter Semester 2006, I followed a set observation schedule, of which the teachers were aware, and did not transition to unannounced visits. Because the class times overlapped such that there were a very limited number of observation schedules possible if I were to attend all ten classes in each two-week period, I stayed with a set schedule that worked. Even in the semesters when I did not give the teachers the observation schedule, I typically followed a pre-determined schedule, and it became apparent from teacher comments that several of the teachers figured out when to expect me in their classes. Giving the teachers little or no notice of when I would be coming to observe their classes worked fine when I had only three teachers to observe (Winter Semester and Fall Semester 2004), and I was able to attend each class once a week. During Winter Semester and Fall Semester 2005, however, when I had six and twelve classes respectively to attend, a random observation schedule was not an option because of the overlapping class times.

I had initially made the decision not to inform the teachers of when I would be coming to observe their teaching, because I felt I would get a more realistic sense of their teaching that way. I felt that if they knew when to expect me, then I would only see their "best" lessons. On the other hand, if they were not expecting me, then I assumed that I would see some good lessons and some poor ones, but overall I would have a better sense of their "real" teaching style and skills. Nevertheless, I found that even following a set schedule of which the teachers were aware I still saw a wide spectrum of lesson quality. Sometimes, even with the printed schedule and weekly e-mail reminders of observation dates, the teachers did not remember that I was coming anyway. Informing them of the observation dates did eliminate any feelings that I was trying to catch them in errors.

During Winter Semester 2004 my student team and I filled out a teacher evaluation form every time we observed a teacher, but, because the form was not helpful for a couple of reasons, I discontinued its use. First, there were three of us doing the ratings, and we did not have any training in how to rate the teachers, nor did we control for intra-rater or inter-rater reliability. We rated the teachers on a scale for each of several characteristics or teaching techniques, but because we did not have descriptions of each step on the scale, we felt the ratings were still much too subjective. Thus, the rating system that we used at first was not adequate to allow us to track teacher progress. Second, we felt limited in the types of comments that we could make, given that there were only a certain number of categories on the rating chart and our comments didn't always fit into one of those categories.

After Winter Semester 2004 I made several changes in the way I handled observation notes and feedback to the teachers. The second and third semesters of implementation, Fall Semester 2004 and Winter Semester 2005, I took observation notes in a spiral notebook, using

no form or rating scale whatsoever. Fall Semester 2005 and Winter Semester 2006 I used a very simple notes page, which is included as part of Appendix B. There were slight changes in this notes page throughout the two semesters that I used it. For example, in order to get the teachers thinking about what they could improve, not only did I provide basic descriptive information at the top of the page about what class the notes were from, but I also listed on the page a few reflective questions that I asked the teachers after observing their classes. I wanted to encourage them to figure out ways to improve on their own rather than relying on me to make suggestions.

Another change in the classroom observations had to do with the notes that I took during the classes. Winter Semester 2004 and Winter Semester 2005 I gave copies of the observation notes to the teachers at each in-service workshop. I stopped doing that, however, because they did not seem to review the notes or even comment on them.

When I realized that my feedback to the teachers did not always result in improvements in their teaching, I decided that I would change slightly the way I gave feedback. While I always told the teachers all the good and effective things I saw in their teaching, I decided that instead of sharing with each teacher several suggestions for improvements, I would only share with them one or two suggestions for improvement each time I observed. My purpose for this approach was to help them to focus their efforts better so that instead of trying to improve lots of things at the same time, they could work on just one or two.

<div align="center">Discussion</div>

Creating this teacher development program was a fascinating process for me. I learned about the need to make incremental improvements, various levels of teacher motivation, and my own teaching. While I very much enjoyed the success that I had, I also became aware of some weaknesses in both the materials that I produced and the process that I went through in

producing them. It was also exciting to see the impact that this work had on the teaching that is

taking place under the direction of the Center for Language Studies.

Incremental Improvements

Having the opportunity to implement the program several times allowed me, in ways that

I had not anticipated, to see how improving teaching is an incremental process. Although I had

quite high hopes for the materials that I was creating, I saw that it was not possible in one

semester to make all the changes for which I had previously seen the need. Over time, however, I

saw the progression in the development of these materials, in, for instance, the use of examples

of language learning activities and sample lesson plans. During my first couple of semesters of

implementation, I had only a limited number of examples. As I taught semester after semester,

however, my understanding of the need for examples increased, and I began to include more and

more in the program. As I did so, I then became aware that the examples I used needed to have

certain characteristics that would make them more meaningful and thus more useful to the

teachers with whom I was working.

I discussed the use of examples and sample lesson plans in the "Evaluation" chapter of

this report, and will discuss it further in the "Recommendation for Future Improvements" section

of this chapter. I refer to it here as an example of the incremental nature of the changes that were

made over the course of the development of this program.

Seeing the incremental improvements that I was making in my own teaching helped me

to have more patience with respect to the incremental changes that the CLS teachers were

making in their teaching. The first few semesters I found it frustrating to teach a new principle

and then not see the teachers apply it in their teaching. It took me a little while to recognize that,

as with my own teaching, the changes the teachers made would be incremental and would take time to implement.

Teacher Motivation

Even with my background in instructional design, I did not realize before doing this project how much the individual characteristics of each teacher would affect the overall program. Each of the teachers with whom I worked had different skills and experience, a wide variation in the amount of time available for teaching and teacher development, and varying amounts and sources of motivation to improve his or her teaching. Language teaching, teaching in general, and the need to improve teaching were so important to me that it was often surprising to find that these goals were not a high priority for some of the CLS teachers. Their other jobs, school work, and family responsibilities often took higher priority than their language teaching assignment, including preparation for class and involvement in teacher development. While that was sometimes frustrating for me, it also helped me to see the importance of using my time with them effectively and efficiently. I was very motivated to make sure that I was teaching the most important concepts, that I was teaching them well, and that the teachers would be able to see the application of them in their teaching.

My Teaching

Even as I watched the language teachers learn about teaching, I saw myself learning many of the same lessons as well. I recognized that the timidity I saw in a first semester teacher had also been present in my first two semesters of teaching, as evidenced by a few of the comments the teachers made in the end of semester evaluations. I saw some of my own strengths as a teacher, both in methods and knowledge about teaching, and also my weaknesses. I began to see more clearly my role in creating a good learning atmosphere. I saw the need for a trusting

relationship between teacher and learner, and recognized how much that can affect the efforts of both of these partners in the teacher development process. I became a better teacher through this process, one step at a time, and learned more fully that teaching allows for, encourages, facilitates, and expects this type of incremental improvement.

<div align="center">

Weaknesses

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One major struggle that I had throughout the creation of this program was that there were so many important principles of language teaching to cover and so little time in which to cover them. That is not a weakness in the teacher development program itself, however, but a challenge that arose from the constraints imposed by the circumstances in which the program needs to operate. My own reflections on this issue were validated in the comments of one of the subject matter experts when he wrote, "my initial reaction was that this is a lot of material to cover and digest for these teachers" (M. Christensen, personal communication, April 12, 2006). As the teacher trainer, I had only 50-60 minutes per week with each group of teachers, and because of the importance of allowing time during each meeting for collaboration between teachers and for the creation of materials or activities for their classrooms, only 20-25 minutes of that time was used for the presentation of language teaching principles. When I saw the need to expand on specific principles with an individual teacher I did so during the feedback sessions immediately following classroom observations, but I often felt frustrated that I did not have time to cover more than just the most basic points of each principle. If the teachers had better understood the importance of the principles they were learning, perhaps they would have worked harder to apply them in their teaching. I felt that 20-25 minutes per week was barely enough time to present and check for the most rudimentary understanding of the basic points, and there was just not enough time to cover the theoretical underpinnings that made these principles so important.

Teacher feedback and classroom observations during Fall Semester 2004 and Winter Semester 2005 caused me to allot two weekly sessions each to a couple of main principles instead of just one. Despite this increase, I still felt limited by the time, and it was difficult to determine the appropriate breadth and depth of topics that would be most useful to the teachers. For example, only one of the teachers that I worked with was pursuing a career in any aspect of language teaching. Furthermore, the teachers in general did not seem to be interested in language learning theory, but preferred to see the application of the theory. Because they all had other jobs, classes, and family responsibilities that took up their time, any potential interest in theory was frequently overshadowed by their immediate need to learn new classroom activities.

My basic knowledge and understanding of Romanian and Swahili allowed me to give language- and sometimes culture-specific suggestions and feedback to the teachers of those languages, but I was not able to offer that kind of support to all of the teachers. I was involved with the development and creation of the original Swahili and Romanian courses, which involvement included a month-long trip to Romanian to film the movie on which the course is based. I also took the first-semester courses in both those languages, gaining a basic understanding of those two languages that would prove to be quite useful in the classroom observations and my interactions with and suggestions to the teachers of those languages. I was able to follow almost everything those teachers said in the target language during their classes, and that allowed me to better follow the flow of the classroom activities and to have a good sense of what the students were getting out of the lessons.

Because I have also traveled to several countries and continents and speak French, my general understanding of languages and cultures is reasonably well developed. Unfortunately, it was still frustrating at times to feel like I was not in a position to help all the teachers the same

way I could help the Romanian and Swahili teachers. Specifically, I could not help the other teachers to anticipate problems the students might have as they learn the languages or to be prepared to address those problems. I needed to introduce the idea of teaching culture without being more than superficially acquainted with the cultures that I was trying to get the teachers to teach. I do recognize, however, that it is not realistic to suppose that anyone would have such knowledge in such a variety of languages and cultures, nor is it realistic to suppose that we could eventually have educated teacher trainers for each language. I will address a possible solution to this issue in the "Recommendations for Future Improvements" section of this paper.

Another weakness that I felt throughout the summative evaluation of this project was the need to seek greater and earlier involvement of subject matter experts. Their suggestions and feedback were so helpful and resulted in so many improvements in the materials that it would have been beneficial for the teachers if I had done that type of evaluation sooner in the project timeline or had subject matter experts otherwise more involved in the creation of the materials.

Impact of this Project

It was very exciting to me to see how this project became part of the Center for Language Studies. As mentioned, this work began as a service to some new language teachers, with the goal of it becoming my Master's project, but I did not anticipate the great support that the Center would offer. At the time of this writing, participation in this teacher development program had only recently been added as a formal part of language teacher contracts, and a portion of the teachers' salaries was based on their involvement in teacher development. My work on the development and implementation of this program was also paid for by the Center for the previous two semesters. This institutional support was a strong statement both of the importance of teacher development and of the commitment of the Center to improving the language teaching

done at BYU. It was exciting and fulfilling to see the work that I did contribute significantly to the realization of the vision of the Center.

<div align="center">Recommendations for Future Improvements</div>

Throughout the implementation and evaluation phases of this project, I became aware of many ways in which the teacher development program that I developed could be improved. I implemented many of the changes for which I saw the need, as well as many of the suggestions made by the CLS teachers and some of the suggestions made by the subject matter experts. I reported on these in the "Evaluation" chapter of this paper and in the "Improvements in the Program and Materials Based on the Evaluations" section of the current chapter. Due to the limited resources available to me, however, I was not able to implement all the suggested improvements or act on all the evaluation feedback. I will outline and discuss here the suggested improvements that I was not able to make within the scope of the project but that I would recommend for future development of this program.

The recommendations to be made fit into a few categories. I will first present some general recommendations that do not apply directly to any single aspect of the teacher development program or that apply to all parts of the program. I will then discuss recommendations for improvements in (a) the pre-service seminar, (b) the in-service workshops, and (c) the classroom observations.

<div align="center">*General Recommendations*</div>

I recommend that efforts continue to be made to create a feeling of community among the teachers in the CLS. The teachers seemed to really enjoy each others' company during the pre-service seminar and in-service workshops, and many commented on how much they learned from each other. As I mentioned in the "Evaluation" chapter of this report and earlier in this

chapter, one of the teachers suggested, during the pre-service seminar in January 2006, that we have a social gathering for all CLS teachers at the end of the semester. We did that, and although not all the teachers were able to attend, it was an enjoyable gathering. I think that more events like that would assist in building the feeling of community, something I think would contribute greatly to the amount of discussion and collaboration that would take place between the teachers about their struggles and successes in the classroom.

In addition to the teachers being involved in the community of CLS teachers, I recommend that they become involved in communities of teachers that teach their target languages. Not are only are there universities that have departments and faculty for many of these languages, but there are even professional organizations for some of these languages. Finding and getting in contact with people involved in these organizations would allow teachers access to language teaching materials and ideas. This could help address the weakness that I felt in this teacher development program as an instructor who was not able to give language- and culture-specific help and guidance to all the CLS teachers.

The midterm and end-of-semester evaluations that I used to gather feedback and suggestions from the teachers only gave me ideas for improvements in the training in a few select cases. More work could be done on determining what information would be most useful to gather from the teachers and on how better to gather it. I recommend an analysis of the questions used in the evaluations and of the methods of gathering feedback (i.e., interviews versus written feedback) to see which led to the most specific and helpful feedback. These types of questions and feedback could then be expanded for future evaluations, and the questions and methods that did not elicit helpful feedback could be eliminated.

It might also be enlightening to look at the feedback that did not lead to changes and ask questions such as, "why was this feedback not helpful – the topic of the feedback, the lack of specificity?" Understanding more fully why certain feedback did not lead to changes in the program could lead to better evaluation questions. The evaluation questions should also be linked to the program objectives to get a sense from the teachers if they feel the objectives are being met.

Pre-service Seminar

Several of the evaluators were concerned that we were not spending enough time on instructing the teachers during the pre-service phase of their preparation. A longer pre-service seminar would address this concern, and so I recommend that the pre-service training be conducted over a period of two days, instead of just one. This longer seminar would allow the teachers the time to reflect on the topics presented the first day and return with questions the next day. A two-day seminar would also allow time for all the teachers, not just the returning teachers, to prepare presentations and to do micro-teaching.

The topics in the pre-service portion of the training should also include all the topics to be presented throughout the semester in the in-service workshops. Giving the teachers a brief introduction to each major topic right at the beginning of the semester will allow them the begin to apply those principles and concepts right away, instead of waiting, for example, until the eleventh week of the semester to learn about assessment.

I recommend beginning the process of teacher development several months in advance when possible. Perhaps a variation of the pre-service seminar could be held in the spring or summer for teachers who were planning to begin teaching the next fall. This would allow the teachers several months, instead of just a few days, to make needed changes in their syllabi after

being introduced to the basic principles of language teaching presented in the pre-service

seminar.

As mentioned above with respect to the need for a longer pre-service seminar, and based

on feedback from several evaluators, I would also recommend providing micro-teaching

opportunities for the teachers in the pre-service seminar. Having the teachers prepare and

demonstrate various types of language learning activities would not only solidify their

comprehension of those types of activities, but would also allow the other teachers to see various

teaching styles in practice. This suggestion applies to the in-service workshops, and will be

discussed briefly in that section as well.

In-service Workshops

The subject matter experts who reviewed the materials made important suggestions about

(a) the amount of theory in the program, (b) the integration of some topics in the in-service

workshops, (c) the selection and use of sample lesson plans, and (d) the discussion of culture

throughout the program. While these suggestions were too extensive to be implemented within

the scope of this project, I strongly recommend that they be implemented in the future. Because

of their importance, I will discuss each of these recommendations below.

Language Teaching Theory

The subject matter experts were almost unanimous in the suggestion that the teacher

development program include more theory. I agree with this recommendation, but rewriting all

the workshops to include more theory about each topic was beyond the scope of this project.

Possible presentations that would address this issue could include second language acquisition

theory, the benefits of exposure to the target language for language learners, the benefits of using

media to teach language, basic instructional design and learning theory, and the development of

the proficiency movement. Readings could be selected that outline the basics of these theories, which teachers could then read and discuss, focusing on the application of those principles to their own language teaching.

Integration of Topics

One of the subject matters experts commented that the topic of assessment was not addressed soon enough in the in-service workshops, and that it needed to be more integrated into the other in-service topics better. Based on her suggestions, I recommend that some of the major topics addressed in the in-service workshops be spread out over several weeks and integrated with each other rather than being presented as separate topics. Specifically, I recommend that instead of having two workshops covering the various sections of a lesson plan, one workshop covering the use of media to teach language, and one workshop covering assessment, there be instead three or four workshops that address planning lessons around various types of media. Each of those workshops could include (a) a brief outline of how to plan a lesson around a type of media (i.e., text, video, or audio), (b) sample lesson plans taught using the various types of media, (c) micro-teaching-based demonstrations by the teachers of activities that use the various types of media to teach language, and (d) a discussion about and creation of several assessment items that would address the skills and topics taught in those sample lesson plans and demonstrated activities. This integration of topics would allow all of those important topics to be covered in more depth and reinforced more completely, allowing more opportunities for the teachers to do micro-teaching and demonstrations. Reorganizing the workshops in this manner might also allow for a workshop on grading, or even additional discussion within a few workshops, as was suggested.

Sample Lesson Plans

Based on comments from subject matter experts and at least one teacher that the sample lessons that I used were not as useful to the teachers as they could be, I recommend that sample lessons be more carefully chosen to meet the needs of the teachers and be readily accessible to them without translation.

The lesson plan outline that I presented and explained to the teachers was new to all but two of the teachers that I worked with, and those to whom it was new struggled with how to apply it. I determined after Winter Semester 2005 that I needed to show the teachers more samples of pedagogically sound lesson plans that they could use as models in creating their own lessons. As a result, during Fall Semester 2005, I incorporated several sample lessons into several of the workshops, using those for specific activities to enable the teachers to have the chance to review and analyze the activities as closely as possible.

After implementing the workshops that included sample lesson plans, and through feedback from teachers and evaluators, I realized that I needed to be more selective in the sample lesson plans I used, and to prepare them better for the teachers' use. For example, as one evaluator pointed out, the samples I used were written for either French or Romanian classes, and even though the directions for activities were written in English, in most cases you would need to speak French or Romanian to really understand what the lesson plan was about.

Two possible solutions to this problem would be to either find lesson plans intended to teach English to speakers of other languages, or to translate all the text in the sample lesson plans into English, including vocabulary and grammar structures. Both of these solutions would provide some challenges, but I recommend that both be further explored.

In addition, a teacher pointed out that the sample lesson plans need to be teaching the same level of language that the CLS teachers teach. This would enable the teachers to more easily see the applicability of the activities in those lessons to what they would teach in their own classrooms. To resolve this issue, I recommend gathering lesson plans from the CLS teachers to create a set of sample materials that could be used throughout the workshops as well as in future iterations of the courses.

Not only is the level of language being taught an issue, but there are also differences between the teaching of commonly taught languages and less commonly taught languages, such as those taught in the CLS. Having sample lesson plans would address some of those differences in languages: (a) most are not Latin-based, (b) they contain varying numbers of cognates, and (c) they consist of a great variety of sentences structures. Seeing examples that take these differences into account would be much more useful for the teachers than seeing as many sample French lesson plans as they did during the various iterations of this program.

Treatment of Culture

Several evaluators pointed out the lack of instruction in the teacher development program with respect to teaching culture in the language classroom. I therefore recommend that an in-service workshop be created that addresses culture in the language classroom. This workshop should address behavioral culture as well as achievement and informational culture. I recommend further that this workshop address not only the fact that culture should be taught in the classroom, but also how it should be taught. One evaluator suggested using the guidelines in the *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 1999) as a foundation for deciding how to teach culture along with language.

Classroom Observations

Throughout the implementations of the teacher development program I felt that there was untapped potential for teacher improvement in the classroom observations and feedback sessions. I felt that I did not effectively communicate to the teachers how they could take advantage of my attendance in their classes to improve their teaching. Improvements in (a) the form used for observations, (b) the type of notes taken during observation, and (c) coordination with the teachers about the observations might allow the teachers to get more benefit out of this important element of the teacher development program. Careful observations of teaching are only as effective as the attention paid them by the teachers being observed.

Throughout the implementations of the training I made slight modifications to the evaluation forms I used when I observed the teachers, and slight changes in what I did with the notes that I took on those evaluation forms. During Winter Semester 2005, for example, I gave the teachers copies of my observation notes from their classes each time I observed, but the evaluations that I solicited from the teachers that semester did not include any questions about if or how they made use of those notes. It would be interesting and perhaps useful to find out what they did with those notes, and to discover or create a way to make observation notes more useful to the teachers.

It might also be useful to revisit the idea of rating the teachers on various teaching skills or techniques. We tried a rating form during Winter Semester 2004, the first semester of implementation, but did not use it after that. We anticipated that rating teachers on specific aspects of their teaching would allow us to track progress in the development of the teachers, but found that this was not the case and so discontinued that rating.

It might be useful to focus the notes taken during the observations more directly on the concepts being taught in the workshops. The notes that I took during observations were general notes about the flow of the class, specific notes about activities that seemed to work well or interactions that seemed particularly effective, or ideas of activities or techniques that might help to present or reinforce the material being presented. Perhaps if the focus of observation notes was the application of the previous week's in-service workshop topic then the teachers would see the potential for applying those topics in their teaching.

Coordination with each individual teacher could help them to better understand how to use regular classroom observations to improve their teaching. A teacher development coordinator could ask each teacher what teaching skill he or she was working on that day so that the coordinator could watch specifically for the use of that skill. The coordinator could ask the teacher if he or she had any particular concern about his or her interactions with the students and then watch for that. The coordinator could then observe the teaching with the teacher's semester teaching goal in mind and help them do an assessment of their progress towards that goal. I would have liked for there to be more a feeling of teamwork and a desire to improve in the feedback sessions, rather than the sense that I was checking up on them and judging them. I recommend more individual planning and coordination between a teacher development coordinator and each teacher to help create that feeling.

Conclusion

Despite the remaining weaknesses in these teacher development materials and the corresponding improvements that are still needed, I am very pleased with the results of this development effort. Being able to implement the teacher development program over five semesters helped me to see the power of incremental improvements. There is still a need for

considerable changes that would benefit the teachers, but we were only able to see the need for these improvements because of the work that had been done during previous semesters.

This project should serve as the groundwork or foundation for continued efforts in professional development among teachers in the Center for Language Studies. The benefits of this project were clear enough to the Center such that they formally included teacher development in the contract of the language teachers and the staff of the Center starting in 2005. Center administration shared with the teachers the vision of what we are working to accomplish through teacher professional development, and that seemed to make a difference in teacher motivation and improvement efforts. Great strides have been made in the language instruction program of the Center for Language Studies, and it is vital that momentum not be lost and that progress continue in its teacher development efforts.

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Appendix A

Teacher Development Pre-service Seminar Outline

Time needed	Session Topic	Presenters
20 minutes	Welcome, introductions	CLS director, teachers
15 minutes	Explanation of workshops and training: Purposes and structure	Teacher development coordinator
40 minutes	Communicative language teaching	Language pedagogy expert
1 hour	Lesson planning with contexts and functions	Language pedagogy expert, teacher development coordinator
10 minutes	Break	
50 minutes	Use of target language	Teacher development coordinator
30 minutes	Expectations of teachers	CLS director
15 minutes	Administrative details - syllabus, turning in lesson plans, storing materials, use of computer lab.	CLS secretary
1 hour	Lunch	
30 minutes	Curriculum planning	Language pedagogy expert, teacher development coordinator
30 minutes	Reflective teaching	Teacher development coordinator
50 minutes	Creating expectations for your students	Teacher development coordinator
10 minutes	Questions	CLS director

Appendix B

Teacher Development Pre-service Seminar Materials

Pre-service Seminar Lesson Plan:
Explanation of workshops and training: Purposes and structure

Pre-service objectives:
- Create expectation of:
  - o participation
  - o accountability on assignments
  - o teacher presentations
  - o individual goals for improvement
  - o practical application during workshops

Materials needed:
Teacher Development Workshops Schedule
Blank weekly schedule for the next two weeks
CLS language class observation record
Schedule of observations

1. Workshops
   a. Give out workshops scope and sequence, discuss importance of getting each teacher's weekly schedules **immediately**. Give out blank weekly schedule for next two weeks for the teachers to fill in during lunch. DO NOT LET THEM FILL IT OUT NOW.
      i. Four parts of each workshop, based on the same lesson planning idea that will be presented today.
         1. Collaboration—share ideas / experiences with other teachers.
         2. Instruction—presentation of basic principles of language teaching.
         3. Creation—use the new information to plan something that you can use in your classes immediately.
         4. Assignment—specific task for you to do that week, usually to report on the next week.
   b. Remind teachers of the need to be flexible in the scheduling of the weekly workshops times: "I am willing to accommodate your schedules, but it will involve compromise and maybe some sacrifice on your part."

2. Observations and feedback
   a. Show CLS language class observation record on projector, give each teacher a copy.
   b. Give out schedule of observations.
   c. Present purpose of me giving the teachers feedback after class observations—to help teachers to think critically about their own teaching so that they can see ways to improve. I will look for the things that we have discussed in our workshops. You can ask me to watch for specific things. Please use me as a tool to help you improve your teaching.

3. My expectations of teachers
    a. Be an active part of the community of CLS teachers
        i. Attend workshops, share ideas.
    b. Work toward the CLS goal of providing quality language teaching by seeking to improve your own teaching.
        i. Complete the assignments I give you.
        ii. Put in the time, as stated in your contract, to do a good job.
    c. Write daily lesson plans.
    d. Turn in lesson plans weekly.
    e. Come to workshops each week with the lesson plans for the next week. We'll use them.
    f. Reminder regarding scheduling: "I am willing to accommodate your schedules, but it will involve compromise and maybe some sacrifice on your part."

Teacher Development Workshops Scope and Sequence

Week	Week of:	Brief topic description
1	*9-Jan-06*	*Scheduled individually: Curriculum planning, personal teacher development plan*
2	16-Jan-06	Creating meaningful, communicative learning activities
3	23-Jan-06	Contexts and functions Part 1 - Basic concepts
4	30-Jan-06	Contexts and functions Part 2 - Steps in planning
5	6-Feb-06	Lesson Planning Part 1 - Objectives and Production Activities
6	13-Feb-06	Lesson Planning Part 2 - Anticipation and Comprehension Activities
7	*20-Feb-06*	*Scheduled individually: Review of personal teacher development plan, ideas on how to compile lesson plans / organize materials*
8	27-Feb-06	Reflective teaching and goal planning
9	6-Mar-06	Report on teacher observation and personal reflection
10	13-Mar-06	Use of media
11	20-Mar-06	Assessment
12	27-Mar-06	Life-long language learner skills
13	*3-Apr-06*	*Scheduled individually: Final evaluation of personal teacher development plan, turning in lesson plans*

Come each week with:

     Materials from previous workshops

     Your lesson plans for the upcoming week

Note: Workshops listed in italics are conducted individually.

Name: _____

      In order to schedule individual interviews with each of you AND our first workshop, I need to know what you are doing each hour of these days. I have to plan around the schedules of 12 people, so please give me as much detail as you can right now so that I don't have to come back to ask for more. THANK YOU!

	Monday, 9 Jan	Tuesday, 10 Jan	Wednesday, 11 Jan	Thursday, 12 Jan	Friday, 13 Jan
8:00 AM					
9:00 AM					
10:00 AM					
11:00 AM		BYU devotional			
12:00 PM					
1:00 PM					
2:00 PM					
3:00 PM					
4:00 PM					
5:00 PM					

	Monday, 16 Jan	Tuesday, 17 Jan	Wednesday, 18 Jan	Thursday, 19 Jan	Friday, 20 Jan
8:00 AM					
9:00 AM					
10:00 AM					
11:00 AM		BYU devotional			
12:00 PM					
1:00 PM					
2:00 PM					
3:00 PM					
4:00 PM					
5:00 PM					

CLS language class observation record   Date: _____
Class: _____   Teacher: _____   Time: _____
Location: _____   Topic for today: _____

Ask after class:
Ask about assn from last workshop: _____
How do you feel like it went? Did it go according to your plan? Why or why not? What would
you do differently next time? Did you meet your objective for the day? What went well? What
did not go well?

CLS language classes observation schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Tahitian 101	Hindi 102	Swahili 102	Kiche 102	Farsi 102
Week 2	Samoan 102	Hawaiian 102	Romanian 101	Navajo 102 and Tongan 102	- - -

Week 1 start dates	Week 2 start dates
16 January	23 January
30 January	6 February
13 February	20 February
27 February	6 March
13 March	20 March
27 March	3 April

Pre-service Seminar Lesson Plan:
Communicative language teaching

This is an outline of what the language pedagogy expert should present during this section.

- Learning a language is a very complex process.
- The purpose of language is communication.
- In order for students to be able to use the target language to communicate, they need to be taught in such a way that they see *how* what they are learning *allows* them to communicate.
- Struggling to communicate is part of the process of learning to communicate, so your students will need to try to communicate, even if they don't speak well.
- Communicative language teaching is the currently accepted best way to teach language. There is no "one correct way" to teach language, but from the research that has been done over many years, this is the "best way we know of right now."
- Communicative language teaching has the following characteristics:
    o Teaching is centered around language functions (apologizing, requesting information, describing).
    o Language functions can be used in a variety of contexts or situations, and the language is used in those situations as part of the teaching process.
    o Grammar and vocabulary are taught as tools to accomplish those functions in those contexts.
    o The teacher should teach contexts and functions that are meaningful to the students. The teacher must therefore know the students and what would interest them and be useful to them.

Pre-service Seminar Lesson Plan:
Lesson planning with contexts and functions

Materials needed:
"FunnyContexts.ppt"
"StepsInLessonPlanning.ppt"
"LessonPlan.doc"
Sample lesson plans (included with Workshop 3 of Appendix D)

Anticipation
Use all slides in "FunnyContexts.ppt"
For each slide ask the teachers: How would you respond to this statement or question?
        What would be the consequences if that was said by _____ instead of _____?

Ask the teachers: So how does this apply to language learning?
  -   circumstances can give meaning to what students are learning
  -   they need to learn to "read" the context they find themselves in and make proper socio-
      cultural decisions

Comprehension
Ask the teachers: Think about WHY your students are studying this language—what is
motivating them? This can help you come up with activities and topics that will interest them.

Ask the teachers: What different situations will your students might find themselves in in which
they will need to be able to use the TL?
Have a teacher write list on the board.

These situations are what we call "context":
  -    "the set of circumstances or facts that surround a particular event, situation, etc."

Once we know the situation that we are in, the next thing is: what do we *do* with the language.
This is called the language function.

Compile list of language functions from our list of contexts on board. Have a teacher serve as
scribe.

Ask the teachers: How are context and function related? Ask a teacher to "give me directions"—
they'll need to know from where to where, or directions to do what. The function is the "what,"
the context is the "when, where, why."

Portion by language pedagogy expert: Why we want to teach with context and function.

Now that we know what we want to teach, how do we teach it?

Introduce three part lesson plan outline:
  -   Objectives: need to be based on desired learner performance

- Production: Plan directly to the objective. Then ask, "what do they need to know to be able to do this?"
- Comprehension: Input-based—give students access to samples of language
- Anticipation: Guide them to think about the context / function

Portion by language pedagogy expert: The effectiveness of this method of planning lessons.

Samples of lesson plans
- Romanian
- French (several)

Application
Ask the teachers: What are some things that you teach your students?
Have the teachers come up with some responses, then find a context / function to go with it, if it is vocabulary or grammar based.
     Possible responses by teachers:
- colors
- time
- past tense
- etc.

If time:
We'll do this as a group. Choose a language function from our list. Choose a context that matches it.

Plan a lesson – for steps show slide in "StepsInLessonPlanning.ppt"

Content of "FunnyContexts.ppt"

Slide #1:
"Raise your hands above your head!"

- Police officer

- To a blind person walking through a short doorway

- During a game of "Simon says"

Slide #2:
"Call me tonight."

- Probation officer

- Random friend

Slide #3:
"Why don't you love me?"

- Karaoke

- During an emotional break-up

- From a tantrum-throwing child to a parent

Slide #4:
"Could I get your phone number?"

- Job interview

- Scary person on the street

- Really attractive member of the opposite sex
  - But only if YOU are single! ☺

Slide #5:
"What is going on around here?"

- A really bored friend showing up at your apartment on Friday night looking for something to do

- Your parents showing up at their house where you are throwing a party because you thought they were gone on their trip for one more night.

Content of "StepsInLessonPlanning.ppt"

Steps in lesson planning:
1. Choose a function that you want to teach soon.
2. Identify a context in which that function will be useful for your students.
3. Write your objective—what will your students *do* as a result of this lesson.
4. Identify the supporting grammar that your students will need to know to accomplish that function.
5. Identify the specific vocabulary that your students will need to use to accomplish that function in that context.
6. Plan production activities first, then comprehension, then anticipation.
7. Check to make sure each phase builds on the next, and that each builds toward the objective.
8. Make sure that you are giving your students a chance to communicate.

Lesson _____ **Date** _____

Function:

Context:

Objective:

5 minutes **Anticipation Activity:** Activation of schema / eliciting background knowledge. Prepare students for the language and context they will encounter in the lesson.

15 minutes **Comprehension Activity:** Students encounter authentic language in a specific context. (Written or aural text.) Students demonstrate comprehension of text.

- **Video, Audio, or Text**

- **Short Grammar Explanation**

25 minutes **Production Activity:** Students practice using the targeted language function in the context. Students use the function in their own lives.

- **Skill-Getting**

- **Skill-Using**

Pre-service Seminar Lesson Plan:
Use of Target Language

Learning objective:
The teacher uses the target language to communicate with learners. The teacher encourages and provides opportunities for the use of the TL by the learners.

Materials needed:
"UseOfTL.ppt"
List of Romanian "Classroom Survival Phrases"

Collaboration (15 min.):

Me act out directions for the following activity – no speaking at all.

Designate partners.
Write on board: "Name," "Language you teach."
 Demo with a student:
   a) Pull student to front of class.
   b) Shake hands with student.
   c) Point to "name" on board and pantomime speaking.
   d) Point to "language you teach" on board and pantomime speaking.
   e) Gesture to student with questioning look, point to board.
   f) If student doesn't get it, take student's hand and point it to board, then cup hand over ear and gesture for them to speak.
   g) Once student says it, applaud.
Demo with two students:
   h) Pull up another student, not the partner.
   i) Guide the two students, through pantomime, to shake hands and say name and language.
   j) Once they've done it, applaud.
Designate partners again.
Hold up timer, with one minute on it. Also hold up one finger. Push "start" button on timer and make a "go to it" gesture.
After timer goes off, pull two students to the front, not partners. Point to each other and board to have them do it in front of class.
Applaud. (One minute is WAY more time than they need to do this, but it demonstrates use of props and assigning a time limit to an activity.)

Instruction (15 min.):

Thank you for your participation in my experiment. Would anyone like to guess what we'll be talking about now?

Share learning objective:
The teacher uses the target language to communicate with learners. The teacher encourages and provides opportunities for the use of the TL by the learners.

What did I do in my demo to help you understand what I wanted you to do?
- actions
- wrote on board
- props
- demo

This was a demo to show that you CAN "explain" activities without the use of English. I am NOT advocating complete silence in your classrooms but if I can get you to understand what I want you to do without any language at all, then you can certainly get your students to understand without using English!

Why use the TL in class? (use Slide #1 in "UseOfTL.ppt")
- Provide input!!
- Prepare learners for their in-country experience.
- Be an example of a lifelong language learner—using the TL whenever there is a chance to do so.
- Create expectation that your learners will say whatever they can in the TL

Why do you want your students to use the target language in the classroom? What does that do for them? (use Slide #2 in "UseOfTL.ppt")
- To prepare for their in-country experience.
- To help them remember new things better—you remember better if you have to use it.
- To help you make sure they really *did* learn the new stuff.
- To show them that they *can* do it!
- Uh, if they don't use it in class will they have the nerve to use it anywhere else??

How can you make it work to use only the TL in class? (use Slide #3 in "UseOfTL.ppt")
- Plan carefully and in detail
- Patterns of speech—simple and consistent
- Phrases to function
- Paralinguistic cues—actions and facial expressions
- Pictures

More ideas from the French dept: (use Slide #4 in "UseOfTL.ppt") (list used with permission from Prof. Chantal Thompson, Coordinator of Beginning French Courses)
Techniques to make yourself understood in the TL:
- Write things or have them written before (overheads)
- Cognates
- Gestures and actions
- Visual aids – and direct pointing to items
- Repetition / reinforce
- Articulate
- Concise
- Links to familiar contexts
- Eye contact with audience

- Energy
- Humor! – goes a LONG way – students will go the extra mile to figure out what is being said. Don't be subtle – be obvious – make sure it doesn't go over their heads so that they feel stupid. Make humor part of the chemistry of the class.
- Proper, well chosen examples
- Organization

Have a teacher give a pre-prepared 5-7 minute demonstration / presentation on staying in the TL in the classroom.

If time:
Any comments from other teachers who have had success with this?
How do you enforce the "no English" rule in your classroom?
What other things do you do?

Examples of ways to get students to speak in the TL:
- survival phrases to use in the classroom
- no English after the prayer
- no English after the midterm - Maria
- daily prayer
- songs
- group work
- role plays
- daily introductions with false identities
- ask students, "how are you?" or "what's up?" in TL each day

Practicum (20 min.):
When your students speak English in your classroom, is it to talk about that day's lesson, or about other stuff? (One teacher learned recently that one good way to limit the chit-chat is to forbid the use of English in your class. And hey—if they are chit-chatting in the target language then you have succeeded, right?)

So what types of things do they say in English that *are* related to the lesson?

Let's teach them how to say these things in your target language! Decide on 5-10 of these "survival phrases" that you will teach your students. You have a list used by our last Romanian teacher as an example. What will you teach your students? You have 30 seconds. From the Romanian list, choose some phrases that you'll teach your students. On the back, list phrases that you'll use as the teacher.

Cover this if it was not covered by the teacher in his or her demonstration / presentation:
        How could you teach those phrases? (2 min.)
- *act them out*
- *wait until a student asks in English and then say it in TL and have whole class repeat it several times*

- *write on board in a certain place (Salesi used an overhead), if a student says in English, point to that phrase on the board*

OK, let's think about *your* use of English. Remember my demo at the beginning of the lesson—I avoided English with LOTS of gestures and acting out. But the point isn't *just* to avoid English, the point is to *use* the TL—what phrases do you use on a regular basis that you could start at the beginning to say in the TL? Let's brainstorm together.
- Please
- Thank you
- Stand up
- Sit down
- With a partner…
- You have ___ minutes.
- Repeat after me.
- For homework…
- Turn to page…
- Pass your homework forward.
- Get out a piece of paper.
- Get out a pencil.
- Come to the board.
- How would you say that in __(TL)_? (for when a student uses English)
- I don't understand.
- Do you understand?
- Do you have any questions?

Thinking about commonly-used phrases like that is the first step in planning out *your* use of the TL. But you are going to need *way* more planning than just that!

At the end: As you have probably noticed, this will take some effort, but it will get easier with practice, and as your students get used to it, and as they learn more language. And as Paia described—it *can* be done! And when I come to your classes, I *expect* to see you speaking the TL all the time in your classrooms. I *expect* to have to struggle to understand what is going on.

Describe the assignment. I will ask about it at the first workshop.

Assignment for next week:
Each teacher will plan out 3 specific things she will do in order to stay in the TL while teaching. Each teacher will plan out 2 specific things she will do to encourage her learners to use the TL.

The point of these assignments is to get you to do something **differently** from how you usually do it – to try something new. Please find a way to do that.

Content of "UseOfTL.ppt"

Slide #1:

Why should *you* use the TL in your class?
- To provide input!!
- To prepare learners for their in-country experience.
- To be an example of a lifelong language learner—using the TL whenever there is a chance to do so.
- To create the expectation that your learners will also use the TL.

Slide #2:
Why should *your students* use the TL in your classroom?
- To prepare for their in-country experience.
- To help them remember new things better—you remember better if you have to use it.
- To help you make sure they really *did* learn the new stuff.
- To show them that they *can* do it!
- Uh, if they don't use it in class will they have the nerve to use it anywhere else??

Slide #3:
How can you make it work to use only the TL in class?
- Plan carefully and in detail
- Patterns of speech—simple and consistent
- Phrases to function
- Paralinguistic cues—actions and facial expressions
- Pictures

Slide #4:
How can you make it work to use only the TL in class? (Ideas from the French dept.)
- Write things or have them written before (overheads)
- Cognates
- Gestures and actions
- Visual aids – and direct pointing to items
- Repetition / reinforce
- Articulate
- Concise
- Links to familiar contexts
- Eye contact with audience
- Energy
- Humor! – goes a LONG way – students will go the extra mile to figure out what is being said. Don't be subtle – be obvious – make sure it doesn't go over their heads so that they feel stupid. Make humor part of the chemistry of the class.
- Proper, well chosen examples
- Organization

Romanian classroom survival phrases

Romanian	English
Ce înseamnă _____ ?	What does _____ mean?
Ce înseamnă?	What does that mean?
Am o întrebare.	I have a question.
Aveți întrebări?	Do you have any questions?
Cum se spune _____?	How do you say _____?
Nu înțeleg.	I don't understand.
Înțelegeți?	Do you understand?
Nu știu.	I don't know.
Repetați după mine.	Repeat after me.
Repetați vă rog.	Please repeat this / that.

Pre-service Seminar Lesson Plan:
Curriculum Planning

Materials needed:
Monthly calendar for the semester (not included)

The CLS secretary talked about your syllabus and what it should include. Even though you don't have to include your weekly schedule in your syllabus, you should have a detailed plan of what you are going to do during the semester.

We're going to step back from the detailed lesson plans we talked about earlier, and look at the big picture.

1. Start with monthly calendar.
    a. Put in university holidays so you know how many days you have.
    b. Plan in major units—textbook chapters, or whatever.
    c. Put in assessments, including review days.
    d. Put in big events you want to do—guest speakers, big presentations—anything that will take a whole class day.

2. Plan out assessment in general terms—basically when and how to assess each skill.
    a. Language skills
        i. Reading
        ii. Writing
        iii. Speaking
        iv. Listening
    b. Possible types of assessment
        i. Quizzes
        ii. Formal presentations
        iii. Informal presentations
        iv. Homework

3. Plan on a unit level.
    a. Plan how to have your students use each language skill.
    b. Plan assessments for each language skill.

4. Use of textbook along with other materials—video, songs, readings.

Don't be shy about supplementing your textbook with pictures, video, songs, other readings. If you are a native speaker, you can create your own materials.

5. Gathering lesson plans.

We need to keep copies of your lesson plans in the CLS. Please write the instructions for classroom activities in English. If you use our lesson plan outlines that'll make it really easy to keep track of what you plan to do and then what you did each day.

Have a returning teacher show the lesson gathering system he or she uses.

Main point:
PLAN! And plan in some leeway in the schedule, a day or two here and there—you will need it.

Pre-service Seminar Lesson Plan:
Reflective teaching

Materials needed:
"ObservationsSheet.doc" – the sheet that I use to take notes when I observe their classes.

Learning objectives:
The teacher reflects on his own teaching.
The teacher tries new techniques or activities or approaches in the classroom based on (a) his reflections on his own teaching, (b) his observations of other language teachers, and (c) the material presented in the workshops.

Anticipation:
I've given you the list of questions I'll ask you when I talk to you after observing your class on the observations sheet:
"How do you feel like it went? Did it go according to your plan? Why or why not? What would you do differently next time? Did you meet your objective for the day? What went well? What did not go well?"

Why do I ask that type of questions? (Anticipated response: So we'll think about our own teaching and what we can do to improve.)

Why would it be useful to analyze your own teaching? (Anticipated response: So we'll come to recognize that we can do things ourselves to improve our teaching.)

Do you really think it will/does help? Why or how?

Comprehension:
I want you to get a sense of what you are a part of in the Center for Language Studies! Your efforts are helping to shape the future of the Center, the decisions that are made about who we hire and who we don't, and about what languages to teach. You know that the languages that you teach improve the experiences that your students have when they travel in the world—this is part of being ambassadors for BYU and for the Church. It is part of an expression of respect and honor that we want to give to the natives of these other countries. A previous Hindi teacher has said to me a couple of times that the funnest thing about teaching Hindi is that he is teaching Hindi! ☺ That he gets to teach his native language in another country. That is the *feeling* that I have about the languages we teach in the Center—we are building and expanding worldwide relationships and respect.

One of the goals of the CLS is to improve the language teaching that happens. And that goal is an invitation for continuous improvement.

The simplest way for there to be improvements in language teaching is for you to see things that don't work in your teaching and to want to improve those. That will lead you to seek new ways, new tools, new techniques. But in order for this to happen, you need to THINK about what you are doing.

Practicum:
So how can you do that? How can you "stop and think"? What can you do to be more reflective about your teaching? Write list on board.

Ways to be reflective:
- daily journal
- weekly journal
- weekly- / regularly-made goal and status report
- essays
    o teaching philosophy
    o pick an activity you did and defend it

Possible reflective questions to ask:
- How did my students react to that activity?
- Did this sequence of activities help my students get a handle on the new materials? How can I tell?
- How did this help me, as a teacher?
- Was it harder / easier than I thought it would be?
- Will I use that activity again?
- Did the students "get" it?
- Did the students have fun?
- Did the students use the targeted vocab/function?

How will this affect your teaching? Give me specifics.
    Anticipated responses:
    I will see that they didn't get it, and so I will plan something for next time to help them get it.
    I will eliminate that type of activity from my repertoire because it never works. ☺
    I will make sure that I know if they "got" it or not.

Have another teacher show her teaching journal.
Ask her:
- What did you do?
- What did you write? How often?
- How did this affect your teaching?
- How will you make this even more helpful to you this semester?

Your assignment: Choose one way that you will keep a record of your successes and struggles. Take 2 minutes.

Turn to the person next to you and tell them what you are going to do.

CLS language class observation record   Date: _____

Class: _____   Teacher: _____   Time: _____

Location: _____   Topic for today: _____

Ask after class:

Ask about assn from last workshop: _____

How do you feel like it went? Did it go according to your plan? Why or why not? What would you do differently next time? Did you meet your objective for the day? What went well? What did not go well?

Pre-service Seminar Lesson Plan:
Creating expectations for your students

Materials needed:
"CreatingExpectations.ppt"
Article from "Writing Matters" newsletter about the first day of class, cited in PP
Lesson plan outline
DVD of master Arabic teacher, Dr. Muhammad Eissa (available, email arclite@byu.edu)

Anticipation

You've heard quite a bit today about what is expected of you as a CLS teacher—what do you expect of your students? Write on board. (3 min.)

How are you going to communicate those expectations to your students?
-   tell them
-   hold them accountable—enforce rules

Comprehension

You're going to read a short article—don't pull it out yet!

PP SLIDE #1
Would someone please read the title? What is the article about?

He says the first day is important—why would it be?

When I say begin, you will have 2 minutes to read the article. Circle or underline the answers to these questions:
PP SLIDE #2
As you read, look for:
-   why the first day is important.
-   the things he does the first day that he considers important.
    And consider:
-   What does this mean for you and your class?

Reading (2 min.)

Group discussion: Answer the questions. What sort of things do you want to do the first day? Take 30 seconds to write down things you want to do with your students the first day.

Ok, now we are going to watch a video clip of an Arabic professor on the first day of class. He had met with these students for about 15 minutes another day, but this was the first day of formal class.

Those of you who have not seen this, what do you think we'll see?

PP SLIDE #3
As you watch, look for:
- What phrases does he teach?
- How does he correct errors?
- How does he show his students that he cares about them?
- What do the learners communicate about themselves?
- What do they learn about him?
- What does he *do?*
- How will you do this?

Viewing

Answer above questions.

Muhammad teaches:	Muhammad uses:
- some form of greeting - "What is your name?" - "My name is…" - Establishes gender differentiation—his, her - "nice to meet you"	- gestures - group response - individual students

What expectations did Muhammad create his first day in class?

<u>Production</u>

Now again, what expectations do you want to create for your class? Take 2 minutes and write them down.

If time: Begin to plan your Day 1 lesson plan (hand out LP outlines.)

And now, just for fun—turn to the person next to you and do what Muhammad did—without using any English, teach your partner how to introduce him or herself in your target language. You have 5 min.

Learning language can be exciting and fun! I hope that in everything you do this semester, starting Monday and continuing until mid-April, that you will convey that to your students.

Content of "CreatingExpectations.ppt"

Slide #1:
Teaching Tip: The Importance of the First Day
By Gary Hatch, Associate Dean, University Writing

Slide #2:
As you read, look for:
- Why the first day is important.
- The specific things this teacher does the first day that he considers important.
  And think about:
- What does this mean for you and your class?

Slide #3:
As you watch, look for:
- What phrases does he teach?
- How does he correct errors?
- How does he show his students that he cares about them?
- What do the learners communicate about themselves?
- What do they learn about him?
- What does he *do?*

Teaching Tip: The Importance of the First Day
By Gary Hatch, Associate Dean, University Writing

"If you want your students to believe that what you're teaching matters, you may want to consider what you do the first day of class. Studies show that students form perceptions of the course and professor the first day of class and that these perceptions stay with them throughout the semester (Higgins, 2001). Merely reading the syllabus the first day of class gives the impression that what will happen in the class is that you will talk and they will passively listen. Some research even shows that "icebreakers" unrelated to the content of the course may form negative perceptions (Salopek, 1999).
"Because I teach writing class, the first things I have my students do is start writing. I have them write a brief in-class essay. I divide them into groups and have them read and discuss as a group what students from other groups have written. Then the class discusses what qualities made for a good response. Students take their essays home and revise it for submission as a diagnostic essay the next class period. I hope this activity sets the expectation that what we do in my class is write, share our writing, discuss and evaluate writing, and revise. But whatever academic skill you want your student do acquire, you should have them doing it the first day – perhaps even in the first fifteen minutes of the class. (I hand out my syllabus at the end of the first day and discuss it the second.)"

References in the article:
Higgins, P. (2001). Excitement on the first day? *College Teaching, 49(1),* 2.
Salopek, J.J. (1999). Stop playing games. Training and Development, 53(2), 28-37.

Reference of this article:
Hatch, G. (2005). Teaching Tip: The Importance of the First Day. *Writing Matters: A Publication of BYU University Writing, 7(2),* 2.

Article also available online at: http://writing.byu.edu/content/wac/writingmatters/wmoct05.pdf

Lesson _____ **Date** _____

Function:

Context:

Objective:

5 minutes   **Anticipation Activity:** Activation of schema / eliciting background knowledge. Prepare students for the language and context they will encounter in the lesson.

15 minutes   **Comprehension Activity:** Students encounter authentic language in a specific context. (Written or aural text.) Students demonstrate comprehension of text.

- **Video, Audio, or Text**

- **Short Grammar Explanation**

25 minutes   **Production Activity:** Students practice using the targeted language function in the context. Students use the function in their own lives.

- **Skill-Getting**

- **Skill-Using**

Scope and Sequence for Teacher Development In-service Workshops

Week	Monday of week	Brief topic description	Learning objectives	Collaboration	Instruction	Practicum	Assignment
Pre-service	2-Jan-06		The teacher uses the target language to communicate with learners. The teacher encourages and provides opportunities for the use of the TL by the learners.	A few of the returning teachers come prepared to share techniques that they use to do specific things-- reflective teaching, use of the TL in the classroom, collection / storage of lesson plans.	Use of TL, LP outline, context and function, objectives, reflective teaching		Each teacher will plan out 3 specific things she will do in order to stay in the TL while teaching. Each teacher will plan out 2 specific things she will do to encourage her learners to use the TL.
1	9-Jan-06	*Individual meeting: Review of plan for semester, collection of syllabus, reminder of CLS expectations.*		*Teacher shares how her class is going so far, including how the students are reacting to her use of the TL.*	*Instructor verifies that the teacher has a plan for the semester, looks over this plan with the teacher, and gets a copy of the teacher's syllabus. Instructor reminds teacher of the expectations the CLS has for each teacher.*	*Teacher has the chance to ask questions of instructor. Teacher reaffirms her goal regarding her use of the TL in the classroom.*	*The teacher will continue to implement her plan regarding her use of the TL in the classroom. The teacher will come to the workshop each week with her plan for the next week. The teacher will come to the next workshop with one success and one struggle to share.*
2	16-Jan-06	Creating meaningful, communicative learning activities	The teacher plans culminating activities for each class that involve meaningful communication in the TL.	Teachers report on the use of the TL in the classroom, by themselves as well as by their students. Teachers share successes and struggles so far. Instructor takes notes on how the teachers' efforts to achieve their TL use goal went. Instructor reinforces that the teachers need to complete the assignments from each workshop.	Instructor reviews the concepts of communicative language teaching that were presented previously. Instructor conducts a discussion and activities about the importance of planning meaningful communication activities for students.	Instructor presents samples of potentially meaningful activites. Each teacher plans how to use 4 activities (2 skill-getting, 2 skill-using) that will provide opportunities for her learners to use the TL for meaningful communication. Teachers review each others' choices.	The teachers will implement the plan created in the Practicum. The teachers will come to the next workshop with their notes on how it went and a list of situations in which their students would need to use the TL.
3	23-Jan-06	Contexts and functions: Part 1 - Basic concepts	The teacher plans her lessons in advance. The teacher plans lessons based on the use of a language function in a specific, culturally-authentic context.	Teachers report on their goal from last week involving the use of specific activities in their classrooms. Instructor asks questions to prompt teachers to think critically about their use of these activities.	With the lists the teachers brought, the instructor compiles an overall list of contexts in which students might need to use the TL. Instructor reviews definitions of context and function, as presented previously. Instructor presents list of language functions.	In pairs, teachers look at sample LPs with context and function hidden, determine context and function, and then uncover and evaluate the context and function in the sample LP. Teachers plan contexts and functions to teach some basic language.	For each lesson taught during the next week, the teachers will identify the context and function they are teaching BEFORE they teach.
4	30-Jan-06	Contexts and functions: Part 2 - Steps in planning	The teacher plans her lessons in advance. The teacher plans lessons based on the use of a language function in a specific, culturally-authentic context.	Teachers report on teaching with a context and function, share concerns or questions about using context and functions, and share other good ideas and techniques that have worked for them so far.	Instructor presents steps in a lesson planning process that can help teachers remain focused on teaching a function in a context. Instructor guides discussion about why identifying a context and function help in lesson planning.	Teachers determine supporting grammar and vocabulary for 1 function in 2 contexts. Teachers defend this approach to each other in a role play.	Teachers will plan lessons based on contexts and functions, using the steps covered today. When the instructor observes their classes, she may ask to see how they planned for context and function.

Week	Monday of week	Brief topic description	Learning objectives	Collaboration	Instruction	Practicum	Assignment
5	6-Feb-06	Lesson Planning: Part 1 - Objectives and production activities	The teacher plans her lessons in advance. Teaching is based on learner performance objectives. The teacher plans culminating activities for each class that involve real communication in the TL. The teacher incorporates elements of the target culture into the lessons. The teacher teaches all four language skills: reading, writing, speaking, and listening.	Teachers will share successes, struggles, and student reactions to teaching based on contexts and functions. Teachers will do an activity to match learning objectives to language production activities.	Instructor presents purposes of writing learning objectives. Instructor presents the concept of writing production activities to match learning objectives.	Teachers each write one objective and a matching production activity, and then share these with the group. Teachers begin writing objectives for the next 2 weeks, with at least one objective for each language skill and one cultural objective. Instructor introduces the observation of another language teacher that the teachers are to do.	1) Teachers will plan post activities to match the objectives for each lesson for this week and next week (plan 2 per day). 2) Teachers will observe another language teacher and take notes (have 4 weeks to do this) (step 1 today - decide on language). 3) Teachers will schedule midterm individual meeting with instructor.
6	13-Feb-06	Lesson Planning: Part 2 - Anticipation and Comprehension Activities	The teacher plans her lessons in advance. The teacher plans all activities in class to build toward communication activities.	Instructor follows up on 3 assignments from last workshop: 1) Teachers will plan post activities to match the objectives for each lesson for this week and next week (plan 2 per day). 2) Teachers will observe another language teacher and take notes (have 4 weeks to do this) (step 1 today - decide on language). 3) Teachers will schedule midterm individual meeting with instructor.	Instructor presents parts and purposes of comprehension and anticipation activities. Teachers read through some samples of each type of activity.	With objectives and production activities in hand (the ones they brought or samples provided by the instructor), teachers create comprehension and anticipation activities.	1) Teachers will compile the semester's LPs so far so they can turn them in at the individual meeting. 2) Teachers will observe another language teacher and take notes (observation step 2 - contact teacher). 3) Teachers will prepare to give feedback to the instructor in the individual meeting in the form of a "start - stop - continue."
7	20-Feb-06	*Individual meeting: Review of personal teacher development plan, ideas on how to compile lesson plans / organize materials*		*Instructor reminds teacher of the CLS expectations and teacher states how she feels she is doing at meeting those expectations.*	*Instructor and teacher discuss how the teacher is doing at regularly turning in LPs to the CLS and discuss what they can both do to make sure this is happening. Teacher gives a report on her efforts on her goal from the beginning of the semester.*	*Instructor asks teacher to talk about or write down things she would like the instructor to "start - stop - continue" in the teacher development program.*	*1) Teacher will continue to compile lesson plans, and will do whatever is needed to turn in LPs used to this point in the semester. 2) Teachers will observe another language teacher and take notes (observation step 3 - schedule observation). 3) Teacher will come to the next workshop with ideas of goals she might want to set.*
8	27-Feb-06	Reflective teaching and goal planning	The teacher reflects on her own teaching. The teacher makes goals to improve her teaching.	Teachers share techniques that worked for them as they compiled their LPs. Teachers discuss what they are hoping to learn as they do their observation of another language teacher.	Instructor guides a discussion about the purpose of the teachers reflecting on their own teaching and what they could gain from that.	Teacher brainstorm ways to be reflective in their teaching, areas in which they could set goals, and the types of goals they could set.	1) The teachers will choose a way to be more reflective, and use it. 2) Teachers will observe another language teacher and take notes (observation step 4 - observe!) 3) Teachers will come to the next workshop with ideas of goals you would like to set.

Week	Monday of week	Brief topic description	Learning objectives	Collaboration	Instruction	Practicum	Assignment
9	6-Mar-06	Report on teacher observation and personal reflection	The teacher tries new techniques or activities or approaches in the classroom based on (a) her reflections on her own teaching, (b) her observations of other language teachers, and (c) the material presented in the workshops.	Teachers give a report of what they saw in the language class they observed.	Instructor guides a group discussion, encouraging the teachers to think critically and to share what they learned from their observations and from their reflections on their own teaching.	Teachers set a goal of something they want to improve in their own teaching, and write down 3 specific things they will do to make that goal happen. Teachers share goals with the group.	1) Teachers will implement their goal plans made during the Practicum. 2) Teachers will bring to the next workshop samples of media they have available to teach their languages.
10	13-Mar-06	Use of media	The teacher provides learners access to native TL speech and to the target culture through appropriate media. The teacher incorporates elements of the target culture into the lessons.	Instructor follows up on the goal plans the teachers made at the last workshop, and encourages teachers to change their plans as needed to help them achieve their goals. Teachers briefly tell the group about the TL media they have access to to teach their TL.	Instructor leads a discussion about the strengths and uses of different types of media in teaching language. Instructor teaches a sample lesson (in English) using any form of media, and afterwards guides the teachers in an analysis of that sample lesson.	Using a piece of media provided by one of the teachers, the teachers begin to plan a lesson plan and get as far through the planning process as time allows.	1) Sometime in the next two weeks, each teacher will use media in a lesson, and will reflect and write notes on how it went. 2) Teachers will bring a copy of one of their tests to the next workshop.
11	20-Mar-06	Assessment	The teacher plans assessment that matches her teaching in both format and content. The teacher assesses all four language skills: reading, writing, speaking, and listening.	Teachers report on their use of media in a lesson. Teachers report on their current assessment techniques for each language skill.	Instructor presents basic principles of assessment, including testing what you teach and testing how you teach. Teachers evaluate a couple of sample assessments.	Teachers plan a way that they can change the test they brought with them to make it a better assessment. Teachers begin to plan out how they will assess all four language skills between now and the end of the semester. Each teacher shares an assessment idea for one of the four skills.	1) Teachers will plan a way to assess all 4 skills between now and end of the semester. 2) Teachers will schedule last individual meeting with the instructor.
12	27-Mar-06	Life-long language learner skills	The teacher prepares the learners to continue learning the TL on their own. The teacher provides a model of a good language learner.	Teachers report on their use of media in a lesson and share ideas about how to assess the four language skills. Teachers share suggestions they would make to future teachers.	Instructor leads a discussion about skills and techniques that can help people to learn language on their own. Teachers share ideas from their personal experiences learning English or their TL. Teachers brainstorm and create a list of "life-long language learner skills" that could help their students, and discuss which of these they can model as a teacher.	Teachers will plan a way that they will teach their students at least one of these skills.	1) Teachers will spend some time thinking about ways to improve this teacher development program so they can give the instructor feedback in the individual meetings. 2) Teachers will teach a life-long learner skill.
13	3-Apr-06	*Final evaluation of personal teacher development plan, turning in lesson plans*		*Instructor reminds teacher of the CLS expectations and teacher states how she feels she has done at meeting those expectations. Teacher reports on her efforts on her goals (from the beginning and the middle of the semester).*	*Instructor and teacher discuss how the teacher has done at regularly turning in LPs to the CLS and discuss what they can both do to make sure the rest of the LPs get turned in, as well as tests, quizzes, etc.*	*Teachers do a final evaluation of the teacher development program.*	*Teachers turn in the rest of their LPs, classroom materials, and assessments.*

Appendix D

Teacher Development In-service Materials

In-service Workshop Lesson Plan: Workshop #1

Outline:
Ask how things are going so far with the class.
- How is your plan going for using just the TL in the class?
- How are the students reacting to it?

Ask to see each teacher's plan for the semester. Verify that they have a plan, and are looking ahead.
Get a copy of their syllabus for my file.

Discuss how they will store their lesson plans and materials for their own use, and when and in what form they will deliver them to the CLS. Give suggestions as needed.
Storage for self:
When turn in to CLS: daily / weekly
In what form turn in to CLS: paper / electronic / both

Any questions or concerns that you'd like to share with me?

Reminder of expectations:
- attend workshops
- participate in discussions
- make presentations
- share your ideas with others
- apply the lessons learned in the classroom
- come each week with your plan for next week

Assignment for next week:
Each teacher will plan out 3 specific things she will do in order to stay in the TL while teaching.
Each teacher will plan out 2 specific things she will do to encourage her learners to use the TL.

Come each week with your plan for the next week of classes.

The point of these assignments is to get you to do something **differently** from how you usually do it – to try something new. Please find a way to do that.

In-service Workshop Lesson Plan: Workshop #2

Business (5 min):
Update: New observation schedule and contact information sheet, get update of weekly schedules from teachers.
Planning: Future workshop time.
Expectation: Keep daily lesson plans and turn in weekly, preferably typed.
Come to workshop each week with your plan for the next week.

Learning objective:
The teacher plans culminating activities for each class that involve meaningful communication in the TL.

Materials needed:
"Workshop2worksheet.doc"
"IsIsNotmeaningfulLearning.ppt"
"Chart of CLT vs. ALM.doc"
List of production activities – "productionActivities.doc"
Sample production activities – "morningschedule.xls", "LEV1POEM.doc", photocopy of "party picture" info gap (photocopy of "party picture" info gap not included)

Collaboration (15 min.):
Description of the purpose of this portion of each workshop: Many weeks there will be a specific assignment that you need to come prepared to report on, but this amount of time is also for you to bring up concerns you have or things that have worked really well that you'd like to share with your colleagues.

Introductions:
-   name
-   language and level you are teaching

Assignment from pre-service:
Each teacher will plan out 3 specific things she will do in order to stay in the TL while teaching.
Each teacher will plan out 2 specific things she will do to encourage her learners to use the TL.
Successes and struggles so far.
Take notes on how their goal went. Reinforce the idea, right now, that they need to complete the assignments that I ask them to do.

Successes and struggles so far: Are you surviving? ☺ Returning teachers, any beginning-of-the-semester advice for the new teachers?
-   Successes: What conditions brought about that success? What can you do to make sure that that sort of success keeps occurring?
-   Struggles: Have any of the rest of you dealt with that struggle? How did you handle it?

Use of TL:
-   How is your use of the TL going? Your students' use of the TL?

- How did your plan work? Was your plan detailed enough? How could you make a better plan next time?

Instruction (15 min.):
Description of the purpose of this portion of each workshop: This is where I will present information or principles from current language pedagogy theory or practice. These ideas are to give you a new way to think about language teaching, a new way to approach some aspect of teaching, or a new motivation to work to be a good language teacher.

Communicative language teaching—the importance of meaningful, communicative language learning activities.

Post and read the learning objective for today. (PP SLIDE #1)

What is communicative language teaching?
Dr. Bush talked about communicative language teaching in the pre-service—what do you remember of what he said? (2 min.)

Hand out chart: a comparison of CLT to the next most recent approach – the audiolingual method. Write across the top, "previous" and "current" over ALM and CLT.

Read the list out loud together and have each teacher circle key words that help us define what CLT is in contrast with ALM. (3 min.) (Hand out "Week2worksheet.doc" during this.)

If you had to define CLT, what words would you use? Turn to the person next to you and tell them. Write that person's name and five key words or phrases on today's worksheet. (3 min.)

Why should classroom activities be meaningful?
Now what about the "meaningful" part of today's objective? We'll discuss in a minute what it means to be "meaningful," but it does not refer to giving your students definitions of words. ☺ First let's talk about why we care if learning is meaningful. I see two main reasons (PP SLIDE #2):
1. "Meaningful learning will lead toward better long-term *retention* than rote learning." (Brown 18, emphasis added).
2. Purposeful activities in a relevant context are much more *motivating* for students because the students do something real with the language. They will be more willing to work hard when they can see that they will be able to do more with the language.

Dr. Matt Christiansen, who teaches Chinese here at BYU, tells his 101 and 102 teachers that "The main reason that we learn a foreign language is to develop and maintain relationships – business, education, etc."

We build relationships by:
- Sharing previously unknown information about ourselves
- Gathering previously unknown information about others
- Having experiences together

<u>What does it mean to be meaningful, and how can we make sure our students are engaging in meaningful communication?</u>
Show a statement on PP SLIDE #3– does this describe meaningful learning or not meaningful (rote) learning? Have teachers answer, then statement is added to the proper list on the PP slide.

Statements:
- "the learner has made no real connection between what was already known and what was memorized" (Driscoll 116) **rote**
- "relating potentially meaningful information to what the learner already knows" (Driscoll 116) **meaningful**
- Creates isolated pieces of information **rote**
- The students care about the topic. **meaningful**
- A student shares something about himself that his classmates didn't know. **meaningful**
- A student shares something about himself that he cares about. **meaningful**
- A student finds out something she didn't know before about another student. **meaningful**
- Connect to students' interests, goals, etc. (Brown 18) **meaningful**
- Connect to things the students already know and understand (Brown 18) **meaningful**
- Too much grammar explanation (Brown 18) **rote**
- Too much drilling / memorization (Brown 18) **rote**
- Activities without a clear purpose (Brown 18) **rote**
- Activities that don't contribute to the goals of the lesson / unit / course (Brown 18) **rote**
- Activities in which the students get lost in the mechanics and don't get to the meaning (Brown 18) **rote**

From these lists, what can you do as a teacher to make sure learning is meaningful for your students?

Practicum (15 min.):
Description of the purpose of this portion of each workshop: This is where you will do an activity, sometimes in groups, sometimes individually, to figure out how you can apply the new information from that workshop into your teaching. Your weekly assignment will usually be based on what we do in this last portion of the workshop.

(3 min. for explanation) We are going to go through some activities that you could use. Use of these activities does not *guarantee* meaningful learning. ☺ That still needs to be carefully planned by the teacher.

For example, having your students ask each other questions could be meaningful or not:
Which of these questions is encouraging meaningful communication?
1. A. What color is your shirt?
2. B. What is your favorite color? X
3. A. What foods are in this picture?
4. B. What foods in this picture have you never tasted before? X

We're going to go through two sets of activities. Your assignment for this week is to use 2 activities from each set in your classes this week, and you'll be planning the use of one of each set in the next few minutes, so watch for applicable activities as we go through the list.

Read through the list quickly. (5 min.)
Show samples of several skill-getting and several skill-using activities. (5 min.)
Each teacher plans out the use of one of each type for the upcoming week. Please write the activities you are going to use on today's worksheet. I would like you to leave a copy of these goals with me so that I can watch for them as I observe you this week. (3 min.) (Teachers can write their selected activities on the worksheet, and circle or star them on the whole list.)

If time is up:
There are a couple of questions on the bottom of today's worksheet that you should ask yourself as you plan to make sure that you are planning meaningful activities.

If time is not up:
Teachers meet in pairs to review each others' activities. They verify that the activities require meaningful communication by asking the following questions about the activity (5 min.):
- Is this a topic the students care about?
- Is previously unknown information being conveyed? (Are the students learning something new about themselves or each other?)

Assignment for next week:
Assn: Implement that plan. Come next week with your notes on how it went and a list of situations in which your students would need to use the TL.

The point of these assignments is to get you to do something **differently** from how you usually do it – to try something new. Please find a way to do that.

References:
Brown, Douglas H. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy.* Englewood Cliffs, NJ: Prentice Hall Regents.

Driscoll, M. P. (2005). *Psychology of learning for instruction* (3rd ed.). Boston: Allyn and Bacon.

Contents of "Workshop2worksheet.doc"

Teacher Development Workshop—Week #2

Name:_____

Five key words that describe communicative language teaching:
    1. _____
    2. _____   Your partner's name:
    3. _____
    4. _____   _____
    5. _____

Which 2 skill-getting activities will you use?
    1.
    2.

Which 2 skill-using activities will you use?
    1.
    2.

Verify that the activities are meaningful by asking the following questions:
- Is this a topic the students care about?
- Is previously unknown information being conveyed? (Are the students learning something new about themselves or each other?)

Contents of "IsIsNotmeaningfulLearning.ppt"

Slide #1:
Today's objective:
The teacher plans culminating activities for each class that involve meaningful communication in the TL.

Key words:
- Communication
- Meaningful

Slide #2:
Why should classroom activities be meaningful?
1. "Meaningful learning will lead toward better long-term *retention* than rote learning." (Brown 18, emphasis added).
2. Purposeful activities in a relevant context are much more *motivating* for students because the students do something real with the language. They will be more willing to work hard when they can see that they will be able to do more with the language.

Slide #3 and #4:
[Note: Slide #3 is set up so that each column is blank at the beginning, and each of these statements appears "on click" at the bottom of the screen. After a brief discussion about whether each statement is meaningful or not, another "on click" causes the statement to appear in the appropriate column. Slide #4 is for later reference, and has the same content already entirely on the slide, without the "on clicks" set up.]

Is it meaningful?

Meaningful:	Not meaningful:
■ The students care about the topic. ■ "relating…information to what the learner already knows" (Driscoll) ■ A student shares something about himself that his classmates didn't know. ■ Connect to things the students already know and understand (Brown) ■ A student finds out something she didn't know before about another student. ■ Connect to students' interests, goals, etc. (Brown) ■ A student shares something about himself that he cares about.	■ Activities without a clear purpose (Brown) ■ Creates isolated pieces of information ■ Too much grammar explanation (Brown) ■ "the learner has made no connection between what was already known and what was memorized" (Driscoll) ■ Too much drill / memorization (Brown) ■ Activities in which the students get lost in the mechanics and don't get to the meaning (Brown) ■ Activities that don't contribute to the goals of the lesson / unit / course (Brown)

Contents of "Chart of CLT vs. ALM.doc"

A Comparison of Communicative Language Teaching to the Audiolingual Method

Audiolingual Method	Communicative Language Teaching
1. Attends to structure and form more than meaning.	Meaning is paramount.
2. Demands more memorization of structure-based dialogs.	Dialogs, if used, center around communicative functions and are not normally memorized.
3. Language items are not necessarily contextualized.	Contextualization is a basic premise.
4. Language learning is learning structures, sounds, or words.	Language learning is learning to communicate.
5. Mastery or "overlearning" is sought.	Effective communication is sought.
6. Drilling is a central technique.	Drilling may occur, but peripherally.
7. Native-speaker-like pronunciation is sought.	Comprehensible pronunciation is sought.
8. Grammatical explanation is avoided.	Any device which helps the learners is accepted—varying according to their age, interest, etc.
9. Communicative activities only come after a long process of rigid drills and exercises.	Attempts to communicate may be encouraged from the very beginning.
10. The use of the student's native language is forbidden.	Judicious use of native language is accepted where feasible.
11. Translation is forbidden at early levels.	Translation may be used where students need or benefit from it.
12. Reading and writing are deferred till speech is mastered.	Reading and writing can start from the first day, if desired.
13. The target linguistic system will be learned through the overt teaching of the patterns of the system.	The target linguistic system will be learned best through the process of struggling to communicate.
14. Linguistic competence is the desired goal.	Communicative competence is the desired goal.
15. Variations of language are recognized by not emphasized.	Linguistic variation is a central concept in materials and methods.
16. The sequence of units is determined solely by principles of linguistic complexity.	Sequencing is determined by an consideration of content function, or meaning which maintains interest.
17. The teacher controls the learners and prevents them from doing anything that conflicts with the theory.	Teachers help learners in anyway that motivates them to work with the language.
18. "Language is habit" so error must be prevented at all costs.	Language is created by the individual often through trial and error.
19. Accuracy, in terms of formal	Fluency and acceptable language is the

correctness, is a primary goal.	primary goal: accuracy is judged not in the abstract but in context.
20. Students are expected to interact with the language system, embodied in machines or controlled materials.	Students are expected to interact with other people, either in the flesh, through paired and group work, or in their writings.
21. The teacher is expected to specify the language that students are to use.	The teacher cannot know exactly what language the students will use.
22. Intrinsic motivation will spring from an interest in the structure of language.	Intrinsic motivation will spring from an interest in what is being communicated by the language.

Note: Content from Finocchiaro, M., & Brumfit, C. (1983). The Functional-Notional Approach: From Theory to Practice. New York: Oxford University Press. Also quoted in Brown, H. D. (1994). Teaching by principles: An interactive approach to language pedagogy. Englewood Cliffs, NJ: Prentice Hall Regents.

Contents of "productionActivities.doc"

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PRODUCTION ACTIVITIES

Skill-getting – Requires one correct answer from the students

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1. **Substitution drill** – Give students a sentence and have them change one part of the sentence. This is good for gender, agreement, and vocabulary, among other things.
2. **Sentence builder** – Put three or more columns on the board, each with a type of word. (Example: Column A is subjects, B is verbs, C is objects, D is adjectives.) Students use one word from each column to make sentences.
3. **Positive/negative, statement/question** – Give the students a positive statement and ask them to make it negative. Or give them a statement and ask them to make it a question.
4. **Tense changes** – Give students a sentence or paragraph in the present and have them complete it. (Example: At 4pm, I am usually _____.)
5. **Around the room questions** – Ask a question to the class. Have one student answer it, and then ask another student the same question. Continue that until the class has "got it." Then change the question a little bit and ask another student.
6. **Fly swatter** – Divide the class into two teams. Put lists of vocabulary on an overhead transparency. Two students go up to the board. Each has a fly swatter. Say a word in English. The first student to hit the word on the screen with his flyswatter wins a point for his team.
7. **Turn to partner and answer this question**
8. **Run to the board and conjugate**
9. **Jeopardy**

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Skill-using – Requires open-ended responses from the students

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1. **Role plays** – Two students work together to complete a situation. Give a short prompt telling each student his role and what situation they should complete.
2. **Info-gap activities** – Student A and B each have the same grid of information, but grid A has different squares blank than grid B. Student A asks Student B questions until his grid is all filled in, and then Student B does the same.
3. **Survey** – Ask students to create 3-5 questions, write them down, and then go ask 3-5 people each of the questions. Students should write down the name of the person and his answer to each question.
4. **20 questions** – The teacher starts this activity by telling the students he is thinking of something. Then students must ask yes/no questions until they guess what the teacher is thinking of. The student who guesses correctly is the next person to think of something, and then answers the students' questions until they guess the right answer.
5. **Do you love your neighbor?** – Students sit in a circle, one person standing in the middle. The person in the middle asks any student, "Do you love your neighbor?" The student says, "Yes, but I don't like people…(with green eyes, who like chocolate, wearing green, who have visited NYC.)" Anyone who fits the description must go find a seat, at the same time as the person in the middle tries to find a seat. The person who doesn't get a seat is the next person in the middle.

6. **Find someone who…** – Make a list of things people in the class might have done or characteristics they might have. Put a blank space next to each item on the list. Students must go around the room and ask questions until they find a person who fits each item.
7. **Blind artist** – Student A has a picture of something, but Student B cannot see the picture. Student A must describe the picture in the target language to Student B, who draws what A describes. After they have finished, they compare the picture to the drawing. Prizes may be given for the most accurate drawing.
8. **Tell a story to a partner, report to the class** – Give students a prompt and ask them to tell a story to their partner, and then listen to their partner's story. Ask some students to tell their stories to the class, and maybe even a few to tell their partner's story.
9. **Create a story** – As a class, or as a group of a few students, students must create an imaginary story, following certain guidelines set up by the teacher.
10. **Pictionary**

Contents of "morningschedule.xls"

Student A

Cristi's morning schedule					
	Mon	Tues	Wed	Thurs	Fri
8:15	wake up				
8:30			wake up	eat breakfast	go to school
9:00					
9:45		go to school			
10:00	go to school				

Student B

Cristi's morning schedule					
	Mon	Tues	Wed	Thurs	Fri
8:15				take shower/get dressed	wake up
8:30	eat breakfast	wake up			
9:00	take shower/get dressed		get dressed	go to school	
9:45			eat breakfast		
10:00			go to school		

Contents of "LEV1POEM.doc"

Sample Post Activity – Sentence builder

Directions:
Pass out copies of the sentence builder activity. Have students write at the top of the page
something that they want from their parents, and then explain that they are going to use flattery
to try to get it. Model the activity, and then have them do it in pairs. Have them change roles
after a few minutes so that each student has the chance to ask for something.

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Qu'est-ce que vous demandez à vos parents?

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Vous parlez à:

"Mes chers parents...

Vous leur dites:

"Vous êtes...   si intelligents
                        beau/belle
                        joli(e)
                        gentils
                        sympathiques
                        généreux
                        riches

"Vous...   partagez
                        aimez vos enfants
                        chantez si bien
                        cuisinez si bien

"Est-ce que... je peux   aller à la fête?
                                emprunter de l'argent?
                                avoir une fête chez nous?
                                sortir avec mes amis?
                                prendre la voiture ce soir?

                vous pouvez   m'acheter des vêtements?
                                m'acheter une voiture?
                                me conduire au mall?
                                m'acheter un stéréo?

                nous pouvons   manger du fast food?
                                aller en Floride pour les vacances?

In-service Workshop Lesson Plan: Workshop #3

Business:
Hand out updated observation schedule and teacher contact info.
Make sure all have updated their weekly schedules.

Learning objective:
The teacher plans her lessons in advance. The teacher plans lessons based on the use of a
language function in a specific, culturally-authentic context.

Materials needed:

List of language functions, available at http://beauvoir.byu.edu/fr378w02 (select "Language
functions – T-level). From van Ek, J.A. (1975.) *The threshold level.* Strasbourg: Council of
Europe. (Repr. 1980. Oxford: Pergamon Press.)

Sample lesson plans, with context and function hidden

Collaboration (15 min.):
Assignment from last week:
Implement that plan (how to use 4 activities (2 skill-getting, 2 skill-using) that will provide
opportunities for learners to use the TL for meaningful communication). Come next week with
your notes on how it went and a list of situations in which your students would need to use the
TL.

Refer to their Workshop #2 worksheets to see what activities they had planned to do, and ask
them specifically about the production activities that they did.
- What worked?
- What didn't? Why not? How will you make it work better next time?
- How did your students react to it?
- What is another situation in which you could use that same type activity?

Instruction (15 min.):
Contexts and functions part 1 - basic concepts

Compile list of situations in which learners will need to use the TL on board, with a teacher as
scribe. Make sure each teacher contributes a few. The purpose of this list is so that every teacher
can get lots of ideas and not feel limited. We make this list not to be limiting but to help you see
that everything you teach should be centered in real life situations.
Verify that all listed really are contexts.
Also ask:
- Is this a realistic context for your target culture?
- What will your students learn about the target culture in each of these contexts? Pick a
  context, and have a teacher tell about that context in their culture. Remind them that these
  are the kinds of things they'll want to teach your students when using this context.

- Is this a context that will interest your students? Remember from last week that what you teach needs to be meaningful to your students.

Review of context and function from pre-service:
So why is it important to know the circumstances?
- Different circumstances give different meaning to the same spoken words.

The function is the "what" we do with language, the context is the "when, where, and why" we do it.

Hand out list of language functions. Have teachers read a few out loud from each section. Pick one. Have teachers determine which contexts from the board these functions could go with. Do this two of three times.

Practicum (20 min.):

Look at sample LPs with context and function hidden and determine context and function. Tell them to take 3-4 minutes per LP.
Have teachers work in pairs. Have each pair look at one LP. When they think they have figured out the context and function, have look at the context and function. If they were not right, have them review to figure out why. Then fold the paper back over and pass the LP to the next pair.

I used these as examples not because they are perfect examples, but because they are examples. Discuss and evaluate a few. Are they all good contexts and functions? What would be a better context / function for some of them?

If time: Sometimes it is hard to identify a function and context when you are teaching very basic things. Let's work together to find a context and function for some of the basic "101 type" topics. Have teachers list some upcoming topics. Brainstorm contexts and functions that could be used to teach those things.
- Time
- colors
- food vocab
- family vocab
- conjugating certain types of verbs
If time: Start assignment.

Assignment for next week:
For each lesson you teach this week, identify and write out the context and function BEFORE you teach.

The point of these assignments is to get you to do something **differently** from how you usually do it – to try something new. Please find a way to do that.

Sample lesson plan

Romanian: Lesson 10.1
Chillin' with the Homies
Part 1 of 2

Context
Cristi and John go to meet Cristi's friends at an outdoor cafe.

Communicative Objective

Function(s)
The learner will be able to express and inquire about likes and dislikes.

Notion(s)

de fapt, a-I placea (with verbs), a face, indirect object pronouns

Lesson Plan
Pre-Activity (Time)

While you are in Romania, what kinds of things do you plan to do in your spare time? What things do you hope to do?

Have students describe some "stereotypical" pictures of people to review adjectives they learned in the last lesson. Then ask what kinds of things they probably like to do: a big guy **obviously** likes to play football, a nerd **obviously** likes to study, etc. Then a few not so obvious pictures, ending with John and Cristi.

Teach leisure activities with pictures.

During Activity
- 1st listening—Watch the video and look for similarities or differences in the way they "hang out" and the way you "hang out" with your friends. Is it what you expected?
- 2nd listening—What kinds of things do they talk about in this segment? (Circle all that apply)
- 3rd listening—What do they like to do?

Short Grammar Explanation
de fapt, a-I placea (with verbs), indirect object pronouns

Post Activity

Skill-Getting: Charades--The team needs to give the correct word for that leisure activity, and then the teacher should ask a few students if they like to do that activity. The students need to respond in complete sentences.

Skill-Using: Role-play—A YSA from the ward in Iasi calls and asks you what you like to do for fun. When you find something you both like to do, set up a time and place to do it. One student should be the Romanian YSA, one the student, and then students should find a new partner and switch roles. Twice should be enough.

Sample lesson plan

Romanian: Lesson 5.1
"De Ce Te Simți Așa?"
Speaking With Anca (cont'd)
Part 2 of 2

Preparatory Information

Proficiency Level and Assumptions

Novice Low: Nouns-gender and number, asking questions, *a fi* and *–e* verbs, a basic understanding that gender exists in vocabulary and pronouns.

Preparation and Required Materials

Resource: Video of Scene 3.7
Title: Vorbind cu Anca
Part: Speaking with Anca
Materials: T.V., DVD player, DVD, students' workbooks
Time: 30 minutes

Context
John and Cristi finally talk with Anca about John's mother.

Communicative Objective

Function
The learners will learn to express their emotions.

Notions

The learners will use *pentru că, de ce, a se simți*, and basic adjectives expressing feelings and emotions.

Lesson Plan
Pre-Activity (7 minutes)

Teacher will lead a discussion about how to get the most out of conversations when they don't understand everything. Brainstorm about the types of things that can be done to not become discouraged when learning a language and how they can negotiate meaning when having a conversation. What would they do in John's situation?

Although you will have only studied Romanian for a few weeks, you can still use several strategies both in class and in the country to improve and increase your ability with the language. What kind of strategies are there for getting things out of conversations even when you don't understand? (Brainstorm about the types of things that can be done to not become discouraged when learning a language and how they can negotiate meaning when having a conversation.)

Here are some other strategies for getting things out of conversations even when you don't understand:

Listen for tone of voice (questioning, angry, silly, happy, etc.)
Listen for key words
Listen for topic of conversation
Try to pick out words you know
Try to pick out the breaks between words, so that you are hearing word-word-word instead of a constant stream of sound
Watch for gestures and facial expressions that will give you clues to mood or topic
What kind of conversation is it? (i.e. interview, teaching moment, fun conversation, work conversation, social convention (hi, how are you, fine)

During Activity
Have the students recall what they remember from the video they saw in the last lesson.
- 1st viewing—How does Anca know John's Mother? (circle those that apply)
- 2nd viewing—John and Cristi learn several things about John's mother. What are they? (circle those that apply and then talk about the answers.)

Grammar Explanation (23 minutes)
When expressing emotion in Romanian you can either use "I feel ____" or say "I am ____" (the same as in English). *A se simți* is the word for to feel. (This is used to describe emotion or moral feelings). You can also use the verb *a fi* and use adjectives afterwards.

a se simți

mă simt	ne simțim
te simți	vă simțiți
se simte	se simt

Adjectives in Romanian must match the noun they are describing. (whether it be a masculine, feminine, singular or plural word) We will only learn masculine and feminine here. To make an adjective feminine, you will normally just add an "ă" to the adjective. Here are some adjectives describing emotion:

trist	sad
fericit	happy
deprimat	depressed
bun	good
prost	poor, bad, stupid
bucuros	joyful
entuziasmat	elated
supărat	angry
confuz	confused
îngrijorat	worried
necăjit	distraught
anxios	anxious
pasionat	passionate
voios	cheerful

Name some adjectives that could describe John, Cristi, or John's mother.

Post Activity
Skill-Getting
Deer in the headlights game: Teacher tells a student an emotion, and the student has to show that emotion on his or her face really quickly. Like charades, other students have to guess that the emotion is.

Skill-Using: Write a journal entry about how you feel about going to Romania—what emotions do you have? Why???

After students have written this entry, talk about the class' general reactions to going to Romania. Revisit the topic of the pre-activity by having them read John's journal entry, and reaffirm that they don't need to understand every word of every conversation in Romania.
Journal: Needs to explain that Anca did have an address for Cristina in Sibiu, and perhaps also what John thinks and feels about the whole conversation. Did he understand what entirely was being said? What was he thinking and feeling while he was listening? (The video suggests that he probably gets the gist of the conversation at least, but he probably doesn't get it all, because he may not know where Sibiu is or the background on workers going to Germany.) This is the first extended Romanian conversation he hears—what does he learn about listening to and interacting with people within a conversation (focus on gist rather than words, focus hard rather than zoning out, try to pick out words that you do know, watch reactions and paralinguistic cues rather than the polish on women's toenails)?
Friday: Let's go over the plot to this point.
Which of John's questions about his family are answered by Anca? Also talk about the new questions that he has now that he knows more about his mother. Why did his mother go alone to Germany? Where does his father live now? Are his mother's relatives still in Sibiu? (Can use this to teach that many people did not move much in communist times.) Why was his mother alone in Germany?

Sample lesson plan

French: Hymne à l'amitié
Part I

Preparatory Information

Proficiency Level and Assumptions

Novice high. Students are familiar with the présent, futur, futur proche, passé composé and imparfait tenses. Students can conjugate and communicate with *vouloir*, *préférer* and *désirer.*

Preparation and Required Materials

Text: *Hymne à l'amitié*; first seven stanzas (available on the internet)
The teacher will need:
- Photocopies of the text
- Overhead transparency of During Activity questions
- Photocopies of During Activity questions (optional)
- CD recording of the song & CD player (optional)
  Time needed: One class period.

Communicative Objectives

Functions

Students will be able to express what they desire in a friend.

Notions

Students will use the verbs *vouloir*, *préférer*, and *désirer*, using phrases such as: *"Je veux un ami qui..."*, *"Je préfère un ami qui..."* etc.

Lesson Plan

Pre-Activity (5 minutes)

The teacher will ask questions like these to activate students' ideas about friends and friendship:
- Are friends important to you? (*Les amis, sont-ils très importants, à votre avis?*)
- What do you want in a friend? (*Quel type d'ami est-ce que vous voulez/désirez?*)
- Are you willing to sacrifice for your friends? (*Est-ce que vous êtes prêts à faire des sacrifices pour vos amis?*)

During Activity (15 minutes)
- 1st reading—Students will skim and scan the text then choose the main idea of the poem from a list of choices. The teacher will put up an overhead transparency with the list of choices. (See Attachments)
- 2nd reading—Students will skim and scan again to get the tone of the poem. They will look for who is talking, what is being described, etc. The teacher will show an overhead transparency with another multiple-choice question regarding the tone. (See Attachments)
- 3rd reading—Students will read again and list the qualities that the author expresses she wants in a friend.

Optional: Let students listen to the song once before continuing to the next activity.

Post Activity (20 minutes)
- The teacher will tell a story about qualities that he/she desires in his/her friends and write new adjectives as well as phrases (see Notions) on the board while he/she talks about this subject.
- Students will get in groups of two or three to practice the phrases verbally by expressing the different qualities they desire/prefer in a friend. Then they will work together to create five sentences describing what qualities they all agree they want in a friend.
- Students will be selected to read their sentences to the class.

Attachments
- Answer key
- Text: *Hymne à l'amitié*; first seven stanzas
- Questions for the During Activity

Answer Key
1.   C: What the author thinks about friendship
        E: The way friendship should look and feel
        2.   D: Inspiring

Questions for the During Activity:

1. This reading passage is about: (circle all that apply)
        A. how much the author loves her family
        B. what the author wants her children to be
        C. what the author thinks about friendship
        D. the qualities that the author has
        E. the way friendship should feel and work

2. The tone of the author is: (choose one)
        A. sad
        B. angry
        C. romantic
        D. inspiring

Sample lesson plan

French: *Prière d'un petit enfant nègre*
Guy Tirolien

Preparatory Information

Proficiency Level and Assumptions

 Intermediate High. Students can communicate their ideas fairly fluently in the present tense and

 can write simple paragraphs. Students are familiar with vocabulary for expressing their wants

and with vocabulary for activities and pastimes. It is helpful if students have been exposed to the

subjunctive mood.

Preparation and Required Materials

Text: *Prière d'un petit enfant nègre* par Guy Tirolien (available on the internet)
The teacher will need:
- CD player
- CD recording of the text [track 25]
- Overhead transparency of Activity 1
- Photocopies and overhead transparency of Cloze Passage
- Photocopies and overhead transparency of Activity 2
- Photocopies of Activity 3
  Time needed: One class period, plus homework time.

Communicative Objectives

Functional Objective

Students will express other's wants and their own wants.

Grammatical Objective

Students will use the subjunctive to describe what others expect that they do

Lesson Plan

Pre-Activity (10 minutes)

- The teacher will divide students into small groups and ask them to create a mind map including the people and institutions that have expectations for them and what those expectations are. (5 minutes)
- The teacher will call the class back together to complete a cohesive classroom list of people and institutions that have expectations of students and what those expectations are. (5 minutes)

During Activity (16 minutes)

- 1st listening—The teacher will introduce the poem as being about expectations, and will put up the overhead transparency of Activity 1. (See Attachments) Students will listen to the poem then choose the best statement that summarizes the main idea of the poem. (3 minutes)
- 2nd listening—The teacher will hand out the Cloze Passage. (See Attachments) Students will listen to the poem to fill in the blanks. Students may need to listen more than once to complete the activity. Afterwards, the teacher will correct the activity on an overhead transparency. (6 minutes)
- 3rd listening—The teacher will hand out Activity 2. (See Attachments) Students will listen to the poem one last time to answer various comprehension questions. Afterwards, the teacher will show the questions on an overhead transparency and conduct a class discussion of the meaning of the poem. Note: this is the bridge and transition between the during and the post-activity, as these questions will lead into understanding of the expectations placed upon the *enfant* in the poem, and a group discussion of how he felt about those expectations, leading to connecting the passage to the student's lives. (7 minutes)

Post Activity (24 minutes)

- Teacher will model the subjunctive by talking about what people expect of him or her and comparing that to what he or she really wants to do. The teacher will write down a few of the sentences used so the students can begin to understand, following the model given in Activity 3. (See Attachments) (5 minutes)
- The teacher will draw attention to the subjunctive verb forms and explain how the subjunctive is formed, when it is used, and how to use it in a sentence. (3 minutes)
- The teacher will refer students back to the mind map created in the Pre-Activity. The teacher will point to a person and an expectation on the board and call on students to form sentences using those elements and the subjunctive. The teacher will then ask each student what they really want to do instead, using the present tense. (6 minutes)
  - o Teacher: *Parents, faire les devoirs*
  - o Student: *Mes parents veulent que je fasse mes devoirs.*
  - o Teacher: *Qu'est-ce que tu veux faire?*
  - o Student: *Je veux regarder la télé.*
- The teacher will hand out Activity 3. (See Attachments) Students will use the sentence builder to write down three things that are expected of them and what they really want to do instead. Students may also use the ideas on the board to write their sentences. Students will then share their three sentences with a partner. The teacher will call on

students to report what their partners said about the expectations placed upon them. (10 minutes)

Homework
- Students will take Activity 3 home and use the sentence builder to help them put together a paragraph describing what people expect of them compared with what they want to do.

Attachments

- Answer Key
- Text: *Prière d'un petit enfant nègre* par Guy Tirolien
- Activity 1: Main idea summary
- Cloze Passage
- Activity 2: Comprehension questions
- Activity 3: Sentence builder

Answer Key
Activity 1
Le narrateur ne veut pas aller à l'école des blancs.

Activity 2
1. Non, il veut faire autre chose dans la vie.
2. Il doit aller à l'école des blancs. Il n'aime pas y aller.
3. Ça veut dire être comme les blancs.
4. On attend qu'il devienne un monsieur de la ville, un monsieur comme il faut.
5. Il veut faire les choses qui ne sont pas dans les livres: Aller pieds nus par les sentiers brûlés, dormir au pied des lourds manguiers, se réveiller lorsque là-bas mugit la sirène des blancs, écouter ce que dit dans la nuit la voix cassée d'un vieux qui raconte en fumant les histoires de Zamba et de compère Lapin.

Activity 3
Answers will vary

Activity 1

Choisissez la phrase qui décrit le mieux le sens de ce poème:

1. Le narrateur veut être comme les blancs.

2. Le narrateur ne veut pas aller à l'école des blancs.

3. Le narrateur veut aller à l'école pour avoir une éducation.

4. Le narrateur veut travailler dans une usine quand il est adulte.

Activity 2: Comprehension questions

1. Est-ce que le narrateur est content de sa vie?

2. Où est-ce qu'il doit aller? Aime-t-il aller là-bas?

3. Qu'est-ce que ça veut dire, être un "monsieur comme il faut"

4. Qu'est-ce qu'on attend qu'il fasse, ce narrateur?

5. Qu'est-ce qu'*il* veut faire?

Activity 3 Sentence Builder

Formez des phrases qui répondent aux questions suivantes; suivez le modèle et écrivez aussi ce que vous voulez vraiment faire:

-Qu'est-ce qu'on veut que tu fasses dans la vie?
-Qu'est-ce qu'on attend que tu deviennes?

Employez un sujet	Conjuguez le verbe au présent	Sujet	Conjuguez le verbe au subjonctif	Employez l'adjectif ou nom
Mes parents Mes professeurs La société Mes amis ???????	vouloir que attendre que exiger que désirer que ???????	je	être faire devenir apprendre travailler ???????	?????

Exemples:
- Mes parents exigent que je fasse mes devoirs, mais je préfère regarder la télé.
- Mes professeurs exigent que je fasse bien mon travail, mais je ne veux pas faire mes devoirs.
- La société veut que je sois responsable, mais je préfère être irresponsable.

_____

_____

_____

_____

_____

_____

_____

In-service Workshop Lesson Plan: Workshop #4

Business:
Remember to turn in lesson plans to the CLS office!

Learning objective:
The teacher plans her lessons in advance. The teacher plans lessons based on the use of a
language function in a specific, culturally-authentic context.

Materials needed:
"StepsInLessonPlanning.ppt"
"Workshop#4LPlanningWorksheet.doc"

Collaboration (15 min.):
Assignment from last week:
For each lesson you teach this week, identify the context and function BEFORE you teach.

Follow-up questions:
- How did it go?
- Were there any days when you struggled to find a context and function? What was the
  topic? Are there other topics that you are worried about finding a context and function
  for?
- Were there any days when it went fabulously well?
- Any tricks or good techniques that you'd like to share with the other teachers? Anything
  from past assignments?

Instruction (15 min.):
Contexts and functions part 2 - steps in planning

Ask a teacher to define context and function. (The function is the "what" we do with language,
the context is the "when, where, and why" we do it.)

Here is a process you can use in planning a lesson based on a context and a function (PP
SLIDE):

1. Pick a function that you want to teach soon.
2. Pick a context in which that function will be useful for your students.
3. Identify the supporting grammar that your students will need to know to accomplish that
   function.
4. Identify the specific vocabulary that your students will need to use to accomplish that
   function in that context.
5. Plan production activity first, then comprehension, then anticipation.
6. Check to make sure each phase builds on the next, and that each leads to the use of the
   function in the context.
7. Make sure that you are giving your students a chance to communicate.

We're going to use this process today, working with one function in two different contexts.

Why would you want to use the same function in a different context? Why would that be useful for your students? What do different contexts provide? (different vocabulary, different level of formality, recycling, realistic ☺)

Learning theory calls it "transfer" when you can use pre-existing knowledge in a different context, and says that that is one of the "most important instructional goals." So if your students can perform the same function (refer to one on the list) in a different context – then that is evidence that they can see how the language works in both places – this is creating with the language, rather than spitting out memorized phrases, and that is moving them up the ACTFL proficiency scale. Way to go!

Practicum (20 min.):

Ask the teachers for a function that one of them will be teaching during the next week. Ask them for the context they were planning to use. Ask other teachers for another context in which that function could be used.

Determine vocabulary and grammar for that function in those contexts. Fill in a chart like the one below: (Write this on board as do this with teachers.)

Context: In the airport, trying to figure out how to get to your hotel	Function: "requesting others to do something" (#5.2 on the list)	Another context: In your home at dinnertime, trying to get things ready to eat
Vocab needed to speak in this context: - giving a location – street, highway, #s - distances – far, near - time - hotel - drive - ride - money – cost of taxi	Grammar / syntax needed: - asking questions - will you / can you - formal vs informal - pronouns - verbs - politeness markers – please, etc.	Vocab needed to speak in this context: - pass me / hand me - food vocab - place settings vocab - eat, drink, pray - like

Identify with teachers' help what grammar and vocabulary from these lists their students already know. Pick what could be the focus of this lesson.

If time:
Role play—just for fun! ☺
Count off 1-2-1-2. 1s—be students, 2s—be teacher.
Your students surround you after class and tell you that from now on they just want vocabulary lists and conjugation charts, they are tired of everything they learn being based in a real life situation.
Take 30 seconds to prepare your arguments.

Teachers, you have 2 minutes to defend your method. Students, go ahead and try to convince them.

After 2 min:
Who won? Find a new partner—everyone turn the other direction—if you were facing right, turn left so that you are with someone with a different number still. Switch roles. Teachers, you have 2 minutes to defend your method.

After 2 min:
Who won? ☺ What were the winning arguments?

Possible teacher arguments:	Possible student arguments:
You'll remember better if you have to USE the words. This is better preparation for real life—you aren't learning a language so you can list vocab or conjugate verbs at each other. It's much more FUN to do role plays and real life situations than to do worksheets, etc. It's more interesting if we actually talk about things and do things rather than just learn vocob.	It's hard! It takes brain power! It's too hard to figure out what we're "supposed" to be learning. I learn best with flash cards! None of my other language classes did things like this!

Assignment for next week:

Plan lessons based on contexts and functions, using the steps covered today. When I observe, I'll ask to see the chart.

Contents of "StepsInLessonPlanning.ppt"

Slide #1:
Steps in lesson planning:
1. Choose a function that you want to teach soon.
2. Identify a context in which that function will be useful for your students.
3. Write your objective—what will your students *do* as a result of this lesson.
4. Identify the supporting grammar that your students will need to know to accomplish that function.
5. Identify the specific vocabulary that your students will need to use to accomplish that function in that context.
6. Plan production activities first, then comprehension, then anticipation.
7. Check to make sure each phase builds on the next, and that each builds toward the objective.
8. Make sure that you are giving your students a chance to communicate.

Contents of "Workshop#4LPlanningWorksheet.doc"

CLS Teacher Development Workshop –Workshop #4

Steps in lesson planning

1. Choose a function that you want to teach soon.
2. Identify a context in which that function will be useful for your students.
3. Write your objective—what will your students *do* as a result of this lesson.
4. Identify the supporting grammar that your students will need to know to accomplish that function.
5. Identify the specific vocabulary that our students will need to use to accomplish that function in that context.
6. Plan production activity first, then comprehension, then anticipation.

7. Check to make sure each phase builds on the next, and that each builds toward the objective.
8. Make sure that you are giving your students a chance to communicate.

Context:	Function:	Another context:
Vocab needed to speak in this context:	Grammar / syntax needed:	Vocab needed to speak in this context:

In-service Workshop Lesson Plan: Workshop #5

Business:
Turn in lesson plans!
Remember to take a full 5 minutes at the end to introduce the observation they are to do.

Learning objective:
The teacher plans her lessons in advance. Teaching is based on learner performance objectives. The teacher plans culminating activities for each class that involve real communication in the TL. The teacher incorporates elements of the target culture into the lessons. The teacher teaches all four language skills: reading, writing, speaking, and listening.

Materials needed:
"Writing learning objectives.ppt"
"lessonplanning.ppt"
"StepsInLessonPlanning.ppt" from Workshop #4
List of objectives and production activities from lessons ("objprod.doc")
ACTFL scale description (not included, but available from
http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines)
Observation sheet for teachers (different from mine) ("observationSheetForTeachers.doc")
Schedules of 101/102 teachers – French, Spanish, Italian, Japanese, Chinese, Arabic, etc.

Collaboration (15 min.):
Assignment from last week:
Plan lessons based on contexts and functions, using the steps covered today. When I observe, I'll ask to see the chart.

Follow-up questions:
- How did it go?
- What is the hardest part of planning like this?
- What is the best part of planning like this?
- How did your students react?

Today's topic: Writing objectives and production activities to match. This is the first of two seminars that will talk in more detail about planning lessons.

Matching activity (8-9 min.):
Use list of objectives and production activities from lessons ("objprod.doc").
Here are some lesson objectives, and also some production activities, from the same lessons. See if you can figure out which ones go together. Suggestion: read the activity, make a guess at the objective, then look for the objective.

Instruction (15 min.):

Lesson planning part 1 - Objectives and production activities

Go through the list of objectives and production activities to see if the teachers matched them up right.
- How did you match them? What did you look for?
- Anything else you noticed?

Why do we write objectives for our lessons? "Writing learning objectives.ppt" PP SLIDE #1
- They help us teach: They provide the basis for teachers to analyze what they teach and to construct learning activities.
- They help us assess: They describe the specific performances against which teachers can evaluate the success of instruction. – This applies to daily instruction (to see if students have met the objective) and to assessment (so assessments can be planned around them).
- My summary: They help us make sure that the lesson has a purpose, that it is going somewhere and not just filling time.

Principles of writing good objectives: "Writing learning objectives.ppt" PP SLIDE #2
- Objectives should be based on student performance.
- Objectives should be frames in terms of "Students will…" NOT "Students will be able to…" – we actually want the students to DO it, not just know how, so that needs to be reflected in the objectives.
- Objectives should include context and function.
- Remember that we are dealing with the low ACTFL levels—have your students deal with familiar topics and contexts.

Reminder: We plan the production activity just after planning the objectives. Why?
- So that we keep the end goal in mind during the planning of the rest.
- So we can make sure that we plan things that will result in learners being able to complete the production activity.

Go through a few of the functions and production activities from the matching exercise.
- Briefly evaluate the objectives.
- Do the post-activities match?

"Lessonplanning.ppt" – Go through production activities slides (slides #1-2) and the "all sections" slide (slide #3)

Practicum (20 min.):

Pick a lesson that you are going to teach next week. Using the steps from last week (put slide #1 back up from "StepsInLessonPlanning.ppt"), choose a context and function, and then write your objective and write production activities to match it. (5-7 min.)

Share objective and matching production activity with the group. Go through the questions on the production activities slide (slide #2) and "all sections" slide (slide #3) with a few of them ("lessonplanning.ppt). (5 min.)

If time:

Begin writing objectives for the next 2 weeks, with at least one for each language skill and one cultural objective. This is part of your assignment for this week, which you *will* need in the workshop next week.

Introduce the observation they are to do.

Assignment for next week:
1) Plan post activities to match the objectives for each lesson for this week and next week (plan 2 per day). Use the list we gave you!
2) Observe another language teacher and take notes (have 4 weeks to do this) (step 1 today - decide on language).
For four weeks away (6 March):
Observe another language teacher who is teaching the same level of language that you teach. Watch specifically for the things that we have discussed in our workshops:
   - How they stay in the target language – tricks/techniques
   - Their students' use and level of the target language
   - Take notes like I do—things that seemed to go well, suggestions that you might make to such a teacher (don't tell them—that's not your role ☺, but get yourself in a mode of thinking critically about teaching—even about your own!), ideas for your classes.
   - See if you can figure out the objective, then ask the teacher after class to see if you were right.
3) Schedule Workshop #7 with me – individual meeting.

References:
Hadley, A.O. (2001). Teaching Language in Context (3rd ed.). MA: Heinle & Heinle.

Contents of "Writing learning objectives.ppt"

Slide #1:
Reasons for Using Specific Learning Objectives
- They help us plan teaching: They provide the basis for teachers to analyze what they teach and to construct learning activities.
- They help us assess: They describe the specific performances against which teachers can evaluate the success of instruction. (Gow, 1976, quoted in Nitko, 2004)

Slide #2:
Principles of writing good objectives
- Objectives should be based on student performance.
- Objectives should be frames in terms of "Students will…" NOT "Students will be able to…" – We actually want the students to DO it, not just know how, so that needs to be reflected in the objectives.
- Objectives should include context and function.
- Remember that we are dealing with the low ACTFL levels—have your students deal with familiar topics and contexts.

Contents of "lessonplanning.ppt"

Slide #1:
Production section parts / purposes
- Grammar explanation with examples
- "See if they got the concept" drill
- Practice the function in the lesson context (skill getting)
- Cultural explanation activity
- Oral activity
- Practice the function in personal context (skill using)

Slide #2:
Production activity
- Skill getting and skill using:
  - Are the learners using the function?
- Skill using:
  - Is new information being conveyed?

Slide #3:
ALL sections
- How could I use pictures, diagrams, or other media?
- How will I explain this in the target language?
- How can I avoid direct translation to or from English?
- What is being required of my students?

Slide #4:
Comprehension section parts / purposes

- Listening / looking for the gist
- More specific questions / activity
- Target the functional / cultural objective

Slide #5:
Comprehension activity
Can the learners complete the activity without understanding what is going on?

Slide #6:
Anticipation section parts / purposes
- Anticipation activity to activate schema
- Vocabulary presentation
- Vocabulary check

Slide #7:
Anticipation section preparation
- How would you answer the question(s)?
- Do the questions bring to your mind what you want them to bring to the learners' minds?
- Do the questions and activities adequately prepare the learners for the rest of the lesson?

Contents of "StepsInLessonPlanning.ppt" from Workshop #4

Slide #1:
Steps in lesson planning:
1. Choose a function that you want to teach soon.
2. Identify a context in which that function will be useful for your students.
3. Write your objective—what will your students *do* as a result of this lesson.
4. Identify the supporting grammar that your students will need to know to accomplish that function.
5. Identify the specific vocabulary that your students will need to use to accomplish that function in that context.
6. Plan production activities first, then comprehension, then anticipation.
7. Check to make sure each phase builds on the next, and that each builds toward the objective.
8. Make sure that you are giving your students a chance to communicate.

List of objectives and production activities from lessons ("objprod.doc")

Sample objectives and matching production activities

Directions:
The large dotted lines mark each set of matching objectives and production activities.
 Print two copies of this document. Cut one of them apart so that you have lots of slips of paper –

 half with objectives and half with production activities. The teachers are to match the objectives

to the post activities.

The second printed copy is to use as an answer key to make sure the teachers matched the correct things together.

Functional Objective

Students will identify French cultural symbols, compare and contrast what they learn from the symbols with what they know of American cultural symbols, and will write a description of a symbol that represents them.

Grammatical Objective

Students will compare and contrast French culture with their own culture using comparison phrases such as: comme, différent, alors que, par contre, plutôt, etc.

Post Activity (10 min.)

- In pairs, students will spend approximately 3 minutes making a mind-map of cultural aspects of the students' native culture. Students will be expected to speak uniquely in French.
- Using all five senses, students will describe a symbol that represents them and will then compare their symbol with a French cultural symbol. The symbol can be written in the form of a paragraph, story, or poem. When finished, ask for volunteers to read and describe their symbol and comparisons.

▪▪▪

Communicative Objectives

                                    Functions

Students will be able to express hope.

Notions

Students will use *espérer que* and the present and future tenses to identify/describe what the characters' hopes are in the song then write a letter to themselves describing how they hope their lives will be in ten years.

Post Activity (15 minutes)
- Together as a class, the teacher and students will create three phrases each for Clémentine and Léon as if they are writing before they have met what hopes they have regarding who they will marry, how, what kind of work they will do, if they will have children, etc. (10 minutes)
- The students will create their own letters to themselves about what hopes they have for their lives ten years from now, with at least five sentences using *espérer que + infinitif/futur proche/future simple*. The teacher may wish to model the structure of this activity for the students by showing them the letter from the Pre-Activity on an overhead transparency or providing them with a worksheet that models the structure. (Depending on the ability level of the students this step could limit their creativity.) (5 minutes, plus homework time)
- Examples:
    - *"Chère Adrienne,*
        L'année est 2012. J'espère avoir une voiture. J'espère avoir un mari et des enfants."
    - *"Chère Adrienne,*
        À la fin de l'année 2012, j'espère que j'aurai une voiture. J'espère que j'aurai un mari et des enfants."

▪▪▪

Communicative Objectives
Functions
Students will be able to express fear and describe things people do not do because of fear.

Notions
Students will use *ne + pas/plus/point/personne/rien/jamais/que/guère* and *avoir peur* de in the present tense.
NOTE: *Rien* is not in the fable proper. The teacher can refer to *Activité 2* for how to present it to the students. Also, *point* and *guère* are not present in the audio recording of the text, though they are used in the activities.

Post Activity (50-85 minutes)
- **Skill-getting**—Using an overhead transparency of *Activité 4*, the teacher and students will review negations used in the story and their meanings. (See Attachments) Refer back to illustrations if necessary. Student groups could each be given a sentence to figure out the meaning of in English. Then they could write the English translations on the board. (5-10 minutes)
- **Skill-getting/using**—The teacher will handout *Activité 5*, an Info-gap activity, so that students may practice saying the negations themselves. (See Attachments) Students will

pair up, A's with B's. The teacher will model the first few lines of conversation, warn the students that some of them will present their conversation to the class, and let the students go at it. The teacher will walk around the room correcting errors as needed. (10-15 minutes)

- A few groups will read their "scripts" for the class. (5-10 minutes)
- **Skill-using**—Students will receive *Activité 6*. (See Attachments) As they look it over, the teacher will model the role play using the movie "Arachnophobia," cued to the movie clip where the spiders come out of the shower drain. *"Je ne prends plus de douche parce que j'ai peur des araignées dans la douche."* The teacher will encourage students to use as many negations as they can, listing student-generated possibilities on the board. Tell students that one group will present their role-play at the end. (15-20 minutes)
- One group will present their role play to the class. The teacher will note down what the group is afraid of and will not do anymore because of their fears. (5-10 minutes)
- Using the students' role play as an example, the teacher will ask the class how these students could overcome their fears. Example: *"Jenny a peur des monstres maintenant, et elle ne veut plus dormir dans sa chambre. Comment peut-elle surmonter cette peur? Elle peut dormir avec une petite lumière à côté, elle peut dormir avec de la musique, elle peut dormir dans la salle de séjour, etc."* Write student responses on the board. (5-10 minutes)
- The teacher will present general errors made during class and presentations, and the class will correct them together. (5-10 minutes)

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Functional Objective

Describing present circumstances and opinion about home country

Post Activities

Remind the students of France's motto: Liberté, Égalité, Fraternité. Now have them get into small groups and come up with a motto of at least three words (in French) for the United States. Share them with the class.

Optional activity, depending on the level of your students: Imagine that America is in a similar situation to that of France in 1940. Make a list of statements you think the U.S. president would say to the people. Encourage them to use vocabulary from the text. Give them a couple sentences to get started.

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Functional Objective

Expressing wants

Post Activities
- Have students answer the following question on paper and then ask for their answers. Why does the author think that "la vie est lente," and "l'espérance est violente?"

- Pour vous, quand est-ce que le temps passe vite? Quand est-ce le temps passe lentement? Have students put the following situations in the appropriate column according to their personal experience. **Have them add some of their own situations**

quand je suis à l'école
pendant les vacances
quand je suis avec mes amis
quand je regarde un bon film
quand je dors
quand je fais mes devoirs
quand j'attends le weekend
le weekend
quand je suis dans mon cours préféré
pendant l'heure du déjeuner

Le temps passe vite...	Le temps passe lentement...

What do you want that you have to wait for? Students must list at least four things and then compare answers with at least four other students in the class.

> *Je veux _____.*
> *finir mes études*
> *aller à l'université*
> *un mari / une femme*
> *des enfants*
> *aller au lycée*

un(e) petit(e) ami(e)
un travail
gagner de l'argent
conduire

What do you want that you have to wait for? List at least four things. Compare answers with at least four other people in the class to see if you want the same things. You can use the verb *vouloir* in the present tense plus a verb in the infinitive, or *vouloir* plus a direct object.

Modèle:

Je veux <u>finir mes études.</u>	Je veux _____.
Je veux <u>une voiture.</u>	Je veux _____.
	Je veux _____.
	Je veux _____.

What are some things about your life that you hope will always be the same? You want to have students discuss this question in English with a partner and then share ideas as a class.

Possible answers:

mes amis	*ma chambre*
ma famille	*mon école*

■■

Functional Objective
The learner will describe and state his values.

Post Activity (10-15 minutes)
- Ask the students what "le panache" could symbolize. Make a list on the board of the students' ideas. If necessary, help them explain the symbolism of "le panache"(*Mon panache refers to his plume, but stands for all those ideals which he has battled for uncompromisingly*.)
- Ask the students how the knight might have battled for his values during his life.
- Have each student decide on three values that he stands for. Then, have each one draw a symbol for his values.
- Have the students explain to their partners their symbol and what values it symbolizes. Invite volunteers to share with the class their partners' symbols and chosen values.
- As homework, have the students use their ideas discussed in class to write a paragraph (or longer) including a drawing of their symbol, a description of what their values stand for, and how they would fight for their values

■■

Functional Objective

The learner will be able to understand and use figurative language, particularly description of ideals, dreams in French.

Post Activity
- Students will brainstorm characteristics of the "L'homme/la femme de mes rêves," or, if they prefer, they may describe another object or event in an idealistic, figurative way.
- For homework, students will write a composition describing their ideal mate/job/meal/day/sport, etc. This assignment will require 15-20 adjectives/descriptive phrases and will be given as homework. The students will present their work the next day in front of the class.

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Functional Objective

The learners will discuss what would change in their life if they were deprived of their freedom.

Post Activity
- Using the proposed vocabulary in the transparency, the learners will create a paragraph of at least five sentences discussing the things they would miss if deprived of their freedom. The learners may use "me manquer" no more than twice.
- Learners will then share their ideas with the class.

▪▪

Grammatical Objective

The learner will use the subjunctive to describe what others expect that they do

Post Activity
Example:
- Teacher will model the post-activity in which he or she will share what people expect of him or her comparing that to what he or she really wants to do. The teacher will use the subjunctive to accomplish this, and will write down a few of the sentences used so the students can begin to understand. (5 mins)
- Learner will use the conversation card/sentence-builder to write down three things that are expected of him or her and what he or she really wants to do. The students will then share their three things with a partner, and then the groups can share with the class some things their partners said about the expectations placed upon them. (10 mins, speaking) (Attachment D)
- Learner will take home the conversation card home and use the same sentence-builder to put together a paragraph describing what people expect of them compared with what they want to do. (homework, writing)

▪▪

Grammatical Objective

The learner will use the subjunctive to write a persuasive speech.

Post Activity

- Teacher will initiate a short conversation about issues that are important in the students' lives.
  Examples:
    o Better food in the Cafeteria
    o Less Homework
    o More Pep Rallies or Sporting events
    o Use some controversial debate from the real community

- Students will choose and issue and discuss in pairs how they could convince their fellow students to join them in taking a specific course of action;
- Each student will then write a short persuasive speech, which they will share with a partner, someone other than the learner they discussed the issue with.

Observation sheet for teachers ("observationSheetForTeachers.doc")

CLS language class observation record   Date: _____
Class: _____   Teacher: _____   Time: _____
Location: _____

As you watch, think about and watch for:
-   How the teacher stays in the target language – tricks/techniques

-   The students' use and level of the target language

-   Skill-getting activities – one correct answer, to check to see if students "get" it

-   Skill-using activities – open-ended, more communicative activities

-   Things that seemed to go well

-   Suggestions that you might make to such a teacher (don't tell them—that's not your role ☺, but get yourself in a mode of thinking critically about teaching—even about your own!)

-   Ideas for your classes

-   See if you can figure out the objective, then ask the teacher after class to see if you were right.

-   Other notes:

In-service Workshop Lesson Plan: Workshop #6

Business:
Turn in lesson plans before Workshop #7 (individual meeting) next week, or bring them with
you to that.

Learning objective:
The teacher plans her lessons in advance. The teacher plans all activities in class to build toward
communication activities.

Materials needed:
"lessonplanning.ppt" – and print-outs of anticipation and comprehension sections (slides #4-7)
Sample lesson plans (use those included in Workshop #3)
"LessonPlan.doc" – lesson plan outline

Collaboration (15 min.):
Assignment from last week:
1) Plan production activities to match the objectives for each lesson for this week and next week
(plan 2 per day).
2) Observe another language teacher and take notes (have 4 weeks to do this) (step 1 today -
decide on language).
3) Schedule Workshop #7 with me!

Follow-up questions:
  - How did it go?
  - How did planning 2 per day go?
  - What language will you be observing? What teacher?

Instruction (15 min.):

Lesson planning part 2 – Anticipation and comprehension activities

Today's topic: Writing comprehension and anticipation activities to match objectives and to
build toward communication. This is the second of two seminars about planning lessons.

Review whole lesson plan outline ("LessonPlan.doc") briefly to remind teachers where and how
these sections fit in.

Comprehension:
We call the second section of a lesson plan the "comprehension" section because this is where
your students will work to understand what is going on in a sample of the TL. This is where it is
really important that they get a good sample of the TL—whether from you or from some media.

In choosing a "text," whether it be video, written, audio, etc., look for two things:

1. An example of the targeted language function. Don't let this be your only or main criterion in choosing a text (i.e., "this song has a lot of use of the future tense, so I'll use it to teach predicting future events.")
2. A context that allows for the use of the targeted language function, i.e., that sets up a situation in which the targeted function could be used (i.e., "in this song the singer talks about what she wants in her future and what she sees in her future").

Read through slides 4-5 from "lessonplanning.ppt" about comprehension activities.

Plan "comprehension" activities, meaning that the activities should help your students understand is happening in the text, not just which vocabulary words or grammatical structures were used. The answer to the question on slide #5 ("can the learners complete the activity without understanding what is going on?") should be NO. If the learners can do the activity without knowing what is going on, then it is not a "comprehension" activity.

Read some examples of comprehension activities from sample lesson plans and ask the question from slide #5. If the activities are not good comprehension activities, have the teachers suggest better ones.

Anticipation:
What is the purpose of anticipation activities?
- To activate schema—get the students' minds headed in the right direction and ready for the new information
- To remind/show the students that they do each have things that they want to convey about today's topic
- To remind the students of what they already know so that they can fit the new information in

Read through slides #6-7 from "lessonplanning.ppt" about anticipation activities.

Read some sample anticipation activities from sample lesson plans. Ask the questions from slide #7. If the activities are not good anticipation activities, have the teachers suggest better ones.

Practicum (20 min.):

(If possible, do this using the objectives and production activities they brought for today. If that won't work, use a sample lesson.)
Read the objectives, text, and production activities, and have the teachers come up with some comprehension and then anticipation activities that could prepare students for those comprehension activities. Do this as a group. (If using a sample lesson, read the activities from the sample lesson.) (10 min.)

Give the teachers time to create comprehension and anticipation activities for objectives and production activities they brought. (10 min.)

Have a couple of teachers share what they came up with. Have them briefly evaluate the activities based on the questions on slides #5 and 7.

Assignment for next week:

1) Enjoy having parts of this week's lessons already planned! Use the extra time you have to compile semester's LPs so far.
2) Observation step 2 - contact teacher.
For three weeks away:
Observe another language teacher who is teaching the same level of language that you teach. Watch specifically for the things that we have discussed in our workshops:
- How they stay in the target language – tricks/techniques
- Their students' use and level of the target language
- Take notes like I do—things that seemed to go well, suggestions that you might make to such a teacher (don't tell them—that's not your role ☺, but get yourself in a mode of thinking critically about teaching—even about your own!), ideas for your classes.
- See if you can figure out the objective, then ask the teacher after class to see if you were right.

3) Midterm – come to Workshop #7 with ideas for things we can "start – stop – continue" in our teacher development program.

The point of these assignments is to get you to do something **differently** from how you usually do it – to try something new. Please find a way to do that.

Contents of "lessonplanning.ppt"

Slide #1:
Production section parts / purposes
- Grammar explanation with examples
- "See if they got the concept" drill
- Practice the function in the lesson context (skill getting)
- Cultural explanation activity
- Oral activity
- Practice the function in personal context (skill using)

Slide #2:
Production activity
- Skill getting and skill using:
  - Are the learners using the function?
- Skill using:
  - Is new information being conveyed?

Slide #3:
ALL sections
- How could I use pictures, diagrams, or other media?
- How will I explain this in the target language?
- How can I avoid direct translation to or from English?
- What is being required of my students?

Slide #4:
Comprehension section parts / purposes
- Listening / looking for the gist
- More specific questions / activity
- Target the functional / cultural objective

Slide #5:
Comprehension activity
Can the learners complete the activity without understanding what is going on?

Slide #6:
Anticipation section parts / purposes
- Anticipation activity to activate schema
- Vocabulary presentation
- Vocabulary check

Slide #7:
Anticipation section preparation
- How would you answer the question(s)?
- Do the questions bring to your mind what you want them to bring to the learners' minds?
- Do the questions and activities adequately prepare the learners for the rest of the lesson?

Contents of "LessonPlan.doc"

Lesson _____   **Date** _____

Function:

Context:

Objective:

5 minutes   **Anticipation Activity:** Activation of schema / eliciting background knowledge. Prepare students for the language and context they will encounter in the lesson.

15 minutes   **Comprehension Activity:** Students encounter authentic language in a specific context. (Written or aural text.) Students demonstrate comprehension of text.

- **Video, Audio, or Text**

- **Short Grammar Explanation**

25 minutes   **Production Activity:** Students practice using the targeted language function in the context. Students use the function in their own lives.

- **Skill-Getting**

- **Skill-Using**

In-service Workshop Lesson Plan: Workshop #7

Workshop #7   ☐ Emailed reminder of tasks

Teacher: _____   Date and time: _____

Materials needed:
Summary of the lesson plans and materials I have from each teacher
Beginning of semester goal from each teacher

Assignment from last week:
Midterm – Bring with ideas for things we can "start – stop – continue" in our teacher development program.

This week's topic: Ideas on how to compile lesson plans / organize materials, review of expectations, status of goal, midterm for me.

Reminder of expectations
- attend workshops
- participate in discussions
- make presentations
- share your ideas with others
- apply the lessons learned in the classroom
- come each week with your plan for next week

Ask how they feel like they are doing on each of the expectations.

Lesson plan compilation
Discuss how they are storing their lesson plans and materials for their own use, and when and in what form they are delivering them to the CLS.

What I have from this teacher:

What I still need from this teacher:

What this teacher and I will do to make sure I get what I need:

Status of teacher goal
Remind them of their beginning of semester goal, and ask them how it is going.
- Is their goal helping them in the way they thought it would and wanted it to?

This teacher's goal:_____
_____
Report on goal: _____

_____

Next week we'll be discussing reflective teaching and goal-setting. Please spend some time this week thinking about the types of goals you might want to set, and come next week ready to talk about them. In two weeks, after you have done your observation, I'll ask you to make a new goal for the rest of the semester.

Any questions or concerns that you'd like to share with me?

Midterm for me
Start:

Stop:

Continue:

Assignment for next week:
1) Compile lesson plans.
2) Observation step 3 - schedule observation.
For two weeks away:
Observe another language teacher who is teaching the same level of language that you teach.
Watch specifically for the things that we have discussed in our workshops:
- How they stay in the target language – tricks/techniques
- Their students' use and level of the target language
- Take notes like I do—things that seemed to go well, suggestions that you might make to such a teacher (don't tell them—that's not your role ☺, but get yourself in a mode of thinking critically about teaching—even about your own!), ideas for your classes.
- See if you can figure out the objective, then ask the teacher after class to see if you were right.
3) Come next time with ideas of goals you might want to set.

The point of these assignments is to get you to do something **differently** from how you usually do it – to try something new. Please find a way to do that.

In-service Workshop Lesson Plan: Workshop #8

Learning objective:
The teacher reflects on her own teaching. The teacher makes goals to improve her teaching.

Materials needed:
Copies of the chart on p. 412 of Driscoll's text, "Psychology of Learning for Instruction" (2005).
Observation sheet for teachers (different from mine) ("observationSheetForTeachers.doc")
List of teachers' goals from the pre-service seminar.

Collaboration:
Would anyone like to share ideas that have worked really well for them as they have been compiling their lesson plans?

Any other struggles or successes that you would like to share with the group?

How many of you already have your observation scheduled?

What are you going to / did you look for in your observations?

What are you hoping to get out of this observation experience?

Instruction:

Topic: Reflective teaching / goal-setting

Observing another teacher can help you to focus on your teaching in new ways.

At the beginning of the semester you each made a goal about what you could do to be reflective in your teaching. As I met with each of you last week, we discussed these goals again, and I invited you to think about new areas in which you might set goals. Next week, after you've done your observation, you'll be making a new goal for the rest of the semester.

Would you please share what you have learned throughout the semester about your own teaching through this reflection and goal-setting process?

A textbook from a class on theories of learning and theories of instruction (Driscoll, 2005) ends like this:
"Two aspects of Figure 12.1 are particularly noteworthy…people are unlikely to change their beliefs unless prompted to reflect critically upon them….second…the intention to learn…springs from problems experienced in your professional practice or simply a desire to maintain currency in the knowledge that informs your practice….the intention to learn is essential to the recursive process of personal theory building" (p. 412-413).

One thing that we really want for the CLS is to improve the language teaching that happens. That is why we are implementing this professional learning community concept and the workshops and things that you have been involved in.

The simplest way for there to be improvements in language teaching is for you to see things that don't work in your teaching and to want to improve those. That will lead you to seek new ways, new tools, new techniques. But in order for this to happen, you need to THINK about what you are doing. As Dr. Clifford talked about at the pre-service, continually working to improve is part of being a professional. And again, a really simple way to work to improve your teaching is to stop and think about it.

Read through each step on the circle, discussing with the teachers where each step fits into what they are already doing and what they can do as teachers to progress through this process.

Practicum:

Ways to be reflective / types of goals to set

What are areas in which you might set goals?
- lesson planning
- rapport with students
- discipline / order in the classroom
- types of activities
- use of media
- assessment techniques

What are things that you want to know about your teaching?
- Student behavior / attitude
    Did the students "get" it?
    Did they have fun?
    Did they use the targeted vocab/function?
- Teacher behavior / attitude
    Am I planning for each day?
    Am I enjoying teaching?

Share, briefly.

Those are the things that I want you to look for as you observe another language teacher this next week. Write those things on the bottom of the observation sheet that you'll use when you observe so that you remember to look for them. Those are the things that I want you to report on next week.

If needed / if it comes up:
Remind them that we have discussed a lot of possible reflection techniques:

Ways to be reflective:
- daily journal
- weekly journal
- weekly- / regularly-made goal and status report
- essays

- o   teaching philosophy
- o   pick an activity you did and defend it

Possible reflective questions to ask:
- How did my students react to that activity?
- Did this sequence of activities help my students get a handle on the new materials? How can I tell?
- How did this help me, as a teacher?
- Was it harder / easier than I thought it would be?
- Will I use that activity again?
- Did the students "get" it?
- Did the students have fun?
- Did the students use the targeted vocab/function?

Possible reflection / goal-setting techniques:
- Calendars: Look at the overall picture of what you have taught. We can also use that in the future in the Center for the benefit of future teachers.
- Self-assessment chart: Aspects of teaching that you can rate yourself on. Hand out and go over the student instructor evaluation chart used by the French department.
- Ask students for feedback a couple of times during the semester: What should you start? Stop? Continue?
- Write out the key elements of your personal learning theory. This can help you identify how your teaching does or does not match that and might suggest to you ways that you can change.

Assignment for next week:

1) Pick a NEW way to be more reflective, and use it.
2) Observation step 4 - observe!
For next week:
Observe another language teacher who is teaching the same level of language that you teach. Watch specifically for the things that we have discussed in our workshops:
- How they stay in the target language – tricks/techniques
- Their students' use and level of the target language
- Take notes like I do—things that seemed to go well, suggestions that you might make to such a teacher (don't tell them—that's not your role ☺, but get yourself in a mode of thinking critically about teaching—even about your own!), ideas for your classes.
- See if you can figure out the objective, then ask the teacher after class to see if you were right.
3) Come next week with ideas of goals you would like to set.

The point of these assignments is to get you to do something **differently** from how you usually do it – to try something new. Please find a way to do that.

Reference:
Driscoll, M. P. (2005). Psychology of learning for instruction (3rd ed.). Boston: Allyn and Bacon.

Examing personal assumptions about learning and instruction

Designing and/or implementing instruction

Integrating knowledge into revised working theory of learning and instruction

Observing the effects of instruction in terms of learning and motivation

Process of Theory Building

Evaluating new learning in light of prior knowledge, experience, and personal beliefs

Identifying problems or other factors that create desire for new personal learning

Forming an intention to learn and seeking out new knowledge

From Driscoll, M. P. (2005). Psychology of learning for instruction (3rd ed.). Boston: Allyn and Bacon.

Observation sheet for teachers ("observationSheetForTeachers.doc")

CLS language class observation record   Date: _____
Class: _____   Teacher: _____   Time: _____
Location: _____

As you watch, think about and watch for:
- How the teacher stays in the target language – tricks/techniques

- The students' use and level of the target language

- Skill-getting activities – one correct answer, to check to see if students "get" it

- Skill-using activities – open-ended, more communicative activities

- Things that seemed to go well

- Suggestions that you might make to such a teacher (don't tell them—that's not your role ☺, but get yourself in a mode of thinking critically about teaching—even about your own!)

- Ideas for your classes

- See if you can figure out the objective, then ask the teacher after class to see if you were right.

- Other notes:

In-service Workshop Lesson Plan: Workshop #9

Learning objective:
The teacher tries new techniques or activities or approaches in the classroom based on (a) her reflections on her own teaching, (b) her observations of other language teachers, and (c) the material presented in the workshops.

Materials needed:
"ReportOnObservation.ppt" – print out notes pages for teachers
One copy per teacher of "observationSheetForTeachers.doc" to take notes from their reports

Collaboration (20 min.):
Assignment from last week:
   1) Pick a way to be more reflective, and use it.
   2) Observation step 4 - observe!

Have each teacher report individually on their observation of another language teacher.

Questions to ask:
Who went to what class?
What did you see?: PP SLIDE #1
   - How the teacher stays in the target language – tricks/techniques
   - The students' use and level of the target language
   - Things that seemed to go well
   - Suggestions that you might make to such a teacher (don't tell them—that's not your role ☺, but get yourself in a mode of thinking critically about teaching—even about your own!)
   - Ideas for your classes
   - See if you can figure out the objective, then ask the teacher after class to see if you were right.
   - Other notes:

Instruction (20 min.):
Group discussion: Show the slide with the questions below. Tell the teachers that you'd like to have a discussion not just about what they saw in another classroom, but what they learned from it. They can answer any and all of the questions below to get this discussion started.

What did you learn?: PP SLIDE #2
   - What did this experience of observing another teacher, taking notes and analyzing their teaching teach you about how you can analyze your own?
   - What did you learn from your observations and reflections on your own teaching?
   - What do you want to change about how you teach based on what you saw?
   - How will this change how reflective you are in your teaching?
   - We're halfway through the semester:
       o What about teaching is what you thought?
       o What about teaching is *not* what you thought?
       o What are you proud of?

  o What are you disappointed with?
  o How has your concept of what it takes to be a good language teacher changed?

Practicum (10 min.):
How will you apply this?: PP SLIDE #3
What would you like to change in your teaching between now and the end of the semester?
- Teacher goals
  - o Lesson planning
  - o Planning types of activities
  - o Use of media
  - o Reflection / analysis
- Student goals / what happens in the classroom
  - o Rapport with students
  - o Student use of TL
  - o Assessment
  - o Types of activities

Take two or three minutes to write down some things that you want to change about yourself as a teacher—it can be teaching, reflection, planning—any of these things or any of the things we discussed last week, or any of the things on the slide.

After 2-3 minutes: Choose one of those things that you want to change. Plan out three things you can do to work specifically toward changing that.

Share with the group.

Assignment for next week:

1) Implement your goal plan.
2) Bring next week samples of media you have available to teach your language.

The point of these assignments is to get you to do something **differently** from how you usually do it – to try something new. Please find a way to do that.

Contents of "ReportOnObservation.ppt"

Slide #1:
What did you see?
- How the teacher stayed in the TL – tricks / techniques
- The students' use and level of TL
- Skill-getting activities – 1 right answer, checking to see if students "get" it
- Skill-using activities – open-ended, communicative
- Things that seemed to go well
- Suggestions for improvement
- Ideas for your classes
- Could you figure out the objective of the class?

Slide #2:
What did you learn?
- What did this experience of observing another teacher, taking notes and analyzing their teaching teach you about how you can analyze your own?
- What did you learn from your observations and reflections on your own teaching?
- What do you want to change about how you teach based on what you saw?
- How will this change how reflective you are in your teaching?
- We're halfway through the semester:
  - What about teaching is what you thought?
  - What about teaching is *not* what you thought?
  - What are you proud of?
  - What are you disappointed with?
  - How has your concept of what it takes to be a good language teacher changed?

Slide #3:
How will you apply this?
- What would you like to change in your teaching between now and the end of the semester?
  - Teacher goals
    - Lesson planning
    - Planning types of activities
    - Use of media
    - Reflection / analysis
  - Student goals / what happens in the classroom
    - Rapport with students
    - Student use of TL
    - Assessment
    - Types of activities

Observation sheet for teachers ("observationSheetForTeachers.doc")

CLS language class observation record   Date: _____
Class: _____   Teacher: _____   Time: _____
Location: _____

As you watch, think about and watch for:
- How the teacher stays in the target language – tricks/techniques

- The students' use and level of the target language

- Skill-getting activities – one correct answer, to check to see if students "get" it

- Skill-using activities – open-ended, more communicative activities

- Things that seemed to go well

- Suggestions that you might make to such a teacher (don't tell them—that's not your role ☺, but get yourself in a mode of thinking critically about teaching—even about your own!)

- Ideas for your classes

- See if you can figure out the objective, then ask the teacher after class to see if you were right.

- Other notes:

In-service Workshop Lesson Plan: Workshop #10

Learning objective:
The teacher provides learners access to native TL speech and to the target culture through appropriate media. The teacher incorporates elements of the target culture into the lessons.

Materials needed:
"UseOfMedia.ppt"
A lesson plan – based on text, audio, or video. (Preferably not video, as most of them don't have access to video.)
"SleepingBeauty.ppt"

Collaboration (10 min.):
Assignment from last week:
1. Implement your goal plan (a goal on how to improve their own teaching, 3 ways to make it happen).
2. Bring media that you have to teach your TL.

Follow-up questions:
Are you doing the three steps to make your goal happen? Are they working? If not, what will you change to make your goal happen?

What media resources do you have to teach your language? For the sake of other teachers, where did you get it, and how did you find it? Take 1-2 minutes each to tell us what you have.

Why would you want to use media like this to teach language?
- silent period – students have a chance to hear
- students figure it out on their own
- Shows culture at the same time as language
- Provides a context
- Interesting!

We're going to talk about use of media today, and specifically about using media to provide learners with access to the target language and culture.

Instruction (20 min.):

Ask: What does each type of media have to offer your students?
Types of media: PP SLIDE #1 from "UseOfMedia.ppt"
- Video
  o Shows culture as well as language
  o Easier to figure out because you see as well as hear what's going on
- Audio
  o Provides native accent different from teacher
  o Provides native speed of speech
- Written text
  o Can *see* structures

  o Students can go at own pace

Even within those different types of media, there are different types of stories, different formats, that can provide different things for your students. Briefly show a list of different types, but don't discuss them.

Types of stories: PP SLIDE #2 from "UseOfMedia.ppt"
- Interviews
    - o Formal
    - o Informal
- Storyline
    - o Travelogue
    - o Plot-based
- Real life vignettes
- Dialogues

How to use media:
- **focus on meaning – what's going on in the segment**
- questions should go from global to specific
- the targeted structure is in the text (sometimes)
- the targeted structure is needed to talk **about** the text

As a group, look at one sample lesson plan for use of text, audio, or video.
Possible lesson plan to use: "La belle au bois dormant I.doc."
Anticipation activity: Ask teachers: "What personality traits or interests do you have that make you unique?" Tell them you are going to read them a story of someone who is given some personality traits.
Comprehension activity?: Display "What's the best headline?" PP SLIDE #1 from "SleepingBeauty.ppt" and ask the teachers to pretend that they are newspapers, and will have to write an article on the events that they are about to hear. Listen to the story to determine which would be the best headline for their article.
Read the story. (It's in French, I say it in English.)
Ask which is the best headline.
Ask questions such as these to get the teachers talking about what happened in the story:
- Why did the fairy curse the princess?
- Why was the fairy angry?
- Is there any hope for the princess now? Why or why not?
- What gifts did the other fairies give the princess?
Production activity: Read or describe to the teachers the post-activities from the lesson plan.

Ask the teachers to analyze the use of media in this lesson. Specifically:
- This was an example with which type of media? (Audio, because I read it out loud.)
- How did I prepare them for the story? (Identify personality traits of their own. Showed them possible headlines about the events.)
- What task did I give them for while they were listening to the story? (Pick the best headline.)

- What did I do to check their comprehension of the story? (Asked them questions about what happened in the story.)

Reiterate this:
How to use media:
- **focus on meaning – what's going on in the segment**
- questions should go from global to specific
- the targeted structure is in the text (sometimes)
- the targeted structure is needed to talk **about** the text

Practicum (20 min.):

Using a piece of media provided by one of the teachers, begin planning a lesson plan.

Analyze the media:
- What is really happening?
- What functions could be taught with this?
- Decide on a cultural objective from the media as well as context and function.

If time: Go through the steps from the other workshops to planning a lesson—plan objectives, production activity, then comprehension, the anticipation. Because of time, do comprehension first, to emphasize the need to let the activities focus on what's happening in the text.

Assignment for next week:

1) Sometime in the next two weeks, use media in a lesson, reflect and write notes on how it went.
2) Bring a copy of one of your tests next week.

The point of these assignments is to get you to do something **differently** from how you usually do it – to try something new. Please find a way to do that.

Contents of "UseOfMedia.ppt"

Slide #1:
Types of media
- Video
  - Shows culture as well as language
  - Easier to figure out because you see as well as hear what's going on
- Audio
  - Provides native accent different from teacher
  - Provides native speed of speech
- Written text
  - Can *see* structures
  - Students can go at own pace

Slide #2:
Types of stories
- Interviews
  - Formal
  - Informal
- Storyline
  - Travelogue
  - Plot-based
- Real life vignettes
- Dialogues

Sample lesson plan

French : La belle au bois dormant
Part I

Preparatory Information
Proficiency Level and Assumptions

Novice-Mid. Students should have enough listening comprehension to understand some passé composé, even if it is very limited. They should have basic knowledge of descriptive adjectives and vocabulary about their hobbies. They should be comfortable speaking for a few minutes in front of the class.

Preparation and Required Materials

Text: La belle au bois dormant, Part I
The teacher will need:
*   Pictures, objects and/or a collage of the teacher's hobbies and interests
*   CD recording of the text
*   CD player
*   Photocopies of the worksheet
*   The day before teaching this lesson, tell students to bring in a collage entitled "C'est unique! C'est moi!" or five objects they can use to express their talents, hobbies and other things that make them an individual.

Time needed: One class period. This lesson has a possible extension theme for an entire unit (see Post Activity).

Communicative Objectives
Functions

Students will express their individuality by describing their talents and interests. In addition, they will inquire about the talents and interests of their peers using specific questions.

Notions

Students will use *préférer* to express what activities they prefer doing to develop their talents. Students will come prepared with new vocabulary about their talents and interests. They will have the opportunity to review and use descriptive adjectives as well. Finally, students will practice using *depuis* and *pendant* to describe and inquire about how long they and their peers have participated in certain activities.

Lesson Plan

Pre Activity (15 minutes)

- The teacher will introduce him/herself to the class, showing pictures and/or objects (or a collage like the students have been asked to make) that relate to their talents/hobbies and help define him/her as an individual. (5 minutes)
- After presenting his/her own collage, the teacher will ask questions to activate a discussion about what makes a person an individual. (10 minutes)
  - « Comment est-ce que les gens sont différents, les uns des autres? »
    - les traits de caractère
    - la personnalité
    - l'âge
    - la profession
    - les intérêts
    - les talents
  - « Quels sont des exemples des talents que vous avez ou des talents de vos amis ? »
    - la gentillesse/être gentil
    - l'athlétisme/être sportif
    - l'intelligence
    - la sagesse
    - la musique, les sports, etc.

During Activity (15-17 minutes)
- 1st listening—Students will listen to the story then complete Activity #1 by deducing the meaning of *don*. (See Attachments) (5 minutes)
- 2nd listening—Students will listen again then complete Activity #2 by recalling the *dons* given to the little princess. (See Attachments) 5 minutes)
- 3rd listening—After listening again, students will complete Activity #3. (See Attachments) They will put themselves in the place of the princess by thinking of what their parents "gave" them when they were born and writing a paragraph describing their unique qualities. (5-7 minutes)

Post Activity (30 million)
- The teacher will again hold up his/her collage, point to a few activities and say how long he/she has been doing each activity, using *pendant* and *depuis*. The teacher will write these words on the board and ask students to deduce their meaning based on what the teacher has just said. Then the teacher will present a mini-lesson on the meaning and uses of *depuis* and *pendant* in making statements and asking questions. (5 minutes)
- The teacher will put students into groups of four or five; inside the groups each student will be assigned a partner. Using their paragraphs from Activity #3, their collages, and *depuis* and *pendant*, students will present themselves to their groups. Each student will keep track of how long their partner has been doing specific activities asking questions where necessary. (10 minutes)
  - *Pendant combien de temps ...?*
  - *Depuis quand ...?*

- Depending on time, the teacher will call on partnerships of students to come to the front of the class. One student will pretend to be a talk show host and will present their partner to the class, making sure to describe the interests and talents of their "guest" and including how long he/she has done certain activities. "Audience members" can ask questions during the presentation, if desired. (15 minutes)
- Possible extension: This lesson could be used as the first in a series of lessons or a unit where one student presents a talent in front of the class each day for 3-5 minutes. The teacher could use this for testing oral progress.

Attachments

- Worksheet for During Activity
- Text: La belle au bois dormant, Part I

Vocabulary
Presenting the following vocabulary before playing the recording may help boost student comprehension of the story.

- Une grenouille
- Un souhait
- Un don
- Une fillette
- Un fuseau
- Un (mauvais) sort
- Un sommeil
- Tout à coup

Answer Key

Activity 1
B

Activity 2
La beauté
La vertu
La richesse

Activity 3
Answers will vary

Activity #1
Écoutez, puis répondez à la question.

Qu'est-ce que c'est, un don?

   a) C'est un cadeau de Noël

b) C'est un trait de caractère
c) C'est un animal qui habite dans la forêt

Activity #2
Écoutez, puis répondez à la question.

Quels sont les nouveaux dons de la petite princesse? (3 réponses)

_____   _____

_____

Activity #3
Vous êtes comme la princesse: un individu avec des dons spéciaux. Comment est-ce que vous êtes différent de tout le monde? Écrivez un petit paragraphe qui décrit vos talents et les choses que vous aimez faire. Quelles sont les activités que vous faites souvent?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

La belle au bois dormant

I

Il était une fois un roi et une reine. Chaque jour la reine disait:

« Ah! Si seulement nous avions un enfant. »

Mais, les enfants ne venaient pas. Un jour, la reine était au bain, quand tout à coup une grenouille est sortie de l'eau et lui a dit:

« Ma belle reine, tu peux avoir ton souhait. Dans un an, tu vas avoir une fillette. »

Et la grenouille avait raison. La reine a eu une fille. Elle était si belle que le roi a organisé une grande fête. Avec toute la famille et les amis, il a invité aussi des fées. Ces fées avaient des dons spéciaux pour la fillette. Cependant, le roi ne possédait que douze assiettes d'or. Une fée n'a pas reçu d'invitation. Mais comme la fête était magnifique!

À la fin de la fête, les fées ont offert à la petite princesse des dons merveilleux: l'une la vertu, l'autre la beauté, la troisième la richesse et toutes sortes d'autres dons désirables.

Quand les onze fées ont eu fini, la treizième est venue à la porte en colère. Elle était fâchée de n'avoir pas reçu d'invitation. Tout à coup, elle a crié très fort:

« La fille du roi, dans sa quinzième année, va se piquer à un fuseau et va tomber morte! »

Puis, elle a quitté la salle. Tout le monde avait peur. Heureusement, il y avait une fée qui n'avait pas encore offert son vœu. Et comme elle ne pouvait pas annuler le mauvais sort, elle a offert un cadeau pour aider la petite princesse.

   « Ça ne va pas être une mort véritable pour la fille du roi, mais un sommeil de cent ans. »

Contents of "SleepingBeauty.ppt"

Slide #1
What's the best headline??
     "King and Queen curse fairy princess"

     "Angry fairy curses princess"

     "Frog gets wealthy"

     "Baby princess breaks golden plate"

In-service Workshop Lesson Plan: Workshop #11

Learning objective:
The teacher plans assessment that matches her teaching in both format and content. The teacher assesses all four language skills: reading, writing, speaking, and listening.

Materials needed:
"assessment.ppt"
"Workshop#11AssessmentWorksheet.doc"

Collaboration (15 min.):
Assignment from last week:
1) Sometime in the next two weeks, use media in a lesson, reflect and write notes on how it went.
2) Bring a copy of one of your tests next week.

Follow-up questions:
How did your lesson go using media?
What will you do differently the next time you want to use media?
What is the main purpose of using media? What do you want to focus on?

Ask each teacher to share how they assess one of the four language skills. Have them show us examples from their tests, or tell us what they do in their class. Write this list on the board (will add to it later). (1-2 min. each.)
          Speaking:

          Listening:

          Reading:

          Writing:

Instruction (15 min.):

Assessment

Why do we assess?
-    to find out how our teaching is going
-    to see what our students are learning
-    to aid in future planning
-    to assign grades

Two main principles:
     1. Test **what** you taught.
Your assessment should match the objectives that you write for your classes, so it is important to write objectives. Test the same material that you taught in class.
     2. Test **how** you taught.

Use similar types of activities so that you are testing their language ability, not their ability to figure out how to do this "neat" activity that you just came up with.

Dr Matt Christiansen, BYU Chinese professor, teaches:
The proportion of their grades should also match what you do in the classroom – if you do mostly performance stuff in the classroom, then let most of their grade be from performance-based assessment. The proportion should match.
Be sure that you assess what you are teaching – assessment should be a reflection of your teaching. If it is important, then it should be evaluated.

"Assessment.ppt" PP SLIDES #1 and #2:
For each example, ask:
- What is being assessed?
- Is this a good assessment? Why or why not?

Review two main principles:
1. Test **what** you taught.
2. Test **how** you taught.

Practicum (20 min.):

Look at your test. Pick one question or section, decide on something you can change to make it better assess what you wanted to assess. (5 min.)
Think about:
- What skills have you taught / emphasized in your classes?
- What types of activities have you had your students do?
- What topics / contexts have they been exposed to?

What will you do between now and the end of the semester to assess all four language skills?
Brief group discussion of how we can assess all four skills, adding to list from earlier.

Speaking:

Listening:

Reading:

Writing:

Use "Workshop#11AssessmentWorksheet.doc" to plan how you will assess all four skills between now and end of semester.

Have each teacher share one idea for one skill with the group.

Assignment for next week:
1) Plan a way to assess all 4 skills between now and end of the semester.
2) Schedule Workshop #13 with me (individual meeting).

The point of these assignments is to get you to do something **differently** from how you usually do it – to try something new. Please find a way to do that.

Contents of "assessment.ppt"

Slide #1:
Swimming 101
- Class format:
  - The pool was being repaired all semester, so the students learned the strokes lying on benches in the locker room.

  - Assessment format:
    - The pool repair is completed! Swim each stroke the length of the pool for your final.

Slide #2:
Cooking 101
- Class activities:
  - Collecting recipes
  - Making weekly meal plans for a balanced diet.
  - Compiling shopping lists.
- Final exam:
  - Cook one of the recipes.
  - Grading criteria: How fast you get the meal ready.

Contents of "Workshop#11AssessmentWorksheet.doc"

Assessment

Two main principles:
1. Test **what** you taught—the same material.
2. Test **how** you taught—the same formats/types of actitivies.

	What activities have I had my students do with this skill?	How can I assess this skill?	A sample assessment question
Speaking			
Listening			
Reading			
Writing			

In-service Workshop Lesson Plan: Workshop #12

Learning objective:
The teacher prepares the learners to continue learning the TL on their own. The teacher provides a model of a good language learner.

Collaboration (15 min.):
Assignment from two weeks ago:
Sometime in the next two weeks, use media in a lesson, reflect and write notes on how it went.

Follow-up questions:
How did your lesson go using media?
What will you do differently the next time you want to use media?

Assignment from last week:
1) Plan a way to assess all 4 skills between now and end of the semester.
2) Schedule Workshop #13 with me (individual meeting).

Follow-up questions:
Share an idea that you came up with of how to assess one of the four skills. Have you used it in class? If so, how did it go?

If you got to spend some time before next semester with brand new teachers, what would you want them to know?
Solicit suggestions for planning, classroom management, assessment, scheduling, etc.

Instruction (15 min.):

Life-long language learner skills

What did you do while learning English or your TL to help you learn the language? What would you do differently if you had it to do over again?
As it gets to be time for your students to go to the target country, what do you hope they will do to continue to progress in their language learning?

Brainstorm life-long language learner skills / activities that you want your learners to have / do:

- take notes of new vocab / grammar all the time
- speak speak speak!
- Interact with people, as many as possible
- ask lots of questions about the language, daily
- try to think in the TL—"how would I say this in TL?"
- spend some time each day studying new words / structures (even 20 min.)
- make goals to try using new vocab or to talk to so many people
- read all signs you see
- plan out stories to tell people
- plan in your head or on paper before you attempt a task

- read outloud—force yourself! (newspapers, etc.)
- take notes in church meetings and other meetings
- keep a "language learning" journal—track your own progress, attempts, and goals. See how far you have come.
- write talks
- don't be afraid to try speaking, even if you'll make mistakes
- make goals for your own learning

Which of these can you model as a language teacher?

- Be willing to laugh at yourself—humility. Be Ok with making mistakes, but then find out how to say it right.
- Show love for the target country, culture, and language.
- Be interested in the TL—value it.

Practicum (20 min.):

How to teach your students these skills

With a partner: plan a way that you could teach/introduce/model one of these life-long language learning skills for your students.

- Have learners prep notecards for different tasks so they'll have them as a reference in-country.
- Bring natives to class to give learners a chance to interact, and to demonstrate that there are people around with whom they can interact, and to demonstrate that *you* value the chance to interact with natives.
- Share the big ol' list above with your students!
- Share your own language learning experiences – successes and regrets.

Assignment for next week:

1) Spend some time thinking about ways to improve this next semester in order to give me feedback next week.
   Please be prepared to give me lots of feedback—about the workshops, the topics, the observations and feedback I give you, what else we can do. I really want feedback—and don't be afraid to criticize me!! This system needs to meet your needs as teachers.
2) Teach a life-long learner skill.

The point of these assignments is to get you to do something **differently** from how you usually do it – to try something new. Please find a way to do that.

In-service Workshop Lesson Plan: Workshop #13

Materials needed:
Summary of the lesson plans and materials I have from each teacher
Beginning of semester mid-semester goal from each teacher
"GoalsAssessment.doc"
"FinalEvaluation.doc" – See Appendix G.
"syllabus4teachers.xls" – See Appendix G.

Assignment from last week:

This week's topic: Final evaluation of personal teacher development plan, turning in lesson plans

Reminder of expectations:
  - attend workshops
  - participate in discussions
  - make presentations
  - share your ideas with others
  - apply the lessons learned in the classroom
  - come each week with your plan for next week

Ask how they feel like they did on each of the expectations.

Remind them of their beginning of semester and mid-semester goals, and ask them how it went overall. Have them fill out "Goals Assessment" sheet.
  - Did their goal help them in the way they thought it would and wanted it to?
  - What type of goal would they set in the future?

Discuss what lesson plans and materials we have in the CLS files.

What I have from this teacher:

What I still need from this teacher:

What this teacher and I will do to make sure I get what I need:

Any questions or concerns that you'd like to share with me?

Do final evaluation right then and there.

Assignment:
Do whatever else is needed to compile and deliver lesson plans to the CLS.

Contents of "GoalsAssessment.doc"

Goals assessment

Please do a little self-evaluation on your beginning of semester and mid-semester goals. How did you do? Were those good goals (achievable, measurable, motivating for you)? What could you have done differently to better accomplish those goals? What could we have done in our workshops to better support you in the accomplishment of these goals?

Your beginning of semester goal was:

Your mid-semester goal was:

Your assessment of your work on those goals:

Goals assessment

Please do a little self-evaluation on your beginning of semester and mid-semester goals. How did you do? Were those good goals (achievable, measurable, motivating for you)? What could you have done differently to better accomplish those goals? What could we have done in our workshops to better support you in the accomplishment of these goals?

Your beginning of semester goal was:

Your mid-semester goal was:

Your assessment of your work on those goals:

Appendix E

Pre-semester Questionnaire

Name: _____   **Semester:**_____

Possible topics for teacher development workshops

Please rate the following (1-11, 1 being the highest) according to which you would **most like to cover** in our workshops. (Please rate the topics in comparison with each other, so there will be one #1, one #2, etc.) Please consider what you think would be generally useful and what you think you need according to your strengths and weaknesses.

____Communicative Language Teaching (theoretical and practical)
____Planning cohesive lessons
____Using class time effectively
____Contexts and Functions
____Using the target language in the classroom
____Language production / communication activities
____Using video/multimedia
____Testing
____Structure and use of role plays
____Delayed error correction
____Scope and sequence – what to teach and when

Please rate the following (1-5, 1 being the highest) according to which you think will be the **most useful** to you. (Please rate the topics in comparison with each other, so there will be one #1, one #2, etc.) Please consider what you think would be generally useful and what you think you need according to your strengths and weaknesses.

____Observations of other language teachers
____Exchanging ideas for activities / lesson plans with other teachers
____Instruction on language teaching theory
____Instruction on language teaching techniques / practice
____Feedback and brief discussion based on observation of your class

Please give to me (preferably via email):
- A copy of class and work schedule so I can schedule our weekly workshops
- A personal statement about language teaching
- A teaching goal for the semester

Comments? Please feel free to ask me anything at any time!

Appendix F

Midterm Evaluation

1. What has been most helpful to you about the language teacher workshops and classroom observations and feedback? Please be specific.

2. What could we have done without? ☺

3. Have the specific assignments been helpful? List them – rate their usefulness on a scale of 1 to 5 (5 is high).
_____Week 1: Use two new techniques to get your students to use the target language in class.
_____Week 2: Use ideas from the list of post-activities.
_____Week 3: Teach a lesson based on context and language function.
_____Week 4: Teach lessons based on context and function and reflect on them with written notes.
_____Week 5, 6 and 7: Observe another language teacher and take notes.
_____Week 5: Write an objective for each lesson and plan post-activities to match.
_____Week 6: Plan out how you will use the target language in your pre and during activities.
_____Week 7: Find and use a new way to be reflective about your teaching.

4. Which have you continued to use, beyond the week when it was the assignment?
_____Week 1: Use two new techniques to get your students to use the target language in class.
_____Week 2: Use ideas from the list of post-activities.
_____Week 3: Teach a lesson based on context and language function.
_____Week 4: Teach lessons based on context and function and reflect on them with written notes.
_____Week 5, 6 and 7: Observe another language teacher and take notes.
_____Week 5: Write an objective for each lesson and plan post-activities to match.
_____Week 6: Plan out how you will use the target language in your pre and during activities.
_____Week 7: Find and use a new way to be reflective about your teaching.

Why have you continued to use that/those?

5. What have you changed about the way you teach language because of what we have done?

6. Do you feel like the changes you have made have helped the students to learn the language better? Why or how?

7. What would be the most relevant and useful for us to do/cover in the next five workshops?

8. What should I start, stop, continue as I work with you?
     Start:

     Stop:

     Continue:

Appendix G

End-of-semester Questionnaire

CLS Teacher Development Workshops—Final evaluation

1. What has been most helpful to you about what we have done together this semester (workshops, assignments, observations)? Please be specific.

2. Have the specific assignments been helpful to you in your efforts to be a better teacher? On the attached sheet, in the column marked "Question 3 - helpfulness," please rate the helpfulness of each assignment on a scale of 1 to 5 (1 being the most helpful). Remember, you are **not comparing** them to each other, you are just **rating** the helpfulness of each individual assignment.

3. Have you continued to use these teaching techniques beyond the week when it was assigned? On the attached sheet, in the column marked "Question 4 – continued use," please write "yes" next to the teaching techniques you have continued to do/use, beyond the week when it was the assignment.

Why have you continued to use that/those?

4. Please answer **yes or no** for each of the items below: Should this be part of future teaching training?

      _____Communicative language teaching
      _____Planning cohesive lessons
      _____Contexts and functions
      _____Using the target language in the classroom
      _____Language production / communication activities
      _____Using video/multimedia
      _____Being reflective on your own teaching
      _____Testing
      _____Teaching lifelong language learning skills
      _____Setting personal goals for yourself as a teacher
      _____Observations of other language teachers
      _____Exchanging ideas for activities / lesson plans with other teachers
      _____Instruction on language teaching theory
      _____Instruction on language teaching techniques / practice
      _____Feedback and brief discussion based on observation of your class

5. What have you changed about the way you teach language because of what we have done this semester?

6. Have the changes you have made helped your students to learn the language better? Why or how?

7. Were my comments after I observed your classes helpful? How could I have made my feedback more helpful to you?

8. Please comment on my teaching during the workshops—strengths, weaknesses, suggestions.

9. What was your favorite thing about what we did together this semester?

10. What is the hardest thing about language teaching?

11. What is your favorite thing about language teaching?

12. If there was one thing you could add to these workshops, what would it be?

13. If there was one thing you could eliminate from these workshops, what would it be?

If you will be teaching again next semester:

14. What topics would you like to revisit and cover more in depth?

15. What are your strengths in language teaching that you can share with the new teachers?

Scope and Sequence for Teacher Development In-service Workshops

Week	Monday of week	Brief topic description	Learning objectives	Collaboration	Instruction	Practicum	Assignment	Question 2 - helpfulness	Question 3 - continued use
Pre-service	2-Jan-06		The teacher uses the target language to communicate with learners. The teacher encourages and provides opportunities for the use of the TL by the learners.	A few of the returning teachers come prepared to share techniques that they use to do specific things-- reflective teaching, use of the TL in the classroom, collection / storage of lesson plans.	Use of TL, LP outline, context and function, objectives, reflective teaching		Each teacher will plan out 3 specific things she will do in order to stay in the TL while teaching. Each teacher will plan out 2 specific things she will do to encourage her learners to use the TL.		
1	9-Jan-06	*Individual meeting: Review of plan for semester, collection of syllabus, reminder of CLS expectations.*		*Teacher shares how her class is going so far, including how the students are reacting to her use of the TL.*	*Instructor verifies that the teacher has a plan for the semester, looks over this plan with the teacher, and gets a copy of the teacher's syllabus. Instructor reminds teacher of the expectations the CLS has for each teacher.*	*Teacher has the chance to ask questions of instructor. Teacher reaffirms her goal regarding her use of the TL in the classroom.*	*The teacher will continue to implement her plan regarding her use of the TL in the classroom. The teacher will come to the workshop each week with her plan for the next week. The teacher will come to the next workshop with one success and one struggle to share.*		
2	16-Jan-06	Creating meaningful, communicative learning activities	The teacher plans culminating activities for each class that involve meaningful communication in the TL.	Teachers report on the use of the TL in the classroom, by themselves as well as by their students. Teachers share successes and struggles so far. Instructor takes notes on how the teachers' efforts to achieve their TL use goal went. Instructor reinforces that the teachers need to complete the assignments from each workshop.	Instructor reviews the concepts of communicative language teaching that were presented previously. Instructor conducts a discussion and activities about the importance of planning meaningful communication activities for students.	Instructor presents samples of potentially meaningful activites. Each teacher plans how to use 4 activities (2 skill-getting, 2 skill-using) that will provide opportunities for her learners to use the TL for meaningful communication. Teachers review each others' choices.	The teachers will implement the plan created in the Practicum. The teachers will come to the next workshop with their notes on how it went and a list of situations in which their students would need to use the TL.		
3	23-Jan-06	Contexts and functions: Part 1 - Basic concepts	The teacher plans her lessons in advance. The teacher plans lessons based on the use of a language function in a specific, culturally-authentic context.	Teachers report on their goal from last week involving the use of specific activities in their classrooms. Instructor asks questions to prompt teachers to think critically about their use of these activities.	With the lists the teachers brought, the instructor compiles an overall list of contexts in which students might need to use the TL. Instructor reviews definitions of context and function, as presented previously. Instructor presents list of language functions.	In pairs, teachers look at sample LPs with context and function hidden, determine context and function, and then uncover and evaluate the context and function in the sample LP. Teachers plan contexts and functions to teach some basic language.	For each lesson taught during the next week, the teachers will identify the context and function they are teaching BEFORE they teach.		
4	30-Jan-06	Contexts and functions: Part 2 - Steps in planning	The teacher plans her lessons in advance. The teacher plans lessons based on the use of a language function in a specific, culturally-authentic context.	Teachers report on teaching with a context and function, share concerns or questions about using context and functions, and share other good ideas and techniques that have worked for them so far.	Instructor presents steps in a lesson planning process that can help teachers remain focused on teaching a function in a context. Instructor guides discussion about why identifying a context and function help in lesson planning.	Teachers determine supporting grammar and vocabulary for 1 function in 2 contexts. Teachers defend this approach to each other in a role play.	Teachers will plan lessons based on contexts and functions, using the steps covered today. When the instructor observes their classes, she may ask to see how they planned for context and function.		

Week	Monday of week	Brief topic description	Learning objectives	Collaboration	Instruction	Practicum	Assignment	Question 2 - helpfulness	Question 3 - continued use
5	6-Feb-06	Lesson Planning: Part 1 - Objectives and production activities	The teacher plans her lessons in advance. Teaching is based on learner performance objectives. The teacher plans culminating activities for each class that involve real communication in the TL. The teacher incorporates elements of the target culture into the lessons. The teacher teaches all four language skills: reading, writing, speaking, and listening.	Teachers will share successes, struggles, and student reactions to teaching based on contexts and functions. Teachers will do an activity to match learning objectives to language production activities.	Instructor presents purposes of writing learning objectives. Instructor presents the concept of writing production activities to match learning objectives.	Teachers each write one objective and a matching production activity, and then share these with the group. Teachers begin writing objectives for the next 2 weeks, with at least one objective for each language skill and one cultural objective. Instructor introduces the observation of another language teacher that the teachers are to do.	1) Teachers will plan post activities to match the objectives for each lesson for this week and next week (plan 2 per day). 2) Teachers will observe another language teacher and take notes (have 4 weeks to do this) (step 1 today - decide on language). 3) Teachers will schedule midterm individual meeting with instructor.		
6	13-Feb-06	Lesson Planning: Part 2 - Anticipation and Comprehension Activities	The teacher plans her lessons in advance. The teacher plans all activities in class to build toward communication activities.	Instructor follows up on 3 assignments from last workshop: 1) Teachers will plan post activities to match the objectives for each lesson for this week and next week (plan 2 per day). 2) Teachers will observe another language teacher and take notes (have 4 weeks to do this) (step 1 today - decide on language). 3) Teachers will schedule midterm individual meeting with instructor.	Instructor presents parts and purposes of comprehension and anticipation activities. Teachers read through some samples of each type of activity.	With objectives and production activities in hand (the ones they brought or samples provided by the instructor), teachers create comprehension and anticipation activities.	1) Teachers will compile the semester's LPs so far so they can turn them in at the individual meeting. 2) Teachers will observe another language teacher and take notes (observation step 2 - contact teacher). 3) Teachers will prepare to give feedback to the instructor in the individual meeting in the form of a "start - stop - continue."		
7	20-Feb-06	*Individual meeting: Review of personal teacher development plan, ideas on how to compile lesson plans / organize materials*		*Instructor reminds teacher of the CLS expectations and teacher states how she feels she is doing at meeting those expectations.*	*Instructor and teacher discuss how the teacher is doing at regularly turning in LPs to the CLS and discuss what they can both do to make sure this is happening. Teacher gives a report on her efforts on her goal from the beginning of the semester.*	*Instructor asks teacher to talk about or write down things she would like the instructor to "start - stop - continue" in the teacher development program.*	*1) Teacher will continue to compile lesson plans, and will do whatever is needed to turn in LPs used to this point in the semester. 2) Teachers will observe another language teacher and take notes (observation step 3 - schedule observation). 3) Teacher will come to the next workshop with ideas of goals she might want to set.*		
8	27-Feb-06	Reflective teaching and goal planning	The teacher reflects on her own teaching. The teacher makes goals to improve her teaching.	Teachers share techniques that worked for them as they compiled their LPs. Teachers discuss what they are hoping to learn as they do their observation of another language teacher.	Instructor guides a discussion about the purpose of the teachers reflecting on their own teaching and what they could gain from that.	Teacher brainstorm ways to be reflective in their teaching, areas in which they could set goals, and the types of goals they could set.	1) The teachers will choose a way to be more reflective, and use it. 2) Teachers will observe another language teacher and take notes (observation step 4 - observe!) 3) Teachers will come to the next workshop with ideas of goals you would like to set.		

Week	Monday of week	Brief topic description	Learning objectives	Collaboration	Instruction	Practicum	Assignment	Question 2 - helpfulness	Question 3 - continued use
9	6-Mar-06	Report on teacher observation and personal reflection	The teacher tries new techniques or activities or approaches in the classroom based on (a) her reflections on her own teaching, (b) her observations of other language teachers, and (c) the material presented in the workshops.	Teachers give a report of what they saw in the language class they observed.	Instructor guides a group discussion, encouraging the teachers to think critically and to share what they learned from their observations and from their reflections on their own teaching.	Teachers set a goal of something they want to improve in their own teaching, and write down 3 specific things they will do to make that goal happen. Teachers share goals with the group.	1) Teachers will implement their goal plans made during the Practicum. 2) Teachers will bring to the next workshop samples of media they have available to teach their languages.		
10	13-Mar-06	Use of media	The teacher provides learners access to native TL speech and to the target culture through appropriate media. The teacher incorporates elements of the target culture into the lessons.	Instructor follows up on the goal plans the teachers made at the last workshop, and encourages teachers to change their plans as needed to help them achieve their goals. Teachers briefly tell the group about the TL media they have access to to teach their TL.	Instructor leads a discussion about the strengths and uses of different types of media in teaching language. Instructor teaches a sample lesson (in English) using any form of media, and afterwards guides the teachers in an analysis of that sample lesson.	Using a piece of media provided by one of the teachers, the teachers begin to plan a lesson plan and get as far through the planning process as time allows.	1) Sometime in the next two weeks, each teacher will use media in a lesson, and reflect and write notes on how it went. 2) Teachers will bring a copy of one of their tests to the next workshop.		
11	20-Mar-06	Assessment	The teacher plans assessment that matches her teaching in both format and content. The teacher assesses all four language skills: reading, writing, speaking, and listening.	Teachers report on their use of media in a lesson. Teachers report on their current assessment techniques for each language skill.	Instructor presents basic principles of assessment, including testing what you teach and testing how you teach. Teachers evaluate a couple of sample assessments.	Teachers plan a way that they can change the test they brought with them to make it a better assessment. Teachers begin to plan out how they will assess all four language skills between now and the end of the semester. Each teacher shares an assessment idea for one of the four skills.	1) Teachers will plan a way to assess all 4 skills between now and end of the semester. 2) Teachers will schedule last individual meeting with the instructor.		
12	27-Mar-06	Life-long language learner skills	The teacher prepares the learners to continue learning the TL on their own. The teacher provides a model of a good language learner.	Teachers report on their use of media in a lesson and share ideas about how to assess the four language skills. Teachers share suggestions they would make to future teachers.	Instructor leads a discussion about skills and techniques that can help people to learn language on their own. Teachers share ideas from their personal experiences learning English or their TL. Teachers brainstorm and create a list of "life-long language learner skills" that could help their students, and discuss which of these they can model as a teacher.	Teachers will plan a way that they will teach their students at least one of these skills.	1) Teachers will spend some time thinking about ways to improve this teacher development program so they can give the instructor feedback in the individual meetings. 2) Teachers will teach a life-long learner skill.		
13	3-Apr-06	*Final evaluation of personal teacher development plan, turning in lesson plans*		*Instructor reminds teacher of the CLS expectations and teacher states how she feels she has done at meeting those expectations. Teacher reports on her efforts on her goals (from the beginning and the middle of the semester).*	*Instructor and teacher discuss how the teacher has done at regularly turning in LPs to the CLS and discuss what they can both do to make sure the rest of the LPs get turned in, as well as tests, quizzes, etc.*	*Teachers do a final evaluation of the teacher development program.*	*Teachers turn in the rest of their LPs, classroom materials, and assessments.*		

Appendix H

Classroom Observation Form used Winter Semester 2004

CLS Teaching Evaluation   **Class:** _____   **Date:** _____

Criteria for Assessment	Agree				Disagree
Classroom Presence Is the teacher dynamic?	5	4	3	2	1
Is the tempo appropriate?	5	4	3	2	1
Organization Is the classroom time spent effectively?	5	4	3	2	1
Is time divided appropriately between pre, during, and post activities?	5	4	3	2	1
Functional Objective Is the lesson centered on a function?	5	4	3	2	1
Does it meet that function?	5	4	3	2	1
Context Is there a context for the lesson?	5	4	3	2	1
Is it meaningful for the students?	5	4	3	2	1
Use of Audio-visuals Are the visuals/transparencies clear, effective, and properly used?	5	4	3	2	1
Use of Target Language Is the target language used wherever possible?	5	4	3	2	1
Activities Do the activities promote creation, not just repetition?	5	4	3	2	1
Chief Strength:					
Chief Weakness:					

Appendix J

Center for Language Studies: Addendum to BYU Contract for Language Instructors

Section I.   Mandatory Pre-Service and In-Service
Prior to the beginning of the semester, you are required to attend a mandatory pre-service teacher training. For Winter 2006, the teacher training day is Saturday, January 7, 2006 in room 3082 JFSB, 8 am – 3 pm. A stipend of $100 will be paid to the teachers who attend the training.

You will also be required to participate in teacher development activities throughout the semester. This will include meeting for one hour weekly with CLS staff and other language instructors, collaborating with other language instructors to complete activities during the weekly workshop, completing assignments during the week, meeting with CLS staff after they observe your class, and observing other language teachers.

Section II.   Time Expectations
You are expected to spend 15-20 hours a week in your duties as a language instructor for the Center for Language Studies.

Approximately a third of that time (i.e. 5-7 hours) will be spent in the actual teaching of your target language in the classroom.

You are expected to spend the other two thirds of that time (i.e. 10-13 hours) doing the following activities:
- writing lesson plans for class.
- gathering materials (texts, pictures, video, audio) to be used in teaching
- correcting homework, quizzes, tests, etc.
- meeting / consulting with students.
- reflecting and commenting on the previous week's lesson plans and providing copies of those plans to the CLS.
- meeting weekly with other CLS instructors and staff for professional development activities.
- completing assignments made as part of CLS teacher development activities.

Section III.   Curriculum and Materials Expectations
You are expected to teach each class based on a pre-prepared lesson plan. You will need to keep those lesson plans as records of what was taught each day in the classroom. Each week you will be required to turn in the lesson plans and lesson materials (worksheets, media used, etc.) from the previous week, along with your comments on how each lesson went and suggestions for improvement. These lesson plans and comments should be in machine-readable format, if at all possible. Throughout the semester you will need to refine that compilation of materials so that at the end of the semester the CLS will have a set of materials that can be passed on to a future language instructor of your target language.

_____   _____
Semester/Term of contract   Class(es) to be taught

_____   _____
Name   Teacher Signature

Appendix K

Mission Statement of the Center for Language Studies

The Center for Language Studies
At Brigham Young University
26 April 2005

Mission

The mission of the Center for Language Studies is to help students acquire the advanced language and cultural skills they will need to pursue global careers in any of the University's major fields of study.

Goals and Objectives

The major goals of the Center for Language Studies are to **educate, conduct research, and develop instructional capabilities**. These three goals are supported by the nine central objectives listed below.

1. **Educate.**
   a. Provide students with the professional language skills, cultural knowledge, and ethical standards required for global careers and world-wide service – regardless of their major field of study.
   b. Prepare a cadre of professional language educators to teach languages, manage second language programs, and conduct language acquisition research.
   c. Increase the general language and cultural awareness of all BYU students.
   d. Raise the general public's awareness of the value of second language skills.

2. **Conduct Research.**
   a. Create a culture of assessment, innovation, and program improvement.
   b. Use the results of ongoing research to inform the innovation process.

3. **Develop Instructional Capabilities.**
   a. Provide professional development for faculty teaching the less-commonly taught languages.
   b. Develop the curricula, tests, and technologies needed to support the Center's instructional and research goals.
   c. Collaborate with others to accomplish more than would be possible with the Center's resources alone.

Ray T. Clifford
Professor of Linguistics and Director
Center for Language Studies
Brigham Young University
3086 JFSB
Provo, UT 84602

Appendix L

Evaluation Questions for Teacher Development Program Materials

Overall questions about the approach and the project:
1. Are the objectives clear?
2. Is the underlying theory of my approach clear?
3. Are the materials based on the stated underlying theory?
4. Would a person who goes through this program and completes the assignments meet the stated objectives?
5. Are the topics of the workshops and the structure of the program appropriate for the intended audience?
6. Is the balance of the practical and the theoretical appropriate for the intended audience?
7. Are there any key topics that you feel are missing?

Questions about the materials themselves:
8. Are the visual aids appropriate?
9. Are the examples and sample language learning activities clear and appropriate?
10. Are there enough examples and sample activities?
11. Are there any areas / activities / assignments that would not actually qualify as "time on task?" (i.e., that could be qualified as "busy work?")
12. Are the materials that I give to the teachers organized and easy to understand?

General feedback:
13. What are the strengths of this program and these materials?
14. What are the weaknesses?
15. What suggestions would you make for future improvements in topics covered, presentation techniques, materials, or program structure?

Appendix M

Syllabi for French Teaching Methods Courses

French 377 - French Language Teaching Procedures 1
Syllabus and Course Schedule, used with permission
Fall Semester 2005

Instructor:
Robert Erickson, Ph.D.

Textbook:
- *Teaching Language in Context*, 3rd Edition, Hadley.

Course Goals:
A. General Course Goal: You will be able to design and deliver effective instruction appropriate to learners' needs.

B. Designing and delivering effective instruction appropriate to learners' needs implies the following specific goals:

1. Discipline competency; i.e., competency in French listening, speaking, writing and reading and in cultural awareness.
2. Understanding basic theories of second language acquisition.
3. Understanding approaches, techniques, and methodologies of language teaching.
4. Competency in choosing and applying approaches, techniques, and methodologies.
5. Competency in using assessments to identify developmental levels and individual needs of students and to evaluate learners' achievements and proficiency.
6. Competency in planning lessons.
7. Competency in reflecting on one's own understanding, competency, instructional choices and effectiveness.

C. Competency in French is not a goal for French 377. Other non-pedagogy French courses are designed to develop and assess discipline competency. Specific goals 2 through 7 are the stated goals for French 377.

Course Grade:
- Quizzes (14)
  - Personal scores   20%
  - Team scores   10%
- Reflections (10)   15%
- Micro Teaching and Projects   35%
- Final Exam   20%

Policies and Procedures:
   A. **Teams**. Dr. Erickson will divide the class into teams for certain projects. The teams will work together during the project. Students will rotate between teams.

   B. **Attendance**. Attendance is imperative! If you miss a quiz, you may make arrangements with Dr. Erickson to take a make-up. However, you will not be eligible to receive the team score; your personal score will count for both scores. In-class team activities cannot be made up. If you are absent on a day when you are scheduled to micro-teach or make a presentation, you may be allowed to do it another day.

   C. **Service-Learning Project**. The class will participate in a Service-Learning Project at two elementary schools. The project will involve teaching French to elementary-school children two mornings a week for ten weeks. You are expected to participate in the project in some significant way during the semester.

   D. **Cultural Activities**. You are required to participate in at least three French cultural activities during the semester. Only cultural activities organized by the University, the French Department, or the French Club will count. Report your activities with simple emails to Dr. Erickson's assistant. Use the email to tell what you did and when. Please send your report no later than a week after the activity. You may count activities you report to other French classes.

   E. **Blackboard**. Check announcements in Blackboard daily. Scores for graded activities, projects, and assignments will be posted on Blackboard.

   F. **Instructions, Examples, and Rubrics**. Dr. Erickson will post instructions for Projects and Reflections on Blackboard. He will also post the rubrics used to score projects, reflections, and certain team activities.

   G. **Reflections.** At the end of each focus, you should write a reflection that answers the question "So what?" In other words, how does what you have read and done, and what we have discussed in class effect the way you now teach or the way you plan to teach. A reflection should be about ½ page double spaced. Please send me your reflections as an attachment to an email.

   H. **French 690R Students**. French 690R students must meet the same standards as French 377 students with the exception that they will complete and present an additional project. Dr. Erickson will meet with the 690R students during the first week of class to present the parameters of the project.

   I. **Honor Code and Special Needs**. French 377 students are expected to abide by the Honor Code to include standards of dress and honesty. See Blackboard for specific statements about the Honor Code and for instructions if you have special needs.

Focus 1: Communicative Competence, Proficiency, and Standards

Day	Pre-Class Preparation Assignment	In-Class Activities	Assignment Due Dates
Aug 30		Course Strategy, Syllabus, Team Activities	Email reflection P NLT Aug 31
Sep 1	Hadley Chapter 1 pp. 1-9, 19-21, 27-34 Illustrations 1.3 & 1.4	Quiz and Team Activities	Reflection 1 due Sept 5

Focus 2: Theoretical Perspectives

Day	Pre-Class Preparation Assignment	In-Class Activities	Assignment Due Dates
Sep 6	Hadley Chapter 2 pp. 51 -70	Quiz and Team Activities	
Sep 8		Team Activities	Reflection 2 due Sep 12

Focus 3: Principles and Priorities in Methodology

Day	Pre-Class Preparation Assignment	In-Class Activities	Assignment Due Dates
Sep 13	Hadley Chapter 3 pp. 86-106	Quiz and Team Activities	
Sep 15	Hadley Chapter 3 pp. 106-116 (Reference)	Presentations of Methods	
Sep 20	Hadley Chapter 3 pp. 116-129 (Reference)	Presentations of Methods	Reflection 3 due Sep 22

Focus 4: The Role of Context

Day	Pre-Class Preparation Assignment	In-Class Activities	Assignment Due Dates
Sep 22	Handout	Read handout and prepare for next class. Lab – class not held.	
Sep 27	Hadley Chapter 4 pp. 139-161 (minus tables 4.1 thru 4.7)	Quiz and Team Activities	
Sep 29		Team Activities Planning Instruction	Reflection 4 due Oct 3

Focus 5: Listening and Reading Comprehension

Day	Pre-Class Preparation Assignment	In-Class Activities	Assignment Due Dates
Oct 4	Hadley Chapter 5 pp. 176-192, 203-208	Quiz and Team Activities	
Oct 6	Hadley Chapter 5 pp. 192-203 (Reference)	Micro Teaching on Listening Comprehension	Lesson plan and materials due on day you Micro-Teach
Oct 11	Hadley Chapter 5 pp. 209-224 (Reference)	Micro Teaching on Reading Comprehension	Reflection 5 due Oct 12

Focus 6: Developing Oral Proficiency

Oct 13	Hadley Chapter 6 pp. 230-238,	Quiz and Team Activities	
Oct 18	Hadley Chapter 6 pp. 238-258 (Reference)	Micro Teaching	Lesson plan and materials due on day you Micro-Teach
Oct 20	Hadley Chapter 6 pp. 238-258 (Reference)	Micro Teaching	
Oct 25	Hadley Chapter 6 pp. 258-271	Quiz and Team Activities	Reflection 6 due Oct 26

Focus 7: Issues in Learning and Teaching Grammar and Issues in Writing

Oct 27	Handout	Quiz and Team Activities	
Nov 1		Presentations of Approaches (690R Students)	Reflection 7 due Nov 2
Nov 3	Hadley Chapter 7 pp. 280-305	Quiz and Team Activities (690R Students)	Reading lesson due Nov 7

Focus 8: Assessments

Nov 8	Hadley Chapter 9 pp. 390-414	Quiz and Team Activities	
Nov 10	Hadley Chapter 9 pp. 414-431	Quiz and Team Activities	
Nov 15	Hadley Chapter 9 pp. 431-445	Quiz and Team Activities	
Nov 17		Test evaluation and rewrite project Lab – class not held.	Reflection 8 due Nov 18 Test evaluation and rewrite due 29 Nov
Nov 21–Nov 25	Thanksgiving Holiday Week – French 377 will not meet. Tuesday is a Friday for instruction.		

Focus 9: Teaching for Cultural Understanding

Nov 29	Hadley Chapter 8 pp. 245-358	Quiz and Team Activities	
Dec 1	Hadley Chapter 8 pp. 358-383 (Reference)	Student Presentations	
Dec 6	Hadley Chapter 8 pp. 358-383 (Reference)	Student Presentations	Reflection 9 due Dec 7

Review and Final

Dec 8	Review Course Content	Review Course Content	
Dec 12		Final Exam 2:30 to 5:30 pm	

French 378 – French Teaching Procedures II
French 380 – Practicum in Teaching French
Portions of Syllabus, used with permission
Winter 2006

Instructor:
Robert Erickson, Ph.D.

Textbooks:
- Shrum & Glisan, *Teacher's Handbook: Contextualized Language Instruction*, 3rd Ed. (Also used in Secondary Education 276R.)
- Hadley, *Teaching Language in Context*, 3rd Ed (Also used in French 377. This book is for reference and lesson preparation.)

Prerequisites: French 378 and French 380 are reserved for declared French Teaching Majors and Minors who have completed French 377 and received an Oral Evaluation (French 491R). Students must enroll concurrently in French 378 and French 380.

Course Goals:
A. General Course Goal: Prepare students to teach French in public secondary schools. The course builds upon French 377, is taught in conjunction with French 380, and precedes Clinical Practice (student teaching or internship). When students successfully complete French 377, 378, 380 and their Clinical Practice, they will be able to design and deliver effective French instruction, appropriate to learners' needs in a public, secondary-school setting.

B. Specific Goals: Designing and delivering effective instruction appropriate to learners' needs implies the following specific goals:

1. Discipline competency; i.e., competency in French listening, speaking, writing and reading and awareness of francophone cultures.
2. Understanding basic theories of second language acquisition.
3. Understanding approaches, techniques, and methodologies of language teaching.
4. Competency in choosing and applying approaches, techniques, and methodologies.
5. Competency in using assessments to identify developmental levels and individual needs of students and to evaluate learners' achievements and proficiency.
6. Competency in organizing units of instruction and planning lessons to meet standards.
7. Competency in reflecting on one's own understanding, competency, instructional choices and effectiveness.

C. Discipline Competency (Goal #1) is not a goal for French 377, 378, 380 or Clinical Practice. Non-pedagogy French courses are designed to develop and assess discipline competency. Competency in French is, nevertheless expected and is an integral part of feedback and assessment in French 377, 378, 380 and Clinical Practice.

D. French 377 focuses on Goals 2 and 3. French 378, 380 and Student Teaching focus on Goals 4, 5, and 6. Goal 7 is an integral part of all French pedagogy courses and the Clinical Practice.

Course Grades:
  A. Your French 378 grade will consist of the following weighted elements:
    1. Final Exam   15%
    2. Mid-Team Exam   10%
    3. Participation (Attendance, Cultural Activities, Readings, Quizzes, etc.)   15%
    4. Lessons and Activities (On-campus and In-school)   30%
    5. Teacher Work Sample, Reflections, and Final Presentation   30%

  B. Your French 380 (Practicum) grade will be the same as your French 378 grade.

Blackboard: I will use Blackboard to post announcements, handouts, review sheets, templates, etc. You will be able to see your un-weighted scores in Blackboard. Please check Blackboard regularly.

Reflections: Reflections should be typed, double spaced, and at least ½ page long. They should reflect what you think about the just completed focus and how you plan to apply what you learned. In other words, you should answer the question "So what?" Forward your reflection to me as an email attachment. Late and/or short reflections loose 20%.

Practicum: The practicum will give you the opportunity to observe and teach in the several local public schools. You will observe and teach in an elementary school, a middle/junior high school, and a high school. You will be assigned to observe and teach with at least one other member of the class, and you will be expected to provide feedback to your teammate(s) teaching. Your observations, lessons, and feedback will be evaluated and become part of your grade. The elementary school observation and teaching will take place in the morning before the normal elementary school day begins – I expect you to to observe one day and then teach one day.

LiveText: For each school visited, complete the demographic information form.

Teacher Work Sample: You must complete a partial Teacher Work Sample (TWS) according to instructions that will be passed out in class and posted on Blackboard. The TWS should be on your High School experience.

Cultural Activities: You are required to participate in at least three French cultural activities during the semester. Only cultural activities organized by the University, the French Department, or the French Club will count. Report each activity by a simple email within one week after the activity.