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5

Foreign Language Teacher Education and Technology: Bridging the Gap

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Modeling a computer supported learning environment in teacher education can result in teachers who are “far more confident, skilled, and motivated to use computers with their own students” (Johnson, 2002). According to Johnson (2002) evidence is beginning to confirm that such modeling” is most effective in preparing teachers to integrate technology into their classroom” (p.74). A review of the literature on instructional technology (IT) and teacher education concluded (Willis & Mehlinger, 1996) :

Most pre-service teachers know very little about effective use of technology in education and leaders believe there is a pressing need to increase substantially the amount and quality of instruction teachers receive about technology. ... The virtually universal conclusion is that teacher education, particularly pre-service, is not preparing educators to work in a technology-enriched classroom (p. 978).

The studies Willis and Mehlinger reviewed indicated that a large number of students in teacher education programs enrolled in some coursework in IT, but the coursework was not tied to curriculum, methods, field experience, or practice teaching. In 1997, the National Council for Accreditation of Teacher Education (NCATE) conducted a review of its accreditation program with regard to technology. It found that technology was treated as a supplement to the teacher education curriculum, not as a topic incorporated across the entire teacher education program. Consequently pre-service teachers were provided instruction in IT but were rarely required to apply this technology in their courses. It also found that few education faculty members employed technology in their own work.

A survey commissioned by the Milken Exchange (1999) gathered baseline information about IT preparation that pre-service teachers receive. The results of the survey indicated that most faculty do not model use of IT skills in teaching, and most student teachers do not routinely use technology during field experiences, nor do they work under master teachers and supervisors who can advise them on IT use. The study recommends identification of effective models of teacher education programs that demonstrate effective integration of IT into classroom practice.

The foreign language teacher education program in the Teachers College at the University of Nebraska-Lincoln has successfully integrated technology into all aspects of the teacher preparation program. This process is documented through a professional teaching portfolio that provides evidence and samples of the use of digitized media and information technologies that meet the standards of the various professional organizations. It is hoped that sharing this program will serve as a basis for discussion and as one example of the integration of technology into teacher preparation programs.

How can we model technology use in foreign language methods courses to create more reflective teachers? How can we equip teachers with the skills necessary to use technology to create a learning-centered environment in their own classrooms? This paper investigates both of these two important issues surrounding the application of technology in the foreign language methods class.

One of the major foci in foreign language methods is to develop teacher candidates' ability to observe, analyze, evaluate, and reflect upon their beliefs about teaching and learning, their teaching practices, and the research, and theory related to second language acquisition. A Web-based course builder such as *Blackboard* can provide the opportunity to share insights, responses, and discussions between and among peers and teachers. The second aspect of technology focuses on developing confidence, skills, and abilities with instructional technology. Both of these aspects are important to ensure continuing professional development of teacher candidates and novice teachers.

Standards, Standards, and More Standards

Standards that serve as a guide in determining what should be taught, learned and assessed in a foreign language teacher education program include: (1) the International Society for Technology in Education (ISTE) Standards, (2) the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards (see Appendix A), and (3) World Languages Other than English Standards (see Appendix B). The INTASC Foreign Language Standards were aligned with standards for accomplished teachers that were developed by the National Board for Professional Teaching Standards. To ensure consistency across standards, the INTASC Foreign Language Committee shared its work with the Foreign Language Standards Board working group on foreign languages as they drafted standards for the accreditation of foreign language teacher education programs. The uniformity of these documents ensures a clear continuum of expectations for novice to master teachers.

The skills, knowledge, and dispositions a teacher should possess are clearly outlined in the above-noted documents. But, what are the specific technology skills and knowledge a beginning foreign language teacher should possess before entering the profession? (See ISTE, 2002. Available at <<http://cnets.iste.org>>.) How can these be effectively modeled and integrated into the methods classes to ensure application into the foreign language classroom?

Using both the ISTE and the foreign language INTASC standards as a guide, the instructors organized projects and tasks that served as evidence for meeting the standards and performance indicators (see Appendix D).

Levels of Technology Competence

Technology competencies in the Teachers College are achieved through a four-level process (see Appendix D). Level I skills (<<http://tc.unl.edu/level1>>.) must be successfully completed prior to admission into Teachers College. These skills involve using a spreadsheet, creating a Microsoft PowerPoint presentation and conducting a successful Internet search. Skills can be accomplished via the Web or by attending a one-day workshop. Level II requires students to create a Web page, demonstrate competencies using Hyper Studio, i-Movie, Web Quest, and numerous other software applications. Students complete level II skills prior to acceptance into the foreign language education program. Level III skills build on these competencies and connect them to the teaching and learning of foreign languages. Level IV skills are acquired during the student teaching semester and are demonstrated through a professional and electronic teaching portfolio.

Building Community and Reflective Practitioners Through Technology

Blackboard provides an especially effective medium for pre-service teachers to share knowledge, understanding, and experiences. Methods instructors can pose questions and probe to determine at what level individual teacher candidates understand the theory presented in texts and demonstrated in the classroom. By using the discussion board, teacher candidates learn from one another and can respond and interact at a deeper level than in oral discussions. The nature of the Web-based tool preserves the responses and questions that students investigate, allowing them to trace the evolution of their thinking and changes in understanding. Regular review of their beliefs, as well as how and why these beliefs have changed, will result in deeper processing on the part of the participants.

The role of research and theory can be underscored through teacher facilitation of the dialogue and through probing questions and comments, both collectively and individually, to the teacher candidates. This mentoring role between the teacher educator and the teacher candidate serves as a good illustration of Vygotsky's concept of the zone of proximal development. As participants read peer responses, they reevaluate their own interpretation of a text, pose questions, and engage in dialogue that originates from these discussions. The role of the teacher educator (expert) is to further nudge the participants (novices) through questions in an attempt to bring them to the next level of understanding (see Figure 1).

Figure 1. Response by foreign language method student that illustrates deeper processing and probing through threaded discussion

I think that I'm understanding the basic ideas of the theories, but I find myself getting slightly tripped up from different ways of defining the same concepts that I learned last semester or from terms close in "looks" but not in meaning. My hope is that if I write them down here to compare them, it will help me remember the differences and similarities.

In Brown's Principles of Language Learning and Teaching, the emphasis in Long's Interaction Hypothesis was on the Constructivist Theory of intake through social interaction, authenticity, and task-based instruction. This course's text concentrates on the different types of modified interaction a teacher can employ. Which should fit perfectly well, except when I think "modified," I confuse it with "mediation" from psychology. So, it's hard for me to remember that in language theory, "mediation" is the form of textbook, visuals, classroom discourse patterns, opportunities for interaction in the second language, direct instruction or teacher assistance. It's actually broader than my limited view of teacher intervention.

Another term in this text is "variable competence" which refers to whether a learner is using unconscious (automatic, spontaneous, unanalyzed or acquired) or conscious (non-automatic, analyzed, or learned) knowledge in using the second language. Krashen feels they are completely separate and McLaughlin (in his Attention Processing Model) thinks that learned can sometimes become acquired knowledge. I get confused because in Ellis' Second Language Acquisition, the term "variability in learner language" was used to talk about the systematic way a learner will correctly, then incorrectly, then finally correctly use a new item of the target language. And then in Brown, there is mention of Tarone's Capability Continuum Paradigm or Ellis' Variable Competence Model where learners show variance in their abilities depending on the linguistic context, psychological processing factors, social context, and/or language function. And then there are Canale/Swain's 4 communicative competences that can vary within one person: grammatical, discourse, sociolinguistic, and strategic. I looked and looked for the last term and couldn't find it, but I also remember reading in one of the texts from last semester that a person can be competent at different levels for different grammatical forms at the same time. I'm really going to have to look at these again carefully. Maybe writing these down will help me distinguish them.

The Virtual Classroom option available on *Blackboard* lends itself well to a distance learning environment. Students are divided into small groups to engage in collaborative investigation of a problem based on a reading or text. Each group has a different problem to analyze, and the entire discussion takes place synchro-

nously using computers. (A study conducted in the methods class revealed that an on-line discussion yielded higher level thinking than an oral discussion.) The Virtual Classroom comes equipped with a whiteboard that allows the teacher or learner to summarize, illustrate, or note salient points that emerge from the discussion. This optimizes time on task, and raises the level of mental engagement in the learning process. We have noted that when students know they have 15 minutes to collaborate in synchronous on-line discussion based on their reading, they are better prepared for discussion. Each group presents its findings and these findings are discussed further. Again this entire conversation is archived and can be reviewed and analyzed by students and teacher as evidence of learning and understanding.

The role of the teacher in a synchronous environment is truly one of guide and questioner. All participants have equal access to the instructor and to their classmates and have uninterrupted time to respond to the questions and discussions. We noted that one of the more reticent students in our class participated in a much livelier and substantive way during the on-line discussion than during oral discussions in class. Her sense of humor and personality became much more evident in the electronic media than in the face-to-face classroom. Discussions where such phenomena were reviewed brought the pre-service teachers to a deeper understanding of how electronic discussions can level the playing field and illuminate the talents of individuals who typically do not shine in a traditional class.

Especially effective for on-line discussions are case studies that are placed on the *Blackboard*. Teacher candidates analyze these case studies through a series of questions prepared by the teacher educator. The contrast between responses, the different levels of understanding, and the integration of experiences and background knowledge on the part of the participants enrich the learning experience. Students can truly build a community of scholars in such a learning environment because the context is clear, the varied responses reveal much about the abilities of participants that would be difficult to discern in oral discussion, and the participants gain respect for one another's strengths and skills. It is important to note that the teacher becomes part of this community of scholars in that learning occurs between and among the learners and between and among the instructor and the learners. The use of *Blackboard* discussions is especially beneficial in promoting a space where students can safely share their school-based experiences *as they occur*, and not have to wait until the next classroom session. The teacher candidates can get immediate feedback from peers and experts regarding observations, challenges in the classrooms, and all issues related to the school experience.

One of the tasks teacher candidates were assigned was to identify positive teacher behaviors (see Appendix C) that increased learning for students and negative teacher behaviors that resulted in little or no learning. These behaviors were based on observations of classroom teachers as well as on their own teaching experiences. As the list of behaviors expanded, this became the springboard for discussions in the face-to-face classroom as well as on-line discussions. The observation skills of the teacher candidates can be fine tuned through continual questions on the part of the instructor and peers. From research we know that the

difference between an expert and novice is especially significant regarding their ability to describe in detail.

This on-line medium allows for more personalized feedback and scaffolding to occur while students are in schools during their practicum and student teaching. This year we have added a listserv that will promote contact between and among methods course instructors and newly inducted teachers. New teachers need to become adept and comfortable with the on-line media to maintain the community that was established during the teacher education program. This will ensure the use of such media and provide a support network for the new teacher graduates of the program. Maintaining and promoting reflective teaching practices will promote growth and continuing development on the part of the recent teacher education graduate and the teacher educator.

Technology and Language Learning

The computer usage rate of public school students has increased from 59% in 1993 to 69% in 1997. The rates for grades one through eight increased from 69% in 1993 to 79% in 1997. The school computer usage rate in 1997 was 70% for students in high school and 65% for undergraduate students in college. These numbers confirm that there has been widespread use of computers in schools in recent years. About 99% of schools had access to the Internet in 2000 (National Center for Education Statistics, 2001).

Technology is a pervasive presence in today's world and should play a major role in educating learners and educators. Technology, such as the World-Wide Web, provides a variety of resources that allows the learner to construct meaning by gathering and synthesizing information. Roblyer et al. (1997) identified nine elements that result from technology-enhanced learning: motivation, cooperative learning, shared intelligence, problem solving and higher level skills, tracking learner progress, helping learners visualize problems and solutions, increased teacher productivity, efficient access to accurate information, and the capacity for teachers to create student-friendly materials efficiently (p.29). Reigeluth and Garfinkle (1992) state that technology changes the teacher's role to that of facilitator.

The role of technology in the foreign language class is especially important in building motivation to engage the learners in language acquisition. In addition to their knowledge of language, teachers must have the pedagogical and technological skills and the ability to use technology in interesting, challenging, and rewarding ways. How can colleges and universities provide pre-service foreign language teachers with the skills needed to effectively integrate technology into their curriculum and classroom activities?

Wildner (2000) summarized several approaches as models for foreign language methods classrooms: the single course approach, the technology-infusion approach, the individual student performance approach, the case-based approach, and the eclectic approach. Cunningham and Redmond (2002) describe a foreign language education program at Wake Forest University and offer it as an example

of how a content-focused curriculum can be enhanced by a supportive technology program. They emphasize the need to develop a technology infrastructure that encourages the integration of technology in teacher education. If students have more opportunities to apply instructional technology during their field experiences, they will be able to develop the technological proficiency to enhance student learning effectively.

Bush (2000) and Young (1999) conducted research on computer-assisted instructional technology in foreign language classrooms and found that technology significantly impacts student learning. The following is a summary of their individual findings:

- Students usually learn more in classes in which they receive computer-based instruction.
- Students learn their lesson in less time with computer-based instruction.
- Students like their classes more when they receive computer assistance in them.
- Students experience less anxiety in computer-based instruction.
- Students can and do participate in any given class period.

Verano (1987) compared students who received a passive videodisc presentation and those who used a highly interactive videodisc program. He found that students who had the interactive instructional experience were more interested in learning Spanish than the others, felt a stronger desire to visit a Spanish-speaking country, and achieved more than students in the passive group. Students who learn new information in the process of solving meaningful problems are more likely to see its potential usefulness than when asked to memorize isolated facts (Goldman et al., 1999). Beauvois (1998) revealed that by implementing interactive learning environments such as a language lab, a virtual on-line classroom, and other computer mediated communication, performance anxiety was significantly reduced.

Such studies underscore the positive impact of learning via computer-mediated instruction. An effective strategy that allows pre-service teachers to experience first hand the impact of computer-mediated instruction is to involve them and their students in an inquiry project or action research study during the pre-service field experiences. Pre-service teachers compare lessons that use computer-mediated instruction and those that do not. Results are shared in class or on-line and are analyzed, evaluated, and presented. A first-hand experience with the data and information gained in their own classrooms is much more compelling than reading a research study that reveals the same results.

Technology Tied to Language Curriculum, Methods, and Field Experiences

During the two-semester methods block, teacher candidates apply the computer and technology skills gained from previous classes to foreign language education. As theory and research are discussed, pre-service teachers are asked to create language-learning tasks using technology. Building on their knowledge of

memory, cognition and second language acquisition, the teacher candidates are asked to create a Microsoft PowerPoint listening activity using an authentic song from the target culture. Criteria for selecting a linguistically appropriate text are reviewed, and the role of visuals and dual coding (words and pictures) are discussed. The impact of music on memory and learning, and the role of culture in language learning are other topics raised by the methods instructor to prepare for the Microsoft PowerPoint assignment. The technology skills that are reinforced are the synchronization of text and music, importing of images, and location of culturally authentic images that enhance the text.

A song by Gloria Estefan, *Mi tierra* [*My country*], is a good choice for such an assignment. The recording artist, a native speaker of Spanish, is already someone the learners know (background knowledge), the words are comprehensible (pronunciation, intonation, pacing are good) to beginning learners when reinforced with authentic visuals, and the song is rich in cultural content. All songs chosen by teacher candidates are presented and shared, then recorded onto a CD providing the teacher candidates with a repertoire of songs and activities that can be integrated into the Spanish language classroom.

Teacher candidates are introduced to a set of children's texts (Mayer's *Just Grandma and Me*, Brown's *Arthur's Teacher Trouble*, Mayer's *Little Monster at School*) on CDs that emphasize reading for meaning, pronunciation, and intonation practice. These CDs are a great resource for teaching language in context and provide individual practice for language learners. Teacher candidates are introduced to Hyper Studio and create their own interactive children's stories that complement the grammatical structures and vocabulary taught in the classroom. The major focus is on devising assessment tasks that provide language learners with immediate feedback. These tasks can be placed on the Web or on a CD for classroom use.

One of the major tasks for students during the first methods class is the development of their own homepage on the Web. Guidelines are disseminated describing the contents that must appear on the Web page as well as suggested additional resources and links that will be valuable for their classes. Standards and Web-based lesson plans using resources and information from the Internet are emphasized. A unit plan based on a children's text serves as the culminating product for the semester. Large parts of this unit plan are tied directly to technology (webbing programs, clip art, assessment activities on the Web, Internet-based information gathering, and texts from the Internet that supplement the children's story).

Teacher candidates are required to videotape three microteaching lessons (with peers), three lessons during their practicum, and three classes during their student teaching. Self-evaluation, peer evaluation, and expert evaluations of these videotaped classes are conducted. During the student-teaching phase of their professional development, teacher candidates include a videotaped lesson plan on their Web page that demonstrates their ability to analyze the effectiveness of their lesson. Included are short segments of streaming video that highlight their teaching skills.

The videotapes serve as a valuable resource for teacher candidates to follow their own development and assist them in identifying those problems that need to be addressed and those skills that need to be refined in the next phase of their teaching development.

Teacher candidates keep a portfolio during their three-semester methods course sequence. The portfolio is organized according to the INTASC standards, the foreign language standards, and the ISTE technology standards. Evidence for each of the 10 INTASC competencies is provided together with a rationale and analysis of the product included in the portfolio. The first semester emphasizes the building of a conceptual framework based on second language acquisition and theory. The second semester relates the theory and concepts to the reality of the school context. Teacher candidates are in schools two hours a day, and this experiential phase serves as a springboard for the discussions in class and on *Blackboard*. The third semester is the student-teaching phase, an all-day immersion in schools.

The integration of technology during the two semesters of field experiences is the most critical during the teacher preparation program. If teacher candidates do not actively use technology during their field experiences, the likelihood of their using technology as beginning teachers is significantly reduced. During the first field experience, teacher candidates are required to create a Web page with the cooperating teacher that underscores connecting the classroom to the families and community. This Web page contains a profile of the school, an introduction, rationale and benefits of foreign language study, a calendar of events and homework assignments, E-mail opportunities, and a series of curriculum-based self-tests, as well as links that allow a learner to explore and learn independently. Not only does this exercise give the teacher candidates an opportunity to learn about the school in which they are working, but it also provides them opportunities to link with families of their students and to communicate grading policies, assignments, homework, progress reports, and more. One of the additional benefits of this has been that the cooperating teacher has learned from the student teacher how to create a homepage and to extend the classroom beyond the walls of the school.

These are but a few examples of technology skills that teacher candidates can acquire, use actively, and then apply in their own classrooms. Having a well thought-out infrastructure of technology tasks is important. It provides the necessary scaffolding of skills needed to tie technology and digitized media effectively to language teaching.

Conclusion

The complexity of connecting pedagogy, second language acquisition theory, cognitive psychology, and diversity can be mediated through technology. The ability to integrate visuals, hypertext, interactive and active Web tasks engages the learner in deeper processing and greater cognitive growth. Technology offers a way for teacher candidates to integrate the knowledge they have acquired in psychology, special education, content, and pedagogy courses in ways that demonstrate their understanding of the concepts of these disciplines.

Technology can play a pivotal role in enhancing student learning, in promoting discourse on teaching and learning, and in building community among educators. Pre-service teachers who possess technology skills will more likely apply these skills in their language classrooms. Teacher education programs and methods instructors must contribute to building a critical mass of new foreign language teachers who use technology effectively in ways that increase student learning. The program in the Teachers College at the University of Nebraska-Lincoln is one model of a teacher education program that has produced agents of change for integrating technology into the foreign language classroom.

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Appendix A

INTASC Standards and World Languages Other than English Standards

INTASC Standards for Beginning Foreign Language Teachers

Principle #1: Content Knowledge.

Language teachers are proficient in the language they teach. They understand language as a system, how students learn a language, and how language and culture are linked. They are knowledgeable about the cultures of the people who speak the language. Using this knowledge, they create learning experiences that help students develop language proficiency and build cultural understanding.

Principle #2: Learner Development.

Language teachers understand how students learn and develop and can relate this to their development of language proficiency and cultural understanding. provide learning experiences that are appropriate to and support learners' development.

Principle #3: Diversity of Learners.

Language teachers understand how learners differ in their knowledge, experiences, abilities, needs, and approaches to language learning, and create instructional opportunities and environments that are appropriate for the learner and that reflect learner diversity.

Principle #4: Instructional Strategies.

Language teachers understand and use a variety of instructional strategies to help learners develop language proficiency, build cultural understanding, and foster critical thinking

Principle #5: Learning Environment.

Language teachers create an interactive, engaging, and supportive learning environment that encourages student self-motivation and promotes their language learning and cultural understanding.

Principle #6: Communication.

Language teachers use effective verbal and non-verbal communication, and multi-media resources, to foster language development and cultural understanding.

Principle #7: Planning for Instruction.

Language teachers plan instruction based on their knowledge of the target language and cultures, learners, standards-based curriculum, and the learning context.

Principle #8: Assessment.

Language teachers understand and use a variety of assessment strategies to monitor student learning, to inform language and culture instruction, and to report student progress

Principle #9: Reflective Practice and Professional Development.

Language teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others and who actively seek out opportunities to grow professionally.

Principle #10: Community.

Language teachers foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.

Source: The Council of Chief State School Officers
 INTASC Foreign Language Standards Committee (2002). Model Standards for Licensing Beginning Foreign Language Teachers: A Resource for State Dialogue. Available: <http://www.ccsso.org/pdfs/ForeignLanguageStandards.pdf>

Appendix B***World Languages Other than English Standards*****Preparing for Student Learning****I. Knowledge of Students (p. 7)**

Accomplished teachers of world languages other than English draw on their understanding of child and adolescent development, value their students as individuals, and actively acquire knowledge of their students to foster their students' competencies and interests as individual language learners.

II. Fairness (p. 11)

Accomplished teachers of world languages other than English demonstrate through their practices toward all students their commitment to the principles of equity, strength through diversity, and fairness. Teachers welcome diverse learners who represent our multiracial, multilingual, and multiethnic society, and they set the highest goals for each student.

III. Knowledge of Language (p. 15)

Accomplished teachers of world languages other than English have the ability to function with a high degree of proficiency in the languages they teach, know how the languages work, and draw on this knowledge to set attainable and worthwhile learning goals for their students.

IV. Knowledge of Culture (p. 19)

As an integral part of effective instruction in world languages other than English, accomplished teachers know and understand the target cultures and target languages and know how these are intimately linked with one another.

V. Knowledge of Language Acquisition (p. 23)

Accomplished teachers of world languages other than English are familiar with how students acquire competence in another language, understand varied methodologies and approaches used in the teaching and learning of languages, and draw on this knowledge to design instructional strategies appropriate to their instructional goals.

Advancing Student Learning

VI. Multiple Paths to Learning (p. 27)

Accomplished teachers of world languages other than English actively and effectively engage their students in language learning and cultural studies; they use a variety of teaching strategies to help develop students' proficiency, increase their knowledge, strengthen their understanding, and foster their critical and creative thinking.

World Languages Other than English Standards

(for teachers of students ages 3–18+)

Overview

The requirements for National Board Certification in the field of World Languages Other than English are organized into the following 14 standards. The standards have been ordered as they are to facilitate understanding, not to assign priorities. They are each an important facet of the art and science of teaching; they often occur concurrently because of the seamless quality of accomplished practice.

VII. Articulation of Curriculum and Instruction (p. 31)

Accomplished teachers of world languages other than English work to ensure that the experiences students have from one level to the next are sequential, long-range, and continuous, with the goal that over a period of years students will move from simple to sophisticated use of languages.

VIII. Learning Environment (p. 35)

Accomplished teachers of world languages other than English create an inclusive, caring, challenging, and stimulating classroom environment in which meaningful communication in the target languages occurs and in which students learn actively.

IX. Instructional Resources (p. 39)

Accomplished teachers of world languages other than English select, adapt, create, and use appropriate resources to help meet the instructional and linguistic needs of all their students and foster critical and creative thinking among them.

X. Assessment (p. 43)

Accomplished teachers of world languages other than English employ a variety of assessment strategies appropriate to the curriculum and to the learner and use assessment results to monitor student learning, to assist students in reflecting on their own progress, to report student progress, and to shape instruction.

Supporting Student Learning

XI. Reflection as Professional Growth (p. 47)

Accomplished teachers of world languages other than English continually analyze and evaluate the quality of their teaching in order to strengthen its effectiveness and enhance student learning.

XII. Schools, Families, and Communities (p. 51)

Accomplished teachers of world languages other than English work with colleagues in other disciplines, with families, with members of the school community, and with the community at large to serve the best interests of students.

XIII. Professional Community (p. 55)

Accomplished teachers of world languages other than English contribute to the improvement of instructional programs, to the advancement of knowledge, and to the practice of colleagues in language instruction.

XIV. Advocacy for Education in World Languages Other than English (p. 57)

Accomplished teachers of world languages other than English advocate both within and beyond the school for the inclusion of all students in long-range, sequential programs that also offer opportunities to study multiple languages.

Source: National Board for Professional Teaching Standards (2001). World Languages Other Than English Standards. Available: http://www.nbpts.org/pdf/ecya_wloe.pdf

Appendix C***Sample List of Teacher Behavior finding from the course***

| Positive Teacher Behavior | Negative Teacher Behavior |
|---|---|
| Class meeting | Assessment focused on forms vs. content |
| Communication with parents by e-mail | Atlas-like teacher |
| Culture capsules | Book-driven |
| Extra credit issue | Cheating policy weak |
| Finish early | Class time used unwisely |
| Games | Error feedback not developmental |
| Giving clear instructions and providing expectations. | Lack of teaching for diversity |
| Activation of prior knowledge | Lack of L2 use |
| Student centered | Lack of organization |
| High expectations | Learners not on task |
| Homework-consistent homework assignments | No breaks |
| Optimal use of L2 | No pronunciation correction (teach mini-units) |
| Not intimidating | No rapport with learner |
| Pacing: check for understanding | No sense of humor |
| Passes | Not enthusiastic |
| Personalized attention | Not willing to make a fool of yourself |
| Positive energy (e.g., humor) | Sarcasm |
| Routine | Teacher's mood impacts atmosphere |
| Speaking Points | Teachers draw attention to themselves (e.g., listen to me and stop talking) |
| Special Adaptations | Test/quiz are spoon fed |
| Teaching Study skills | Too concerned with being liked |
| Use of technology | Too easy with grades and rules |
| White boards | Too much emphasis on grades |
| | Anxiety too low |
| | Unclear directions and expectations |
| | Weighting of grades-no consequences for late assignments |

Appendix D

*INTASC Standards and Pre-service Teacher competencies
at University of Nebraska - Lincoln*

| Performance | INTASC Standards | Technology (Level) | Objectives |
|--|------------------|--|---|
| Basic computing and navigation on the Internet | | Word processing programs (I) Spread sheets(I) Internet searches(I) | Communicate via electronic media; access information/resources |
| Presentation | 1-10 | Microsoft PowerPoint (I,II,III) Hyper Studio (II,III) Clipart (I,II,III) Digitized media (II, III) (Audio/Visual) | Using content knowledge, teacher candidates create audio/visual products to support learner's development |
| Assessment | 1, 3, 4, 5, 8, 9 | Hyper Studio (II) Microsoft PowerPoint (I,II,III) | Use a variety of assessment tools to monitor student learning and growth |
| Web Folio/ WebQuest | 1-5, 7-10 | Web creator (II, III, IV) Photo editing (II,III, IV) | To create an interactive and supportive learning environment and foster relationships |
| Commercial Projects and Products | 1-10 | iMovie (IV) Digitized media tools (Audio/video equipment) | To use effective multi-media resources for cultural and language development |
| On-line discussion/ | 4, 8, 9 | <i>Blackboard</i> Web | To reflect and share teaching |

| Performance | INTASC Standards | Technology (Level) | Objectives |
|---|-------------------------|--|--|
| Synchronous/ Asynchronous discussion | 4, 5, 8 | <i>Blackboard</i> Virtual Classroom (III,IV) | To promote language learning and cultural understanding |
| Resources | 2, 3, 10 | On-line resources (I,II,III,IV) | To encourage student motivation and cultural understanding to promote the language learning |
| Professional and Electronic Teaching Portfolio | 1-10 | Web creator A synthesis of technol- ogy skills | To prepare professional teaching competencies |