

Revised February 15, 2016 (Grade Categories section; typo fixed)

Syllabus for FREN/GERM/SPAN 4150.001 Foreign Language Teaching Methods
Wooten Hall 118, M/W, 2:00 pm-3:20 pm

Spring 2016

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LANG 405F

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Office hours: M/W 3:30 pm-4:30 pm (and by appointment)

Course Description

This course is specifically designed for students in French, German, and Spanish who anticipate teaching in the future. Classroom meetings and Blackboard assignments will include reading assignments and practical tasks such as planning sample lessons and evaluating/preparing different types of assessment tools. Students will be introduced to professional journals and resources as well as professional organizations, many of which offer a range of opportunities for professional development.

Course Objectives

This course serves as an introduction to theoretical foundations of language learning and best practices for language teaching with a specific focus on the following dimensions of foreign language education: 1) curriculum/program design; 2) teaching/learning; and 3) assessment.

Disability Accommodation

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at **940.565.4323**.

Absences

Students with more than 2 unexcused absences will not be eligible to receive an A in this course.

Course Grade

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

Grade Categories

Article Summary & Critique (10)	30% (10 X 2% 3% each)
Sample Lesson Plan (2)	20% (2 X 10% each)
Exam 1	20%
Exam 2	20%
Sample Learning Module	10%

Instructions for each Article Summary & Critique will be provided in Blackboard, including an evaluation rubric. On the due date for each ASC (see the weekly schedule below), the assignment must be submitted by 3:30 pm US Central Time.

Instructions for each Sample Lesson Plan will be provided in Blackboard, including an evaluation rubric. The first SLP will be based on guidelines provided by the Texas Education Agency. The second SLP will be a somewhat more detailed lesson plan that incorporates some of the required readings. On the due date for each SLP (see the weekly schedule below), the assignment must be submitted by 3:30 pm US Central Time.

Both exams will be based on assignments, required readings, and classroom discussions. Although a study guide will be provided, it will not give you a detailed list of every item that will be included on the exam.

Instructions for the Sample Learning Module will be provided in Blackboard, and we will use one or more classroom meetings to look at an example of a Sample Learning Module. The Sample Learning Module must be submitted by 5:00 pm (US Central Daylight Time) on Monday, May 9, 2016. This project will have two parts:

- 1) Background information about the topic and information that demonstrates how the topic can be connected to other disciplines.
- 2) A series of activities that are aligned with the pedagogical framework proposed by the New London Group (1996).

Weekly Schedule

Dates highlighted in yellow represent **classroom meetings**.

Dates not highlighted in yellow represent independent work and/or Blackboard assignments.

Week 1

1/18/16—University closed

1/20/16, Introduction to the course, explanation of Texas certification requirements, and overview of major assignments

Week 2

1/25/16, What should be included in the foreign language curriculum?

- The 4th edition of the *Standards* (2015). This guide for language educators is published by the American Council on the Teaching of Foreign Languages (Alexandria, VA). For the most recent edition of the *Standards*, the title has been changed from *Standards for Foreign Language Learning in the 21st Century* to *World-Readiness Standards for Learning Languages*. A summary of the *Standards* is available on line. A link to information about the full version will be provided in Blackboard.
<http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>
- Phillips, J. K., & Abbott, M. (2011). *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions*. Report of Grant Project # P017A080037, Title VII, International Research Studies, US Department of Education to the American Council on the Teaching of Foreign Languages.
This publication is available at no charge on the ACTFL website at the following URL:
<http://www.actfl.org/sites/default/files/pdfs/public/national-standards-2011.pdf>

1/27/16, What types of abilities should students develop?

- Celce-Murcia, M. (2007). Rethinking the role of communicative competence in language teaching. In E. Alcón Soler & M. P. Safont Jordà (Eds.), *Intercultural language use and language learning* (pp. 41-57). Dordrecht, Netherlands: Springer.
This book chapter is available on line. The link will be provided in Blackboard.
- Kramsch, C. (2006). From communicative competence to symbolic competence. *Modern Language Journal*, 90, 249–252.

Week 3

2/1/16

2/3/16, How should lessons/modules/projects be organized?

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

Week 4

2/8/16, Article Summary & Critique 1 must be submitted in Blackboard.

2/10/16, Article Summary & Critique 2 must be submitted in Blackboard.

Week 5

2/15/16

2/17/16

- Review of the *Standards*
- Review of communicative competence (Celce-Murcia, 2007) and symbolic competence (Kramsch, 2006)
- Review of the pedagogical framework proposed by the New London Group (1996)

Week 6

2/22/16, Article Summary & Critique 3 must be submitted in Blackboard.

2/24/16, Article Summary & Critique 4 must be submitted in Blackboard.

Week 7

2/29/16, Review for Exam 1

3/2/16, Exam 1

Week 8

3/7/16, Independent work on Sample Lesson Plan 1.

3/9/16, Sample Lesson Plan 1 must be submitted in Blackboard.

Spring Break—University closed (3/14/16 & 3/16/16)

Week 9

3/21/16, Article Summary & Critique 5 must be submitted in Blackboard.

3/23/16, Article Summary & Critique 6 must be submitted in Blackboard.

Week 10

3/28/16

3/30/16

- Theories of language acquisition/development/learning

Week 11

4/4/16, Article Summary & Critique 7 must be submitted in Blackboard.

4/6/16, Article Summary & Critique 8 must be submitted in Blackboard.

Week 12

4/11/16

4/13/16

- Theories of language acquisition/development/learning

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Week 13

4/18/16, Independent work on Sample Lesson Plan 2.

4/20/16, Sample Lesson Plan 2 must be submitted in Blackboard.

Week 14

4/25/16, Review for Exam 2

4/27/16, Exam 2

Week 15

5/2/16, Article Summary & Critique 9 must be submitted in Blackboard.

5/4/16, Article Summary & Critique 10 must be submitted in Blackboard.

Sample Learning Module must be submitted in Blackboard by **5:00 pm (US Central Daylight Time) on Monday, May 9, 2016.**