

**FOREIGN LANGUAGE TEACHING METHODS
FREN/GERM/SPAN 4150
UNIVERSITY OF NORTH TEXAS
SPRING 2012**

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Online Content

Blackboard Learn 9.1 will be used as our course management system. The name *Blackboard* is often abbreviated as *Bb*, and UNT has several ways for you to contact someone if you need help with computer-related matters. This information can be found on the log-in page, which is at the following address: <https://learn.unt.edu/>. Please note that this is the most recent version of Blackboard adopted by UNT. You will not see this course listed in the older version of Blackboard (Vista).

Course Description

This course is designed as professional preparation for future teachers of Languages Other Than English (LOTE). Specific assignments and topics (e.g., lesson planning, professional development, second language acquisition, evaluating learning) will serve as preparation for the Texas teaching certification exam, officially known as the Texas Examination of Educator Standards (TExES). For LOTE teachers, state certification is for Early Childhood (EC) through 12th grade.

Required Texts

Lightbown, P., & Spada, N. (2006). *How Languages Are Learned*. 3rd edition. Oxford, England: Oxford University Press. [Make sure that you have the most recent edition of this book.]
ISBN 10: 0194422240
ISBN 13: 978-0194422246

TExES LOTE Preparation Manual (for the language of your major: French, German, Spanish)
http://www.texas.ets.org/texas/prepMaterials/#Preparation_Manual_Downloads

Executive Summary of the Standards for Foreign Language Learning in the 21st Century.
American Council on the Teaching of Foreign Languages.
http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf

Supplemental Recommended Reading

Hall, J. K. (2002). *Methods for Teaching Foreign Languages: Creating a Community of Learners in the Classroom*. Upper Saddle River, NJ: Prentice Hall/Pearson.

ISBN-10: 013087910X

ISBN-13: 9780130879103

Horwitz, E. (2008). *Becoming A Language Teacher: A Practical Guide to Second Language Learning and Teaching*. Boston: Pearson.

ISBN-10: 0205430821

ISBN-13: 9780205430826

Disability Accommodation Statement

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112, The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

Students must follow the Procedure for Requesting Special Accommodation, as indicated in the UNT Policy Manual. "Within the first week of class, qualified students must notify the instructor or academic unit liaison for disability accommodation that options to standard methods of educational access will be needed" ([Volume 3, 18.1.14, part II, section B](#)).

Academic honesty and integrity

As a student at UNT, it is important for you to be familiar with and understand the code of conduct, which was revised in Fall 2010. Please visit the website of the Center for Student Rights and Responsibilities at <http://conduct.unt.edu/>.

Counseling and Testing

Located in Chestnut Hall Suite #311, Counseling and Testing Services is committed to serving UNT's diverse campus community by providing counseling, testing, consultation, and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being.

<http://counselingandtesting.unt.edu/>

Assignments & Exams

Attendance (entire class period)	15 %
Learning Module Project	10 %
Lesson Planning Project	5 %
Article Summary & Critique Project	5 %
Homework & Quizzes	30 %
Mid-Term Exam	15 %
Final exam	20 %

Grading Scale

A	90-100 %
B	80-89.9 %
C	70-79.9 %
D	60-69.9 %
F	0-59.9 %

Learning Module Project

During Weeks 1-4 of the semester, students will work in groups of 2 or 3 in order to prepare a micro-lesson that will be presented to a class of language learners by one member of the group.

- Students preparing to be teachers of French and Spanish will base their lesson on explaining verbal aspect with specific focus on using *imparfait/imperfecto* vs. *passé composé/pretérito*.
- Students preparing to be teachers of German will base their lesson on explaining auxiliary verb choice (*haben* vs. *sein*) in the present perfect.
- The instructor will work with each group to find times during Week 4 when the micro-teaching will take place.
- Specific guidelines and a grading rubric will be available in Blackboard.

Lesson Planning Project (due Week 9)

This project will have two parts:

- 1) A traditional lesson plan for a 50-min. class period that will cover a topic that must be approved by the instructor; and
- 2) A lesson plan based on the format required for the state teaching certification exam (TExES).

Specific guidelines and a grading rubric will be available in Blackboard.

Article Summary & Critique Project (due Week 14)

This project consists of providing a summary and a critique of the article listed below for your major. Specific guidelines and a grading rubric will be available in Blackboard.

French: Chapelle, C. (2009). A hidden curriculum in language textbooks: Are beginning learners of French at U.S. universities taught about Canada? *Modern Language Journal*, 93, 139-152.

German: Maxim, H. (2002). A study into the feasibility and effects of reading extended authentic discourse in the Beginning German language classroom. *Modern Language Journal*, 86, 20-35.

Spanish: Pinto, D., & Rex, S. (2006). The acquisition of the Spanish prepositions *por* and *para* in a classroom setting. *Hispania*, 89, 611-622.

Homework & Quizzes

These assignments/assessments may be announced or unannounced. No late homework will be accepted, and no late quizzes will be given unless you meet **all** the criteria established by UNT in the official Policy Manual.

Mid-Term Exam

The mid-term exam will include the following tasks and topics:

- Sample lesson plan (based on TExES-LOTE format)
- *Standards for Foreign Language Learning in the 21st Century*
- Model of Communicative Competence proposed by Celce-Murcia (2007)
- Concept-Based Instruction as an approach to teaching grammar (Negueruela & Lantolf, 2006)
- Integrated Performance Assessment (Adair-Hauck et al., 2006)
- Dynamic Assessment (Poehner & van Compernelle, in press)

Final Exam

The final exam will cover all the chapters in our textbook by Lightbown & Spada (2006). You can prepare for the final exam by reviewing the reading questions assigned for each chapter.

Weekly Schedule

Week 1

Jan. 17

- Course objectives, assignments, and project;
- Resources for language teachers;
- Professional Language Teaching Organizations

Jan. 19

Content and structure of the Texas Examination of Educator Standards (TExES): Languages Other Than English (LOTE)—French, German, Spanish

Week 2

Jan. 24

Current debates and issues in Second Language Acquisition

Lantolf, J., & Johnson, K. (2007). Extending Firth and Wagner's (1997) Ontological Perspective to L2 Classroom Praxis and Teacher Education. *Modern Language Journal*, 91, Focus Issue, 877-892.

Jan. 26

Teaching Grammar: Systemic-Theoretical Instruction (Concept-Based Instruction)

French & Spanish majors:

Negueruela, E., & Lantolf, J. (2006). Concept-Based Instruction and the acquisition of L2 Spanish. In M. R. Salaberry & B. Lafford (Eds.), *The art of teaching Spanish: Second language acquisition from research to praxis* (pp. 79-102).

German majors:

Arnett, C., & Martin, S. (2004). Auxiliary selection in the present perfect by L2 students of German. *Die Unterrichtspraxis/Teaching German*, 37, 148-159.

Week 3

Jan. 31

Planning and preparation for **Micro-Teaching Project**

French & Spanish majors: verbal aspect (*imparfait/imperfecto* vs. *passé composé/pretérito*)

German majors: auxiliary verb choice (*haben* vs. *sein*)

Feb. 2 – No organized meeting in our classroom; Groups meet individually

Planning and preparation for **Micro-Teaching Project**

French & Spanish majors: verbal aspect (*imparfait/imperfecto* vs. *passé composé/pretérito*)

German majors: auxiliary verb choice (*haben* vs. *sein*)

Week 4

Feb. 7

Lesson Planning

Standards for Foreign Language Teaching in the 21st Century (American Council on the Teaching of Foreign Languages)

Feb. 9

Lesson Planning

Models of Communicative Competence

Celce-Murcia, M. (2007). Rethinking the Role of Communicative Competence in Language Teaching. In Eva Alcon Soler and Maria Pilar Safont Jorda (Eds). *Intercultural Language Use and Language Learning*. Dordrecht, Netherlands: Springer.

Week 5

Feb. 14

Overview of Assessment Practices and Tools: Key Terms and Concepts

Feb. 16

Integrated Performance Assessment

Adair-Hauck, B., Glisan, E., Koda, K., Swender, E., & Sandrock, P. (2006). The Integrated Performance Assessment (IPA) : Connecting assessment to instruction and learning. *Foreign Language Annals*, 39, 359-382.

Week 6

Feb. 21

Dynamic Assessment

Poehner, M., & van Compernelle, R. (In press). L2 development around tests: Learner response processes and Dynamic Assessment. *International Review of Applied Linguistics*.

Feb. 23

Characteristics of young learners (elementary school); Assessment of young language learners;
Foreign Language in Elementary School (FLES) programs

<http://www.actfl.org/i4a/pages/index.cfm?pageid=3653>

<http://www.cal.org/resources/archive/rgos/fles.html>

<http://www.gladys-c-lipton.org/>

<http://www.osan-es.pac.dodea.edu/Programs/FLES/FLESDODEA.html>

Taylor, C., & Lafayette, R. (2010). Academic Achievement Through FLES: A Case for Promoting Greater Access to Foreign Language Study Among Young Learners. *Modern Language Journal*, 94, 22-42.

Week 7

Feb. 28

Textbook analysis

Mar. 1

- Textbook analysis
- Review for Mid-Term Exam

Week 8

Mar. 6

Mid-Term Exam

Mar. 8

Blackboard class meeting: Prepare *Lesson Planning Project* (due during Week 9)

Week 9 (Mar. 13, Mar. 15)

In-class discussion of chapter 1 in Lightbown & Spada, 2006

Spring Vacation: Mar. 19-25 (Classes do not meet.)

Week 10

Mar. 27

Blackboard class meeting: Reading questions for chapter 2 (Lightbown & Spada, 2006)

Mar. 29

In-class discussion of chapter 2 in Lightbown & Spada, 2006

Week 11 (Apr. 3, Apr. 5)

In-class discussion of chapter 3 in Lightbown & Spada, 2006

Week 12

Apr. 10

In-class discussion of chapter 4 in Lightbown & Spada, 2006

Apr. 12

Blackboard class meeting: Prepare *Article Summary & Critique Project* (due during Week 14)

Week 13

Apr. 17

In-class discussion of chapter 5 in Lightbown & Spada, 2006

Apr. 19

Blackboard class meeting: Prepare *Article Summary & Critique Project* (due during Week 14)

Week 14 (Apr. 24, Apr. 26)

In-class discussion of chapter 6 in Lightbown & Spada, 2006

Week 15 (May 1, May 3)

- In-class discussion of chapter 7 in Lightbown & Spada, 2006
- Sullivan, J. (2011). Taking charge: Teacher candidates' preparation for the Oral Proficiency Interview. *Foreign Language Annals*, 44, 241-257.
- Review for Final Exam

Final Exam: Tuesday, May 8, 2012 from 5:00 pm to 7:00 pm, LANG 204