

FREN/GERM/SPAN 4150 – Foreign Language Teaching Methods  
Spring 2010

**Class meetings**

M, W from 2:00 pm to 3:20 pm in LANG 301

**Instructor**

Lawrence Williams

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**Office Hours**

M, W 3:30-4:00 and by appointment in person or in [Google Talk](#): UNTfrench

**Teaching Effectiveness**

The instructor is committed to the teaching effectiveness objectives developed by the University of North Texas:

- **Organization and Explanation of Materials (OEM).** The instructor is committed to doing the following: making the course requirements and student learning outcomes clear to the students; giving assignments, activities, and materials that are helpful and that contribute to understanding the subject; explaining difficult material clearly; showing the relationships among topics and new concepts; and evaluating student work in ways that are helpful to learning.
- **Learning Environment (LE).** The instructor is committed to doing the following: establishing a climate of mutual respect and encouragement; motivating students to work and engage in learning; being available and encouraging; being skillful in actively engaging students in learning; and providing useful feedback.
- **Self-Regulated Learning (SRL).** The instructor is committed to doing the following: guiding and encouraging self-directed learning in which the student is encouraged; being open to the viewpoints of others; developing new viewpoints; connecting course topics to a wider understanding of the subject; and contributing to the learning process.

**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, Volume 3, 18.1.14, part II. According to these guidelines, "[w]ithin 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" (part II, section B).

### **Required text**

Hall, Joan K. (2001). *Methods for teaching foreign languages: Creating a Community of Learners in the Classroom*. Upper Saddle River, NJ: Prentice Hall.

### **Required articles** (available through *electronic resources* at Willis Library)

New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66, 60-92.

Flowerdew, J., & Li, Y. (2007). Plagiarism and second language writing in an electronic age. *Annual Review of Applied Linguistics*, 27, 161-183.  
doi: 10.1017/S0267190508070086

Thorne, S., & Black, R. (2007). Language and literacy development in computer-mediated contexts and communities. *Annual Review of Applied Linguistics*, 27, 133-160.  
doi: 10.1017/S0267190508070074

### **Recommended reading for course projects and/or state licensure test (LOTE)**

(available at Willis Library or through *electronic resources* via the UNT Libraries web site)

- Articles in Foreign Language Annals, volume 24, issue 1. This is a Special Focus Issue on language learning and disabilities, anxiety, and special needs.
- Articles 1-7 in vol. 24 of *Annual Review of Applied Linguistics* (2004)
- Articles in *Canadian Modern Language Review*, *Foreign Language Annals*, or *Modern Language Journal* related to foreign language education in general or the language you plan to teach
- Articles in the official journal of the American Association of Teachers of French/German/Spanish related to teaching French/German/Spanish
- Articles related to the use of new technologies in foreign language education in *CALICO Journal*, *Computer-Assisted Language Learning*, *Language Learning & Technology*, *ReCALL*, or *System*
- Chapters in *Electronic discourse in language learning and language teaching* (2009), L. Abraham & L. Williams (Editors). Willis Library (3<sup>rd</sup> floor): P53.285 .E44 2009

### **Use of Blackboard**

A selected number of meetings will be online sessions using Blackboard. We will look at the Blackboard site together in class during the first few meetings of the semester, and the Blackboard sessions will be listed on the Calendar tool, so please be sure to check the Calendar at the beginning of every week. For every Blackboard meeting or assignment, there will be a single folder with all the information you need for that particular meeting or assignment.

If you have not used Blackboard for any other courses, you might find the online tutorials useful: <http://ecampus.unt.edu/webct/entryPage.dowebct>. You will find the tutorials under the heading STUDENT RESOURCES near the bottom of the page.

### **Course content and goals**

This course is intended for current or future teachers of foreign languages, with specific focus on French, German, and Spanish. As such, students will be expected to engage actively in lesson planning, foreign language textbook/materials analysis, quiz and test preparation, and other activities related to curriculum, instruction, and assessment.

This course will provide a forum for current or future teachers of foreign languages to discuss, debate, and reflect on different approaches to and methods of language analysis, teaching, learning, and testing. Learning how to integrate networked technologies into the foreign language curriculum will also have an important role in this course.

Readings, discussions, debates, and assignments will cover both current and older models of foreign language pedagogy and foreign/second language acquisition in order to provide students with an appreciation for the evolution of the fields of foreign language education and second/foreign language acquisition. Students in this course will be also introduced to professional organizations that promote foreign language education in the U.S. and abroad.

### **Learning objectives**

Student in this course will learn how to plan instruction (for lessons and units) and assessment based on current theoretical frameworks of second language acquisition/development. In addition to these overarching learning objectives, students will learn how to access resources and communities of practitioners for the purposes of professional development and networking.

### **Course organization**

This course is divided into two units: 1) Communication, Second Language Acquisition/Development, and Classroom Discourse; 2) Planning Instruction & Assessment

### **Course Grade**

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Project 1 – Sample Lesson Plan	10%
Project 2 – Presentation of a Research Article	10%
Project 3 – Professional Development Assignment	5%
Quizzes (8)	40%
Mid-term exam	15%
Final exam	20%

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### **Grading Scale**

90-100	A
80-89.9	B
70-79.9	C
60-69.9	D
59 and below	F

**Quizzes** will cover assigned readings and topics covered in class. Quizzes are given so that both the instructor and the students may track progress throughout the semester. Some material from quizzes may appear again in similar or different formats on exams.

**Projects** will include a variety of tasks (e.g., lesson planning, awareness of professional development opportunities, and presentation of a research article). Specific instructions and scoring rubrics for each project can be found in Blackboard.

**Project 2** is an individual presentation during the second half of the semester lasting 8-10 minutes. You must submit the title of two articles—a first choice and a second choice—for Project 2 by the end of the Week 4 of the semester. You will be notified during Week 5 if your first choice or second choice or neither has been approved for Project 2. If neither is approved, you must make an appointment to discuss this matter in person or by telephone.

**The mid-term and final exams** will include one or more of the following types of tasks: 1) terms to define/explain; 2) reflective essays; 3) pedagogical materials to analyze/critique; and 4) questions and tasks related to lesson and/or assessment planning. Most tasks on these exams will be taken from the required readings and class lectures. One important part of these exams is the following: an evaluation of your knowledge of current cognitive and sociocognitive theories of second language acquisition/development, including the constructs formulated in Celce-Murcia et al.'s (1995) model of Communicative Competence and Hall's (2001) comparison of traditional vs. sociocultural models of language learning/acquisition/development.

### **Weekly Schedule**

#### **Week 1**

January 18: University closed for Martin Luther King, Jr. Day.

January 20: Overview of the course; Core concepts and definitions

#### **Week 2**

January 25: Chapter 1 (Hall), Communication

January 27: Chapter 2 (Hall), Communication

Week 3

February 1: **Quiz 1** (Material covered during Week 2);  
Chapter 2 (Hall), Communicative Development;  
Theories of Second Language Acquisition

February 3: Chapter 2 (Hall), Communicative Development/Theories of SLA

Week 4

February 8: **Quiz 2** (Material covered during Week 3)  
Chapter 3 (Hall), Creating Communities of Learners in the Classroom;  
Characteristics of Learners of Different Ages

February 10: Chapter 3 (Hall), Creating Communities of Learners in the Classroom;  
Characteristics of Learners of Different Ages

Week 5

February 15: **Quiz 3** (Material covered during Week 4)  
Chapter 4 (Hall), Classroom Discourse

February 17: Chapter 4 (Hall), Classroom Discourse

Week 6

February 22: **Quiz 4** (material covered during Week 5)

February 24: Preview of material for mid-term exam

Week 7

March 1: Online meeting in Blackboard for small-group review of mid-term exam material and applications of technology-enhanced language learning

March 3: Online meeting in Blackboard for small-group review of mid-term exam material and applications of technology-enhanced language learning

Week 8

March 8: Class meeting is replaced by Lower-Level Language Classroom Observation, which can be done any day during this week. (Continue to review on March 8-9 for mid-term exam.)

March 10: **Mid-term exam**

March 15-21: Spring Vacation—Classes do not meet.

Week 9

March 22: Chapter 5 (Hall), Planning Instruction and Assessment

March 24: Chapter 5 (Hall), Planning Instruction and Assessment

Week 10

- March 29: **Quiz 5** (Material covered in Week 9)  
Chapter 6 (Hall), Interpersonal Mode of Communication
- March 31: Chapter 6 (Hall), Interpersonal Mode of Communication

Week 11

- April 5: **Quiz 6** (Material covered in Week 10)  
Chapter 7 (Hall), Interpretive Mode of Communication
- April 7: Chapter 7 (Hall), Interpretive Mode of Communication

Week 12

- April 12: **Quiz 7** (Material covered in Week 11)  
Chapter 8 (Hall), Presentational Mode of Communication
- April 14: Chapter 8 (Hall), Presentational Mode of Communication

Week 13

- April 19: **Quiz 8** (Material covered in Week 12)  
Review of Lesson Planning and Assessment
- April 21: Chapter 9 (Hall), Professional Development

Week 14

- April 26: **Project 2** (Presentation of a research article)
- April 28: **Project 2** (Presentation of a research article)

Week 15

- May 3: **Project 2** (Presentation of a research article)
- May 5: Review for final exam; **Project 3 due**

**FINAL EXAM: Monday, May 10, 2010 from 1:30-3:30 pm in LANG 301**