

**FOREIGN LANGUAGE TEACHING METHODS
FREN/GERM/SPAN 4150
UNIVERSITY OF NORTH TEXAS
FALL 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	
Chat Tutoring Project	10 %
Homework & Quizzes	40 %
Exams (2)	40 %
Final Project: Article Summary & Critique	10 %

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

Chat Tutoring Project

Each student in this course will be assigned to a pair of learners at the 2050 level in French, German, or Spanish, depending on your major. Since it may not be possible for this project to be done during our regularly scheduled class period, every effort will be made to schedule chat discussion/tutoring at a time that is convenient for everyone. Further details will be provided in class.

Article Summary & Critique Project

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.

Weekly Schedule

Week 1: August 30

Introduction to Foreign Language Teaching Methods

ACTFL Standards for Foreign Language Teaching in the 21st Century

Week 2: September 4/6

Communicative Competence; Communicative Language Teaching

Chapter 1 in Lightbown & Spada (2006)

Week 3: September 11/13
Chapter 2 in Lightbown & Spada (2006)
Chat Discussion/Tutoring Project (or during Week 4)

Week 4: September 18/20
Chapter 3 in Lightbown & Spada (2006)

Week 5: September 25/27
Chapter 4 in Lightbown & Spada (2006)

Week 6: October 2/4
Chapter 5 in Lightbown & Spada (2006)

Week 7: October 9/11
Additional readings related to chapter 5 in Lightbown & Spada (2006)

Week 8: October 16/18
Review for Exam 1 (Oct. 16)
Exam 1 (Oct. 18)

Week 9: October 23/25
Chapter 6 in Lightbown & Spada (2006)
Proposals 1-3 for classroom teaching
Chat Discussion/Tutoring Project (or during Week 9)

Week 10: October 30/November 1
Chapter 6 (continued) in Lightbown & Spada (2006)
Proposals 4-6 for classroom teaching

Week 11: November 6/8
Chapter 7 in Lightbown & Spada (2006)
Presentations of "popular ideas about language learning revisited"

Week 12: November 13/15
Chapter 7 (continued) in Lightbown & Spada (2006)
Presentations of "popular ideas about language learning revisited" (and other topics)

Week 13: November 20
Assessment of learning

Thanksgiving: November 22—University closed.

Week 14: November 27/29
Review for Exam 2 (Nov. 27)
Exam 2 (Nov. 29)

Week 15: December 4/6
Online session in Blackboard (Dec. 4)
Online session in Blackboard (Dec. 6)

Final Project due by 5 p.m. on Thursday, December 13, 2012 (Central Standard Time)
This project must be submitted in Blackboard.