

Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages
EDUC 460 Methods and Materials in Secondary School (Spanish)
Fall 2009

I. Locator Information:

Instructor: Dr. José M. Franco Rodríguez

Course # and Name: Meth/Mate in Sec Sch Sub /Span EDUC 460 - 08

Semester Credit Hours: 3

Day and Time Class Meets: W-Th 5pm – 8pm and F 5pm – 7pm

Classroom: TBA

Total Contact Hours for Class: 45

Email address: jfranco@uncfsu.edu

Office Location: Modular bldg. next to Lilly Gym

Office hours: M, W, F 11:00am – 1:00pm and 3:-05-3:45pm

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FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description: A study of the objectives, materials, and teaching procedures designed to facilitate students' learning of secondary school subjects (Spanish). *Prerequisite: Admission to teacher education.*

This course is organized around the Standards for Foreign Language Learning, commonly referred to as the Five Cs: Communication, Cultures, Connections, Comparisons, and Communities. It is designed to provide student teachers with the information, resources and techniques to become successful teachers of Spanish in K-12. During this course, students will familiarize with standards for Spanish as a subject and will be introduced to the theories underlying current pedagogical approaches to foreign language instruction and their application within North Carolina's educational framework. They will also learn how to prepare and implement individual lesson plans, long-range planning, textbook evaluation, and the use of technology.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook & Materials:

1. *Standards for Foreign Language Learning in the 21st Century: Including Chinese, Classical Languages, French, German, Italian, Japanese, Portuguese, Russian, and Spanish.* Lawrence, KS: Allen Press. 1999.

V. Student Learning Outcomes –This section focuses on what the course enables students to do (NOT what the instructor does or what the course is intended to do).

Upon completion of this course, students will be able to:

- a) understand various methods of teaching Spanish and their historical evolution
- b) apply national and state standards for foreign language education
- c) understand how K-12 students acquire/learn a foreign language
- d) develop coherence in lesson plans, as they relate to a variety of factors (standards, objectives/goals, variation of activities, learning styles, culture)
- e) utilize a wide spectrum of resources and develop materials to be used in their future career as teachers of Spanish
- f) explore ways to connect their lessons with the world beyond the classroom.
- g) describe and support a developing teaching philosophy, based on experience, theory, and awareness of learner variables
- h) explore advantages and ways to integrate technology as part of their instruction

NCDPI, NCATE OR SPECIALTY AREA STANDARDS

Standards Used in this Course	NCDPI Spanish Standards	NCATE Standard(s)	Assessment(s)
X	1. Teachers demonstrate target language competency commensurate with their role as second models. The function effectively in interpersonal, interpretive and presentational modes using listening, speaking, reading and writing skills.	Content Knowledge	-Tests -Discussion -Presentations
X	2. Teachers demonstrate understanding of the basic linguistic components of the target language (e.g., units of sound, grammar, vocabulary, syntax, pragmatics and discourse).	Content Knowledge	-Tests -Discussion -Presentations
X	3. Teachers demonstrate familiarity with cultures represented by the target language as they relate to products (e.g., foods, games, literature and laws), practices (e.g., customs, patterns of social interactions) and perspectives (e.g., beliefs, values and ideals).	Content Knowledge	-Discussion -Presentations -Lesson planning
X	4. Teachers demonstrate insight into how the target language and cultures compare to the students' language(s) and culture(s).	Pedagogical Content Knowledge	-Discussions -Presentations
x	5. Teachers demonstrate familiarity with current theories in second language acquisition, human cognitive development and brain research.	Content Knowledge Pedagogical Content Knowledge	-Tests -Presentations -Discussions
X	6. Teachers employ multiply strategies to engage students actively and effectively in learning the target language and cultures.	Professional Pedagogical Content Knowledge Student Learning	-Presentations -Lesson planning
X	7. Teachers identify, select, adept and use a wide variety of instructional resources and technology to enhance students' learning and to provide access to the target language and cultures.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	-Presentations -Lesson planning
X	8. Teachers understand the sequential nature of the second language curriculum and articulate the instructional program accordingly.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	-Presentations -Lesson planning
X	9. Teachers link the skills and knowledge between the broader curriculum and second language instruction.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	-Presentations -Lesson planning

CORE STANDARDS

Standards Used	NCDPI Core Standards	Assessment(s)
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in this Course		
Standards Used in this Course	NCDPI Core Standards	Assessment(s)
X	1. Teachers know how to teach students.	-Presentations -Lesson planning
X	2. Teachers are reflective about their practice	-Presentations -Discussions -Lesson planning

DIVERSITY

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
X	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	-Lesson planning -Discussions
X	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	-Lesson planning -Discussions

TECHNOLOGY

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
X	1. Teachers demonstrate a sound understanding of technology operations and concepts.	-Discussions -Presentations -Lesson planning
X	2. Teachers plan and design effective learning environments and experiences supported by technology.	-Discussions -Presentations -Lesson planning
X	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	-Discussions -Presentations -Lesson planning
X	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	-Discussions -Presentations -Lesson planning
X	5. Teachers use technology to enhance their productivity and professional practice.	-Discussions -Presentations -Lesson planning
X	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	-Discussions -Presentations -Lesson planning

DISPOSITIONS

Professional Competence		Professional Responsibilities	
X	Appreciates and engages in self-reflection		Dresses appropriately for the setting

X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in the class
	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively	X	Willing to go beyond required assignments
	Uses culturally sensitive language when communicating with families	X	Shows initiative and motivation
	Respects the privacy of students and their families	X	Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
X	Believe all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families	X	Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
X	Interacts appropriately and positively with others		

VI. Course Requirements and Evaluation Criteria

a. Grading Scale

A	B	C	D	F
92-100%	83-91%	73-82%	64-72%	63 and below

b. Attendance Requirements

- Students are expected to attend all class meetings, laboratories, and other instructional sessions.
- Students are also expected to arrive to class on time and remain in class for the entire scheduled period.
- When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.
- During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

Consistent attendance is one of the pillars of academic success. If you are absent one day, it is your responsibility to make arrangements to obtain the information missed and complete your homework before class begins the next day. The syllabus will also provide you with information about the current coursework. Remember, however, that the information in your syllabus is subject to changes throughout the semester.

c) Graded Assignments

Students will be evaluated according to the following criterion:

- Assignments 40%
 - Lesson plans 20%
 - Critical review 20%
 - Final exam 20%
- **Assignments:** Students will be assigned readings or short essays every day of class. Students’ preparedness for discussion (i.e. participation) and critical summaries of the lesson (i.e. what they have learned from the lesson and their reflections on the content) will serve as a measurement to grade this component.
 - Students are required to submit their critical summaries at the beginning of the each lesson. These summaries are 50% of the grade and must answer these questions:
 - What are the major points covered in the lesson? (20%)
 - What do you think is/are the most relevant idea(s) in your opinion? Why? (15%)

- What teaching ideas might be challenging to put into practice? Why? (15%)
 - Students are expected to present the major points of their critical summaries as discussion points to start the lesson. These presentations are 50% of the grade: 25% presentation and 25% participation in the initial discussion.

Active participation is crucial to completing this course successfully. This includes, but it is not limited to, quality of oral interaction (not necessarily students' linguistic skills such as pronunciation or flow of articulation, but the content of what they say), collaborative effort in group work, and involvement in classroom activities.

- **Lesson plans:** Each student will develop and teach 2 six-point lesson plans in English. (Page 31 of Student Teacher Handbook <http://www.uncfsu.edu/ote/Student%20Teaching%20Handbook.pdf>). Points 1 and 6 are 15% of the grade each, and the rest of the points are 20% each.
- **Critical review:** Students will submit a critical review of one unit/chapter of a textbook used in the 9-12 foreign language classroom. Students are expected to provide the theoretical arguments that support their analysis on
 - the materials and activities described and their appropriateness to each of the standards of the 5 Cs (40%)
 - alternative methods and materials that could enhance the unit/chapter selected (40%)

This paper should have between 5 and 6 double-spaced pages and be written in Spanish, Times New Roman 12 font, and 1" margins on all sides. Content and writing skills will be evaluated as essential parts of your grade [20% for writing skills: grammar (5%), punctuation and spelling (5), and organization (10%)]. If you wish to discuss your topic, thesis statement, and development before you write the final version of your paper, I encourage you to come to see me well in advance of the due date.
- **Final exam:** The final exam will be a 30-minute lesson on a topic of the student's choice where s/he will demonstrate optimal use of methods and materials.
 - Lesson plan: 20%
 - Structure (six points): 60%
 - Materials: 20%

d) Policy on Missed or Late Assignments

As a general rule, there will be **NO makeup examinations/assignments** given. An excused absence does not guarantee that the student will be permitted to take an examination at an earlier alternative time. The instructor will determine if and when alternative arrangements may be made. It is the student's responsibility to notify the instructor immediately and to request approval for any possible alternative arrangements to take an examination or make up an assignment should an unforeseeable emergency situation arise.

e) Policy on plagiarism and cheating

Students are expected to produce their own original work as a means to productive and successful learning. No form of cheating will be tolerated. Cheating will receive a 0% of the assignment's value and a 0% of the category of assignments into which it falls .

FSU Policy on Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
3. Dismiss class for the remainder of the period. (Must be reported to department chair.)
4. Lower the student’s final exam by a maximum of one-letter grade.
5. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VII. Academic Support Resources

- Curriculum Learning Resource Laboratory
- Foreign Language Laboratory

VIII. Course Outline and Assignment Schedule (*This schedule is tentative and may vary during the course)

Date	Topic	Assignments
DAY 1	Introduction	
	Learning vs. Acquiring a language	Reading/writing assignment
	Teaching FLs / Spanish in North Carolina	
	Lesson planning	
DAY 2	Teaching Spanish in the 21st century	Reading/writing assignment
	Autonomy and communicative competence	
	The SFL classroom	

DAY 3	The need for a method	
	National and state standards	
	Professional organizations	
	Standards for foreign language learning	
DAY 4	Teaching Spanish in the 21 st century (continued)	Reading/writing assignment
	Standards for foreign language learning (Spanish)	
	Sociocultural factors	
DAY 5	Traditional approaches and methods in foreign language teaching	Reading/writing assignment
	Grammar-Translation Method	
	The Direct Method	
	The Audiolingual Method	
	Communicative approaches and methods in foreign language teaching	
	The Natural Approach	
	Total Physical Response	
	Suggestopedia	
	The Silent Way	
DAY 6	Task-based communicative classroom	Reading/writing assignment
	Approaches	
	Designing tasks	
	Other approaches and methods in foreign language teaching	
	Intercultural learning	
	Content-Based	
	Computer Assisted Language Learning (CALL)	
	Community Language Learning	
	Advantages and disadvantages of each approach	
	Articulation of an eclectic method	
	Teaching Spanish using internet	
DAY 7	Activity planning	Reading/writing assignment
	Designing tasks for the communicative classroom	
DAY 8	Planning instruction and organizing content	Reading/writing assignment
	Setting goals for proficiency	
	Elements of instruction	
	Materials selection and creation (textbook)	
	Development of lesson plans or unit plans	
	Incorporating critical thinking	
DAY 9	Developing language skills (1): Aural comprehension	First six-point lesson plan is due Reading/writing assignment
	Developing language skills (2): Reading comprehension	
DAY 10	Developing language skills (3): Oral interaction	Reading/writing assignment
	Developing language skills (4): Written expression	
DAY 11	Teaching grammar	Reading/writing assignment
	Teaching vocabulary	
	Integrating culture: socio-cultural contents	
	Teaching phonetics and pronunciation	
DAY 12	Materials for teaching SFL	SECOND SIX-POINT LESSON PLAN IS

		DUE
	Use of audio-visual aids (e.g. slides, videos, cassette player, overhead)	
	Language laboratory or computer resource center	
DAY 13	Materials for teaching SFL (continued)	CRITICAL REVIEW IS DUE Reading/writing assignment
	Analysis of commercially-made Spanish computer software K-12	
	Use of computer based-technology	
	Games and motivational techniques	
	Materials available on the internet	
DAY 14	Differentiated teaching in the FL classroom	
DAY 15 Sept. 23	FINAL EXAM	

IX. Teaching Strategies

- Presentations
- Group discussions
- Lectures

X. Bibliography

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