

Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages
EDUC 460 Methods and Materials in Secondary School (Spanish)
Spring 2010

I. Locator Information:

Instructor: Dr. José M. Franco Rodríguez

Course # and Name: Meth/Mate in Sec Sch Sub /Span -2837- EDUC 460 - 08

Semester Credit Hours: 3

Day and Time Class Meets: M-W-Th 5:00pm – 7:03pm

Classroom: Modular Bldg. next to Lilly Gym, 100

Total Contact Hours for Class: 45

Office Location: Modular bldg. next to Lilly Gym, 100

Office hours: T & Th 12:00pm – 2:00pm

Th 3:00 – 4:00pm

F 1:00pm – 4:00pm

Email address: jfranco@uncfsu.edu

Office Phone: (910) 672-1379

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 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 –After successfully completing 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

EDUC 460 contributes to the following FSU Core Objectives:

Communication Skills:

1. Create written and spoken communication: organization.
2. Create written and spoken communication: clarity.

Reasoning: Critical Thinking

3. Evaluate reasonableness of arguments.
4. Construct reasonable arguments.

Inquiry Skills

5. Formulate effective questions.
6. Organize, sort, evaluate and retrieve academic information.

Global Literacy

7. Appreciate global diversity of cultures
8. Create solutions to intercultural problems

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
	8. Teachers understand the sequential	Professional Pedagogical	-Presentations

X	nature of the second language curriculum and articulate the instructional program accordingly.	Content Knowledge Dispositions for All Candidates Student Learning	-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 in this Course	NCDPI Core Standards	Assessment(s)
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
90-100%	80-89%	70-79%	60-69%	59 and below

b. Attendance Requirements

1. Students are expected to attend all class meetings, laboratories, and other instructional sessions.
2. Students are also expected to arrive to class on time and remain in class for the entire scheduled period.
3. 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.
4. 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 the most relevant idea(s) is/are 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 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 10% of the grade each, and the rest of the points are 20% each. The lesson plan must include the materials used, estimated time, and standards covered. (See lesson plan template below)
- **Critical review:** Students will submit a critical review of one unit/chapter of a textbook used in the foreign language classroom. Students are expected to provide the theoretical arguments that support their analysis on a learning unit. (See rubric for Critical Review below)
- Format: 10%
 - Writing skills: 20%
 - Content structure:
 - Introduction: 10% (A brief "Introduction" section describing the content of the unit, how the unit is organized, and what the students are supposed to learn by the end of the unit)
 - Learning styles: 10% (A section describing the results of analyzing how the unit addresses the different learning styles)
 - Grouping: 10% (A section describing the results of analyzing the unit's suitability to promote individual work as well as interaction in pairs and groups)
 - Lifelike language use: 10% (A section describing the results of analyzing how the activities in the unit fosters lifelike use of the language)
 - Five Cs: 10% (a section describing the results of analyzing the unit's suitability to implement of the five Cs)
 - Communicative skills: 10% (A section describing the results of analyzing the unit's balance in developing the four communicative skills)
 - Conclusion and Recommendation: 10% (a "Conclusion and Recommendation" section, where all results are analyzed critically to reach an opinion on the unit and some suggestions are made on how to enhance the unit)
- **Final exam:** The final exam will be a teaching demonstration on a topic of the student's choice where s/he will demonstrate optimal use of methods and materials.
- Lesson plan: 20% (see lesson plan section above)
 - Teaching demonstration: 80% (see rubric for Teaching Aptitude below)

d) Policy on Missed or Late Assignments

As a general rule, there will be **NO make-up 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 (on library’s first floor)
- Foreign Language Laboratory (Butler Bldg. 386)

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

Date	Topic	Assignments
DAY 1	Introduction	Reading/writing assignment
	Learning vs. Acquiring a language	
	Teaching FLs / Spanish in North Carolina	
DAY 2	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 3	Differentiated teaching in the FL classroom - Intelligences and learning styles - Multiple levels	Reading/writing assignment
DAY 4	Teaching Spanish in the 21st century (1)	Reading/writing assignment FIRST SIX-POINT LESSON PLAN IS DUE
	The SFL classroom	
	Standards for foreign language learning (Spanish)	
	National and state standards	
	Professional organizations	
DAY 5	Teaching Spanish in the 21 st century (2)	Reading/writing assignment
	Standards for foreign language learning: The Five Cs	
	Communication	
	Connections	
DAY 6	Teaching Spanish in the 21 st century (3)	Reading/writing assignment
	The Five Cs (continued)	
	Cultures	
	Connections	
	Communities	
DAY 7	The need for a method	Reading/writing assignment
	Traditional approaches and methods in foreign language teaching	
	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 8	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	
	Teaching Spanish using internet	
DAY 9	Articulation of an eclectic method	Reading/writing assignment
	Activity planning	
	Designing tasks for the communicative classroom	
DAY 10	Developing language skills (1): Aural comprehension	Reading/writing assignment
DAY 11	Developing language skills (2): Reading comprehension	Reading/writing assignment

DAY 12	Developing language skills (3): Oral interaction	Reading/writing assignment
DAY 13	Developing language skills (4): Written expression	SECOND SIX-POINT LESSON PLAN IS DUE
DAY 14	Teaching grammar Games and motivational techniques	Reading/writing assignment
DAY 15	Teaching vocabulary	Reading/writing assignment
DAY 16	Teaching phonetics and pronunciation	Reading/writing assignment
DAY 17	Materials for SFL Use of audio-visual aids (e.g. slides, videos, cassette player, overhead)	Reading/writing assignment
DAY 18	Materials for teaching SFL (continued) Materials available on the internet	Write critical review
DAY 19	Use of technology as an instructional tool Use of computer based-technology Language laboratory or computer resource center	CRITICAL REVIEW IS DUE Reading/writing assignment
DAY 20	Teaching heritage speakers	Reading/writing assignment
DAY 21	Course overview (preparation for final exam)	Prepare for final exam
DAY 22	FINAL EXAM	March 3rd

IX. Teaching Strategies

- Presentations
- Group discussions
- Lectures

X. Bibliography

- o ALDERSON, J. C., CLAPHAM, C, & WALL, D. (1998). *Exámenes de idiomas: elaboración y evaluación*. Madrid: Cambridge University Press.
- o BARALO, M. (2004). *La adquisición del español como lengua extranjera* (2nd ed.). Madrid: Arco Libros.
- o BATEMAN, BLAIR E. (2008). "Student Teachers' Attitudes and Beliefs About Using the Target language in the Classroom." *Foreign Language Annals* 41(1):11-28.
- o BIBLIOTECA DEL PROFESOR DE ESPAÑOL: http://cvc.cervantes.es/obref/biblioteca_ele/
- o BLAZ, DEBORAH (2002). *Bringing the Standards for Foreign Language Learning to Life*. Larchmont, NY: Eye on Education.
- o DE LA CAMPA, JULIANE C. & NASSAJI, H. (2009). "The Amount, Purpose, and Reasons for Using L1 in L2 Classrooms." *Foreign Language Annals* 42(4):742-759.
- o DÍAZ-RICO, L. T. & WEED, K. Z. (2002). *The Crosscultural, Language, and Academia Development Handbook: A Complete K-12 Reference Guide* (2nd ed.). Boston, MA: Allyn & Bacon.
- o FERNÁNDEZ, S. (1997). *Interlengua y análisis de errores en el aprendizaje del español como lengua extranjera*. Madrid: Edelsa.
- o Fundación Antonio de Nebrija (1997). *Historia de la Metodología de Lenguas Extranjeras: con especial referencia al español*. Madrid: Servicio de Publicaciones de la Fundación Antonio de Nebrija.
- o GARCÍA SANTA-CECILIA, A. (1995). *El currículo de español como lengua extranjera: fundamentación metodológica, planificación y aplicación*. Madrid: Edelsa.
- o GIOVANNINI, A., et al. (1999a). *Profesor en acción 1. El proceso de aprendizaje* (2nd ed.). Madrid: Edelsa.
- o --- (1999b). *Profesor en acción 2. Áreas de trabajo* (2nd ed.). Madrid: Edelsa.
- o --- (1999c). *Profesor en acción 3. Destrezas*. Madrid: Edelsa.
- o *La enseñanza de léxico en español como segunda lengua/lengua extranjera*, Madrid, España, Sociedad General Española de Librería, 2004, [Revista *Carabela*. Segunda etapa; 56].
- o LARSEN-FREEMAN, D., & LONG, M. H. (1994). *Introducción al estudio de la adquisición de segundas lenguas*. Trans. I. Molina Martos & P. Benítez Pérez. Madrid: Gredos.

- LEONS, E., *et al.* (2009). "Students with Learning Disabilities and AD/HD in the Foreign Language Classroom: Supporting Students and Instructors." *Foreign Language Annals* 42(1):42-54.
- LITTLEWOOD, W. (1996). *La enseñanza comunicativa de idiomas. Introducción al enfoque comunicativo*. Trans. F. García Clemente. Madrid: Cambridge University Press.
- LLOBERA, M., *et al.* (1995). *Competencia comunicativa: documentos básicos en la enseñanza de lenguas extranjeras*. Madrid: Edelsa.
- MELERO ABADÍA, P. (2000). *Métodos y enfoques en la enseñanza/aprendizaje del español como lengua extranjera*. Madrid: Edelsa.
- MORENO, F., GIL, M., & ALONSO, K. (Eds.). (1998). *La enseñanza del español como lengua extranjera: del pasado al futuro*. Madrid: Universidad de Alcalá.
- NUNAN, D. (1998). *El diseño de tareas para la clase comunicativa* (2nd ed.). Trans. M. González Davies. Madrid: Cambridge University Press.
- PUJOL BERCHE, M., NUSSBAUM, L., & LLOBERA, M. (1998). *Adquisición de lenguas extranjeras: perspectivas actuales en Europa*. Madrid: Edelsa.
- RICHARDS, J. C. & LOCKHART, C. (1998). *Estrategias de reflexión sobre la enseñanza de idiomas*. Trans. J. J. Zaro. Madrid: Cambridge University Press.
- RICHARDS, J. C., & RODGERS, T. S. (1998). *Enfoques y métodos en la enseñanza de idiomas*. Trans. J. M. Castrillo. Madrid: Cambridge University Press.
- SÁNCHEZ, A. (1997). *Los métodos en la enseñanza de idiomas: evolución histórica y análisis didáctico*. Madrid: SGEL.
- SÁNCHEZ LOBATO, J., & SANTOS GARGALLO, I. (Eds.). (2004). *Vademécum para la formación de profesores. Enseñar español como segunda lengua (L2)/ lengua extranjera (LE)*. Madrid: SGEL.
- SAVILLE-TROIKE, M. (2006). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.
- WILBUR, MARCIA L. (2007). "How Foreign Language Teachers Get Taught: Methods of Teaching the Methods Course." *Foreign Language Annals* 40(1):79-98.
- WILKERSON, CAROL (2008). "Instructors' Use of English in the Modern Language Classroom." *Foreign Language Annals* 41(2):310-320.
- WILLIAMS, M. & BURDEN, R. L. (1999). *Psicología para profesores de idiomas. Enfoque del constructivismo social*. Trans. A. Valero. Madrid: Cambridge University Press.
- ZANÓN GÓMEZ, J. (Coord.). (1999). *La enseñanza del español mediante tareas*. Madrid: Edinumen.

Appendix I: Lesson Plan Template

Lesson Plan Template

Instructor:

Level:

Unit:

Date:

Phase	NCSCS	Activity	Materials	Duration
Phocus & Review				
Objective(s)				
Teacher input (presentation)				
Controlled and guided practice		Controlled		
		Guided		
Independent practice (production)				
Closure				

Appendix II: Rubric for Unit’s Critical Review

Category					Score
Format	10 points (all requirements must be followed): <ul style="list-style-type: none"> • be written in Spanish • be at least 6 pages long (double-spaced pages) • be written in Times New Roman font 12 • have 1” margins on all sides 			0 points: One or more of the requirements is not followed	
Writing skills: language	12-14 points: Very few or no errors in the grammar presented in lesson; very few or no errors in language covered up to this level.	8-11 points: Occasional errors in the grammar presented in lesson; occasional errors in language covered up to this level.	7-10 points: Several errors in the grammar presented in lesson; several errors in language covered up to this level.	0-6 points: Frequent errors in the grammar presented in lesson; persistent errors in language covered up to this level.	
Writing skills: mechanics	6 points: Very few or no error in spelling, accentuation and/or punctuation.	4-5 points: Occasional errors in spelling, accentuation and/or punctuation.	2-3 points: Some repeated errors in spelling, accentuation and/or punctuation.	0-1 point: Frequent numerous errors in spelling, accentuation and/or punctuation.	
Content structure	10 points: Introduction describes unit’s content, organization, and goals	8-9 points: Introduction lacks full description of one required point	6-7 points: Introduction lacks full description of two required points	0-5 points: Introduction lacks full description of three points	
	10 points: Learning styles are analyzed in light of theory and arguments learned in class	8-9 points: Argumentation is provided for most, not all, points	6-7 points: Argumentation is weak in some points	0-5 points: Little or no argumentation is provided	
	10 points: Grouping possibilities are analyzed for all activities	8-9 points: Grouping is analyzed for a wide range of activities	6-7 points: Grouping is analyze for some activities	0-5 points: Grouping is analyzed for very few activities	
	10 points: Lifelike use of the language is analyzed for all activities	8-9 points: A wide range of activities is analyzed	6-7 points: Some activities are analyzed	0-5 points: Very few activities are analyzed	
	10 points: The five presence of the five Cs is analyzed for all activities	8-9 points: A wide range of activities is analyzed	6-7 points: Some activities are analyzed	0-5 points: Very few activities are analyzed	
	10 points: Balance of the four communicative skills is analyzed for all activities	8-9 points: A wide range of activities is analyzed	6-7 points: Some activities are analyzed	0-5 points: Very few activities are analyzed	
	10 points: Both conclusion and suggestions are fully based on theory learned in the course	8-9 points: Argumentation is provided for most, not all, points or suggestions	6-7 points: Argumentation is weak for some points or suggestions	0-5 points: Little or no argumentation and few or no suggestions are provided	
TOTAL					

Appendix III: Rubric for Teaching Aptitude

Teaching Competency	Components	Yes	No	n/a
Focus & Review	• Connects to prior knowledge			
	• Reviews main point(s) that prepare for the lesson			
	• Lasts < 5 minutes			
Objective	• Describes what students will be able to do in real life			
	• Focuses on one particular language skill / point			
	• Lasts < 5 minutes			
Presentation	• Is contextualized			
	• Involve learners			
	• Provides several examples			
	• Considers different learning styles			
	• Promotes critical thinking			
	• Lasts = 1/6 of class time			
Controlled practice	• Models the activity and provides several examples			
	• Checks understanding with whole class correction			
	• Provides further practice if necessary			
Guided practice	• Models the activity and provides several examples			
	• Resembles lifelike use of the language			
	• Is meaningful to learners			
	• Considers different learning styles			
	• Is monitored by instructor			
	• Involves all four or most communicative skills			
	• Diversifies work: individually, in pairs, in groups			
	• Promotes critical thinking			
	• Transitions between activities are smooth			
	• Implements all/most of the five Cs			
	• Requires a specific end result for each activity			
	• Is appropriate to group and level			
	• Comprises a range of varied activities			
	• Includes alternative or extra activities			
• Lasts = 1/2 of class time				
Production	• Promotes free use of the language			
	• Is task-based and requires a final product			
	• Resembles lifelike use of the language			
	• Provides enough time to finish the task			
Closure	• Shows learner's knowledge of new material			
Technology	• Complements or enhances instruction			
	• Has been prepared / rehearsed			
Materials	• Are appropriate to the task			
	• Are appropriate to the group and level			
	• Have been proofread / Are free of errors			
	• Are diverse			
TOTAL (percentage of "yes" out of all applicable components)				