

**FOREIGN LANGUAGE TEACHING METHODS
FREN/GERM/SPAN 4150
UNIVERSITY OF NORTH TEXAS
SUMMER 2013**

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This course meets Monday, Tuesday, Wednesday, and Thursday from 2:00 p.m. to 3:50 p.m.
The only course meeting on a Friday is June 7, 2013. This is a make-up day for the July 4 holiday.
This course meets in the classroom (LANG 212) during Weeks 1, 2, and 3.
This course meets on line (Blackboard) during Weeks 4 and 5.

Online Content

Blackboard Learn 9.1 will be used as our course management system.
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/>.

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

Introducing Second Language Acquisition by Muriel Saville-Troike (Second edition, Cambridge University Press, 2012). ISBN 978-1-107-64823-4

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

Lesson Planning Project	10 %
Article Summaries/Critiques (2 X 5% each)	10 %
Homework & Quizzes	20 %
Exams (3 X 20% each)	60 %

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

Lesson Planning Project

This project will have two parts:

- 1) An analysis of one type of computer-mediated communication/discourse (to be announced and explained in class).
- 2) A partial lesson plan explaining how you would incorporate new technologies and new types of communication (based on the computer-mediated communication/discourse analyzed for Part 1) into a lesson/module/unit.

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

Article Summaries/Critiques

During this course, you will write a summary/critique of two articles.

Your first summary/critique will be based on the article listed below that corresponds to your major. For your second summary/critique, all students will read/summarize/critique the same article (to be announced in class).

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.