

SPNS398: L2 TEACHING SUPPORT INTERNSHIP (Fall 2017)

R 1:45pm – 3:20pm. Paxson Elementary School
Instructor: Dr. Pablo E. Requena
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Office: LA 319
Office hours: by appointment
(Please e-mail me to schedule appointment)



Course Description¹

SPNS398 is a service-learning course that seeks to attend to one of the greatest challenges of second language education, namely how to help students who are new to immersion programs to succeed when they lack knowledge of the second language (L2). Additionally, UM students of Spanish often lack opportunities to use their L2 skills in meaningful ways outside of their own language classrooms. SPNS398 has been designed to serve the Missoula community by providing after-school L2 practice to children who need it, and to offer UM students of Spanish a unique learning opportunity to learn about language teaching and learning through collaborative experiential learning.

The curriculum for this class is delivered outside of the classroom and within the context of the community. The class will meet once a week at Paxson Elementary School and will find out a separate time to devote to planning. Planning and facilitating language learning to young learners is one part of this course. The other part consists of UM students' reading relevant articles and reflection exercises. This service-learning internship requires commitment to comply with the course requirements and to responsibly serve our community to the best of the participants' ability.

Registration for this Internship requires instruction approval. Below you can find whether you are eligible to apply.

Following UM regulations (http://archive.umt.edu/catalog/16_17/academics/academic-policy-procedure2.php), this 2-credit course will require (90hs):

SERVICE

- 1 two-hour introductory meeting (i.e. 2hs)
- 10 two-hour meetings at Paxson for facilitating instruction (i.e. 20hs)
- 10 two-hour (or 20 one-hour) meetings to design instruction (i.e. 20hs)

LEARNING

- The rest of the hours are to be used to participate and complete assignments for the learning component.

¹ Image credit: <https://www.flickr.com/photos/usdagov/16762770039>

Pre-requisites and requirements to be enrolled

- Interested students will be students who have already passed SPNS101 and 102 (or have tested out of those two courses). All students at the 200, 300, and 400 level of Spanish are eligible. Students from other majors who are native speakers of Spanish or who can demonstrate language abilities comparable to those of 201 Spanish course are also eligible to apply.
- Interested students must be able to meet weekly at Paxson Elementary School (101 Evans Ave, Missoula, MT 59801) at the time of the class every week as well as put some extra preparation time at home.
- Given that students will be representing UM in our community, interested applicants must be willing to comply with all regulations from UM as well as those from Missoula County Publish Schools that they will be informed about during training and orientation.
- Students must apply to be accepted to/enrolled in the Internship. In order to apply, please send an email to Prof. Pablo Requena at pablo.requena@mso.umt.edu with the following information:
 - Your interest in applying. Describe why you would like to participate in this internship (in no more than 10 lines)
 - Unofficial transcript

Service Objectives

Throughout this course you will be able to:

1. Work collaboratively on the design of pedagogical activities to encourage the use of Spanish as a second language.
2. Successfully lead pedagogical activities in which individual efforts contribute to a collaborative goal.
3. Provide evidence of maturity, responsibility, and a service-oriented attitude toward members of the community.

Learning Objectives

Throughout/By the end of this course you will be able to:

1. Reflect on your own attitudes toward L2 teaching and learning.
2. Describe some of the challenges that learners of Spanish face when first approaching a second language in an immersion school.
3. Become familiar with issues in language teaching and learning as well as with language teaching methods, techniques and strategies.
4. Reflect on the service learning opportunity and its impact on the child learners (civic engagement), on your personal growth, as well as on your academic development.
5. Assess the effectiveness of the program and recommend improvements.

Materials

1. Regular access to UM email and Moodle for all the class assignments.
2. Access to phone with WhatsApp could help

Course Requirements and Grading

In this class we will be using a credit/no credit system. In order to gain credit, students will need to comply with the following assignments / tasks:

SERVICE

In everything you do as part of this Internship, students are expected to show exceptional professionalism, maturity and responsibility.

- **Attendance** There is no opportunity to serve our community if we're not there to do so. Thus if a student does not make it to our weekly meeting at the school, that student is not only missing an opportunity to serve and learn, but also that student is limiting the ability of the group they belong to of planning and/or facilitating effective instruction. So, absences can only be justified if they have valid reason (e.g. medical certificate) and if the student communicates that to the instructor by 1:45pm the day before of the Internship. If an emergency occurs after that time, please contact the instructor immediately at 406-207-4367. In addition, our service begins we get together to plan the next session at Paxson. So, attendance to the planning sessions is critical.
- **Active participation/Full engagement/ Positive predisposition:** Students will participate in planning meetings one week and on sessions leading the program in front of the children the following week. In each of those instances, students should display active participation and full engagement. Below you can see some examples of what active participation and full engagement mean as well as behavior to be avoided:

If you show "active participation and full engagement" you will:	If you do not show "active participation and full engagement" you will:
<ul style="list-style-type: none">- Provide constructive input during lesson planning and task design- Help prepare the necessary materials for the completion of learning tasks with the children-	<ul style="list-style-type: none">- Be using your cellphone or laptop for purposes not related to the Internship.- Use planning time or teaching to talk about or engage in things unrelated to the Internship.- Not brainstorm ideas during the planning sessions (or miss planning sessions altogether)- Seek to avoid leading activities.- Avoid interaction with the children during the teaching sessions.

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Program Report for the Preparation of Foreign Language Teachers American Council on the Teaching of Foreign Languages (ACTFL) Option A (2013 Standards)

<http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx>

Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs. Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs

Knowledge of Language Acquisition Theories

→ Demonstrate it through the **creation** of linguistically and culturally rich learning environments

Knowledge of Students (development and skills) and Their Needs

→ Demonstrate it through an ongoing observation of a **child and diary**.

→ Demonstrated in one **classroom observation**

Standard 6: Professional Development, Advocacy, and Ethics. Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successful in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

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→ Demonstrated in Reflection tasks

- On one aspect of language
- On children's attitudes towards language learning
- On pedagogy

→ Demonstrated in attending the Principal orientation.

Session that we will teach at Paxson Thu., 2:00-3:20pm

1. 09/7
2. 09/14
3. 09/21
4. 09/28
5. 10/5
6. 10/12
- 10/19 NO CLASS
7. 10/26
8. 11/2
- 11/9 NO CLASS
9. 11/16
- 11/23 NO CLASS
10. 11/30