Introduction to Elementary School Teaching

COURSE DESIGNATOR: MONT 3211
NUMBER OF CREDITS: 3
LANGUAGE OF INSTRUCTION: English
CONTACT HOURS: 45

COURSE DESCRIPTION
This course will provide students with the tools for becoming an effective teacher, by underlining and exploring certain areas of the field of pedagogy. Major topics include:

• Exploring the field of teaching foreign languages (with focus on English as a Foreign Language)
• Underlying principles related to how teachers learn to teach
• Pedagogical theories
• Personal values impacting the work of a teacher and ethical guidelines for the teaching profession
• Schools and the teacher’s world of work
• Teaching as a career development

COURSE OBJECTIVES
The objective of this course will be to further the students’ understanding of the teaching profession (responsibilities, roles, methodology) with particular focus on teaching English as a Foreign Language. This includes:

• Develop students’ perspectives on the work of teachers in a range of different contexts (including special education contexts)
• Enable students to understand some of the research concerning the development of teachers.
• Develop students’ knowledge of the some of the key paradigms that explain teacher and classroom practice.

METHODOLOGY

• Lectures about various subjects concerning elementary teaching.
• Group discussions on comparing different educational systems in France and the United States.
• Preparations of lesson plans.

REQUIRED READINGS/ MATERIALS

IN FRENCH
Etienne R. et Pantanella R. (coord.) L’évaluation en classe. Les Cahiers pédagogiques, Hors-série n°39 - avril 2015 (publication disponible uniquement au format numérique (PDF - epub), en téléchargement)

IN ENGLISH

**GRADING**

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
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<td>B+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<tr>
<td>F</td>
<td>0-59</td>
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Achievement that is outstanding relative to the level necessary to meet course requirements.
Achievement that is significantly above the level necessary to meet course requirements.
Achievement that meets the course requirements in every respect.
Achievement that is worthy of credit even though it fails to meet fully the course requirements.
Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

**SUMMARY OF HOW GRADES ARE WEIGHTED**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Research paper and in-class essay exam</td>
<td>25%</td>
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<tr>
<td>Presentation of an article (10%) and participation (5%)</td>
<td>15%</td>
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<tr>
<td>Creating lesson plans and pedagogical tools</td>
<td>25%</td>
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<tr>
<td>Observation</td>
<td>(No grade)</td>
</tr>
<tr>
<td>Oral presentations and group work including digital story telling</td>
<td>35%</td>
</tr>
<tr>
<td>Overall grade</td>
<td>100%</td>
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</tbody>
</table>
STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS ASSESSED IN THIS COURSE

STANDARD 1: SUBJECT MATTER
A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:
A. understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
B. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;

STANDARD 2: STUDENT LEARNING
A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:
A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;
E. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks;

STANDARD 3: DIVERSE LEARNERS
A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:
A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;
B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;
C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;
G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;
H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;
I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;
J. know about community and cultural norms;
K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;
L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;
M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;
N. identify when and how to access appropriate services or resources to meet exceptional learning needs;
O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;
P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;
Q. develop a learning community in which individual differences are respected; and
R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

**STANDARD 4: INSTRUCTIONAL STRATEGIES**
A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

A. understand Minnesota's graduation standards and how to implement them;
B. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
C. nurture the development of student critical thinking, independent problem solving, and performance capabilities;
D. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
E. monitor and adjust strategies in response to learner feedback;
F. vary the instructional process to address the content and purposes of instruction and the needs of students;
G. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and present varied perspectives to encourage critical thinking;
H. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning; and
I. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

**STANDARD 5: LEARNING ENVIRONMENT**
A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;
B. understand how social groups function and influence people, and how people influence groups;
C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;
D. know how to help people work productively and cooperatively with each other in complex social settings;
E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
G. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
H. establish peer relationships to promote learning;
I. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
J. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;
K. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
L. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
M. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
N. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;
O. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and
P. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

STANDARD 6: COMMUNICATION
A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:
A. understand how cultural and gender differences can affect communication in the classroom;
B. understand the importance of nonverbal as well as verbal communication;
C. know effective verbal, nonverbal, and media communication techniques;
D. understand the power of language for fostering self-expression, identity development, and learning;
E. use effective listening techniques;
F. use effective communication strategies in conveying ideas and information and in asking questions;
G. use a variety of media and educational technology to enrich learning opportunities.

STANDARD 7: PLANNING INSTRUCTION
A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:
A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
B. plan instruction using contextual considerations that bridge curriculum and student experiences;
C. plan instructional programs that accommodate individual student learning styles and performance modes;
D. create short-range and long-range plans that are linked to student needs and performance;
E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;
F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;
G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning; and
H. plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.

STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT.
A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:
A. understand the historical and philosophical foundations of education;
B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
C. understand the role of reflection and self-assessment on continual learning;
D. understand the value of critical thinking and self-directed learning;
E. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;
F. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.

* The MN-SEPTs can be read in their entirety at: http://www.revisor.leg.state.mn.us/arule/8710/2000.html

COURSE CONTENT

<table>
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| **Activities and Readings**  
- Preparation to school placement (1); the Montpellier school’s context and daily organization; the French school system. |
• Work on a PowerPoint presentation by the students for 1st contact with the classes.

Assessment
• Round table discussion, comparison and analysis

1C, 1D, 2A, 2B, 2C, 3A, 3C, 4B, 6A, 9A, 9B

WEEK 2:

Activities and Readings
• Preparation to school placement (2); professional values and attitude Teaching primary MFL, basic principles and fun activities.
• Examples drawn from « Primary Activity Box » (CUP).
• Make a list of rituals for the EFL class; reflection on how to teach classroom rituals.

Assessment
• Group discussion followed by teacher-fronted recap

1C, 1D, 2A, 2B, 2C, 2D, 3A, 3C, 7A, 7D, 7E, 7F, 7H

WEEK 3:

Activities and Readings
• Preparation to school placement (3); how to assist the school teacher and how to contribute to the class activities in accessible English for children; suggested activities for the class: songs, story books, traditional games, etc.); adapting one’s level of English to the children: the Common European Framework of Reference for Languages (CEFRL).
• Reading task: « Planning your work » (Teaching English to Children, Longman).

Assessment
• Self-testing one’s language competences using the CEFRL
• Round table discussion and analysis

5C, 5D, 5E, 6A, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H

WEEK 4:

Activities and Readings
• Languages and cultures: plurilingualism and multilingualism. How to maintain European cultural and linguistic diversity.
• The specificity of international sections in the French primary school
• Classroom resources (flashcards and videos)
• Reading task: « Managing Children positively » (English Teaching Professional by Carol Read)
Assessment

• Round table discussion and analysis

3A, 3B, 3C, 3D, 3E, 3F, 3H, 3I, 3G, 3K, 3L, 3M, 3N, 3O, 3P, 3Q, 3R, 5A, 5B, 5C, 5D, 6A, 6B

WEEK 5:

Activities and Readings

• Content and Language Integrated Learning (CLIL) at the International Section
• Core CLIL features
• Starting CLIL in the classroom
• Reading task: Chapter on content-based learning + example of CLIL activities: Mixing colors, etc. (in “500 activities for the primary classroom”)

Assessment

• Students’ presentations on 3 different topics: Plurilingualism, Language Learning and Planning your Work

4F, 4G, 4I, 46, 5B, 5C, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5P, 5Q, 6C, 6D, 6I, 6F, 6G, 6H, 6I, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H

WEEK 6:

Activities and Readings

• CLIL - a brief introduction by Joan Alberich
• https://www.youtube.com/watch?v=UlRZWn7-x2Y
• https://www.youtube.com/watch?v=UlRZWn7-x2Y
• CLIL: Explained simply - What is CLIL?
• https://www.youtube.com/watch?v=2h33LnIqR1c
• Six videos demonstrating CLIL used in classes from primary schools: (1,2,3 only)
• https://www.youtube.com/watch?v=dFuCrxRobh0
• https://www.youtube.com/watch?v=dFuCrxRobh0

With computers, students explore/watch and take notes on 3 Explained simply videos:

• Content
• Communication
• Cognitive
• Culture

Assessment

• Students’ oral feedback on the videos they have watched and the notes they have taken; group discussion followed by teacher-fronted recap

4F, 4G, 4I, 46, 5B, 5C, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5P, 5Q, 6C, 6D, 6I, 6F, 6G, 6H, 6I, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H
WEEK 7:

Activities and Readings
- How to plan a lesson using techniques based on drama, movement, and multiple intelligences
- How to develop oral and writing skills using innovating fun activities like games, songs, mimes

Assessment
- Students produce lesson plans and submit them to the instructor and/or classroom teacher for feedback before teaching it in the classroom. They create their own tools and resources and experiment them in the classroom.

4E, 4F, 4G, 4H, 4I, 5C, 5E, 5K, 5M, 5N, 5O, 5P, 5Q, 5R5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K

WEEK 8:

Activities and Readings
- How to conceive and plan lessons based on a pupil-centered approach
- How to assess primary school students’ performances in modern languages: oral and listening skills
- How to adopt a reflexive pattern on work and progress, how to analyze classroom situations using classroom videos

Assessment
- Students produce lesson plans and submit them to the instructor and/or classroom teacher for feedback before teaching it in the classroom. They create their own tools and resources and experiment them in the classroom.

4F, 4G, 4H, 4I, 4J, 4K, 4L, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H

WEEK 9:

Activities and Readings
- Consider various activities for the EFL classroom and prepare lesson plans that include:
  - Activities that are fun
  - Memorization activities
  - Communication activities

Assessment
- Students produce lesson plans and submit them to the instructor and/or classroom teacher for feedback before teaching it in the classroom. They create their own tools and resources and experiment them in the classroom.

4F, 4G, 4H, 4I, 4J, 4K, 4L, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H
### WEEK 10:

**Activities and Readings**
- Create lesson plans and manage the EFL classroom:
- Organize pupils’ activities
- Create progressions
- Oral and writing skills
- Interactive activities

**Assessment**
- Students produce lesson plans and submit them to the instructor and/or classroom teacher for feedback before teaching it in the classroom. They create their own tools and resources and experiment them in the classroom.

4F, 4G, 4H, 4I, 4J, 4K, 4L, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H

### WEEK 11:

**Activities and Readings**
- Using story books: the storytelling methodology
- Selecting storybooks
- Developing language-learning skills
- Preparing a lesson plan from a storybook

**Assessment**
- Roundtable discussion on storytelling in the primary EFL classroom.

4F, 4G, 4H, 4I, 4J, 4K, 4L, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H

### WEEK 12:

**Activities and Readings**
- Using story books: the storytelling methodology (2)
- Reasons for using storybooks
- Storybooks and the syllabus
- Storybooks as an alternative to the course book

**Assessment**
- Students produce a lesson plan using the storytelling methodology.

4F, 4G, 4H, 4I, 4J, 4K, 4L, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H
WEEK 13:

Activities and Readings
- Conclusions and wrap-up discussion

Assessment
- Oral Presentations

Final Exam

ATTENDANCE POLICY
Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the onsite syllabus for specific class requirements.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY:
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT:
The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.