SPAN 4327.001: Methods of Foreign Language Instruction

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Course Information
Spring, 2020
Wednesdays 4:20 – 6:50 pm
Class location: OCNR 117

Course Description
This course will prepare the foreign language instructor to teach in different contexts and levels, considering the individual differences generally found among students. It will address teaching and learning theories and practices, so we can solidify our current beliefs on teaching. We will analyze several methods, approaches and materials applied to the teaching of foreign language teaching, as well as discuss principles of critical literacy and how to foster critical thinking in the classroom.

Learning Objectives
By the end of the semester, students in this course will be able to:
1. Explain and apply current language learning theories and principles of second language acquisition
2. Apply knowledge of language learning theories and principles of second language acquisition in their lesson planning, activities design, as well as when choosing textbooks and other instructional materials
3. Describe the National Standards for Foreign Language Education as established by the American Council on the Teaching of Foreign Languages (ACTFL)
4. Describe strategies to engage diverse groups in the learning process
5. Create lesson plans and activities to foster critical thinking in the classroom

Course Requirements
Blackboard homework assignments 15%
Online portfolio (divided into:)
   Teaching philosophy 5%
   Lesson plan #1 10%
   Lesson plan #1 revised 5%
   Microteaching #1 10%
   Lesson plan #2 10%
   Lesson plan #2 revised 5%
   Microteaching #2 10%
   Portfolio organization 5%
Spanish 1312 micro teaching 10%
Interview and analysis assignment 15%
Required Texts

Attendance

*Students are expected to be present for every meeting of the classes in which they are enrolled. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency absences when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, or by contacting the main office that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor’s department because of circumstances beyond the student’s control, and in cases of bereavement, the student or the student’s representative should contact the Office of the Dean of Students.*

Missed or Late Work
Late work will not be accepted in this class. The assignments will be discussed in class, and it is essential to have them ready and with you.

Grading
A 90 – 100%
B 80 – 89%
C 70 – 79%
D 60 – 69%
F Below 60%

Blackboard Homework assignments
Before coming to class, students must read the texts indicated in the course calendar and answer to the corresponding questions, which will be posted in Blackboard. Questions will be posted a week in advance, and students must submit their answers at least 24 hours before class. The assignment will be closed after that, and you will not be able to submit your answers after that.

Portfolio
For this class students will start their teacher’s portfolio. This is a valuable instrument that guide teachers in their careers, and works as a nice presentation in the job market. It is also a large and long project in which we will be working all semester long. The portfolio will be composed of the following parts:

- Teaching philosophy (5%): this is a statement that guides the teacher’s practices. How do you believe that teaching occurs? How should it occur? What kind of activities are the most effective for learning? A teaching philosophy should
inform the reader about all that. Students will turn in a draft of their teaching philosophies, receive feedback on that, and then turn in a final draft based on the feedback they have received, with their portfolio.

- **Lesson plan #1 (10%)**: Students will plan a class based on what they have learned in class. They must turn the lesson plan in for feedback. There will be a document on BB with instruction on how to create your lesson plan.
- **Lesson plan #1 revised (5%)**: Once students receive feedback on their lesson plans, they must revise it and turn it in again.
- **Microteaching #1 (10%)**: Students will use their lesson plans to teach a 7-minute lesson to their peers. The presentation will be recorded, and the student must make arrangements to come to the professor’s office to watch the video and receive feedback on it.
- **Lesson plan #2 (10%)**: Students will plan their second class based on what they have learned in class, as well as on the feedback received in their first presentation. They must turn the lesson plan in for feedback. They must also review the document on BB with instruction on how to create a lesson plan.
- **Lesson plan #2 revised (5%)**: Once students receive feedback on their lesson plans, they must revise it and turn it in again.
- **Microteaching #2 (10%)**: Students will use their lesson plans to teach a 7-minute lesson to their peers. The presentation will be recorded, and the student must make arrangements to come to the professor’s office to watch the video and receive feedback on it.
- **Portfolio organization (5%)**: Students must present their portfolios in an organized manner. There will be instructions on BB for how to organize it.

**Spanish 1312 micro teaching**
As part of this class, you will also teach a 15-minute class on a real Spanish 1312 class. You must sign up for this at the first day of class. You must also turn in your lesson plan 10 days before the actual class. More information about this assignment will be on Blackboard.

**Interview and analysis assignment**
This assignment will consist of multiple steps and will engage the class in the critical discussion of the existing language ideologies among in-service teachers of Spanish in Texas.

**Step 1**: You will register for the CITI training, do their online courses and receive a certificate for conducting research with human beings. (Deadline: February 7th). Go to [http://research.tamucc.edu/compliance/citi.html](http://research.tamucc.edu/compliance/citi.html). Under instructions, click on the CITI Login link and create an account by clicking “Register”. Social & Behavioral Research - Basic/Refresher Course” by selecting “Social & Behavior Research Investigators” under Question 2 (“Add a Course”). I will also show you how to do it in class. You must print and bring me the certificate of conclusion of the course.

**Step 2**: You will interview a Spanish teacher in our community about the profession, challenges and, especially, about his/her opinions about the Spanish language in the U.S. and its learners. THE INTERVIEW MUST BE AUDIO RECORDED. If you do not know a Spanish teacher in our community, I will provide a list of the ones you can
contact. I will provide the questions for the interview on Blackboard. We will discuss the questions in class, and you will have the opportunity to suggest questions you want to ask. I must agree with the questions you want to add to the interview guide.

**Step 3:** You will transcribe your interview and submit both the audio file and the transcription to Blackboard on March 21, 2018.

**Step 4:** We will read “The linguistics facts of life” and “The standard language myth” from Lippi-Green (2012) and discuss it in class on March 21, 2018.

**Step 5:** You will code your interviews for any mention of the language ideologies studied on Step 4. A model of how to code the interviews will be on Blackboard. (Deadline: April 4th).

**Step 6:** You will discuss the ideologies you found on your interviews in light of the Lippi-Green (2012) and other class readings. This discussion is due on April 4th, 2018 on Blackboard.

**IMPORTANT INFORMATION**

**Required: CLA Syllabus Statements**

**Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Grade Appeals**

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal.

A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf.

**Academic Advising**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. The last day to drop a class for the spring semester is April 10, 2020.
Recommended Syllabus Statements
Clear statements can clarify your expectations and help students succeed in your class, as well as defend against grade appeals.

- Attendance/tardiness
- Late work and Make-up Exams
- Extra Credit
- Cell Phone/Electronic Device Usage
- Academic Integrity/Plagiarism
- Preferred/required methods of citations/manuscript formatting
- Classroom/Professional Behavior or Statements of Civility
- Statement of Academic Continuity

Sample Statements (modify as you wish)

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in ( ).

Academic Honesty/Plagiarism
Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University's OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to profit from
the instructional program may be considered a breach of the peace and is subject to
disciplinary sanction outlined in article VII of the Student Code of Conduct. Students
engaging in unacceptable behavior may be instructed to leave the classroom. This
prohibition applies to all instructional forums, including classrooms, electronic classrooms,
labs, discussion groups, field trips, etc.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the
population of the state. Our goal is to provide you with a high quality educational
experience that is free from repression. You are responsible for following the rules of the
University, city, state and federal government. We expect that you will behave in a manner
that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial
origin, religious background, sexual orientation or disability. Behaviors that infringe on the
rights of another individual will not be tolerated.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not
be held on the campus of Texas A&M University–Corpus Christi, this course would continue
through the use of Blackboard and/or email. In addition, the syllabus and class activities
may be modified to allow continuation of the course. Ideally, University facilities (i.e.,
emails, web sites, and Blackboard) will be operational within two days of the closing of the
physical campus. However, students need to make certain that the course instructor has a
primary and a secondary means of contacting each student.
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<thead>
<tr>
<th>Schedule</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes</th>
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| 1. 01/22 | Introduction to the course  
Discussion and explanation of assignments  
Teaching philosophy  
Overview of Second Language Acquisition research  
Language Learning Motivation | Kumaravadivelu, chapter 1  
Mantiri 2015 | Answer questions on Shrum & Glisan, chapters 2 and 3 on BB by 01/31  
*Schedule pre-survey and interview (Scheduled with the Professor)* |
| 2. 01/29 | Overview of standards for foreign language learning  
Planning for instruction | Shrum & Glisan, chapter 2 and 3 | Answer questions on Shrum & Glisan chapters 4 and 5 on BB by 02/07  
*Pre-survey and interview (Scheduled with the Professor)* |
| 3. 02/05 | Foreign Language in the elementary school  
Foreign language in the middle school  
Research assignment instructions and details  
*Meet in the Language Lab (CCH)* | Shrum & Glisan, chapter 4 and 5 | Answer questions on Shrum & Glisan, chapters 6 and 7  
On BB by 02/14  
*Lesson plan #1 due*  
*Certificate of conclusion for the C1 training* |
| 4. 02/12 | Standards goal area | Shrum & Glisan, chapter 6 and 7 | Answer questions on Shrum & Glisan chapters 8 and 9 on BB by 02/21 |
| 5. 02/19 | Standards goal area  
Written communication skills | Shrum & Glisan, chapter 8 and 9 | *Lesson plan #1 revised due* |
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<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Reading Material</th>
<th>Instructions</th>
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<tbody>
<tr>
<td>6. 02/26</td>
<td>Microteaching presentations #1</td>
<td>Instructions on how to transcribe the interviews, remove identifiers to make the interview confidential, and identify common language ideologies present in the discourse of the participants</td>
<td>Answer questions on Shrum &amp; Glisan chapters 10 and 11 on BB by 03/07</td>
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<td>7. 03/04</td>
<td>Diverse classes Language performance in context</td>
<td>Shrum &amp; Glisan, chapters 10 and 11</td>
<td>Answer questions on Shrum &amp; Glisan, chapter 12 on BB by 03/21</td>
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<td>Guided analysis of the identified language ideologies on research data</td>
<td>“The linguistics facts of life” and “The standard language myth” Lippi-Green (2012)</td>
<td>Teaching philosophy first draft due</td>
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<td>8. 03/18</td>
<td>Technology in the language classroom</td>
<td>Shrum &amp; Glisan, chapter 12</td>
<td>Answer questions on Osborn chapters 4 and 6 on BB by 03/28</td>
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<td>Bring your transcribed interview to class either printed or on an electronic file. If you bring it in an electronic file, bring a laptop or notify the professor that you will need a computer. No late work will be accepted</td>
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<td>9. 03/25</td>
<td>Teaching language for social justice</td>
<td>Osborn, chapters 4 and 6</td>
<td>Answer questions on Osborn, chapter 5 and</td>
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<td>Date</td>
<td>Assignment</td>
<td>Reading Material</td>
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<td>10. 04/01</td>
<td>Literature and culture in the language classroom</td>
<td>Osborn, chapter 5, Kumaravadivelu, chapter 12</td>
<td>Answer questions on Kumaravadivelu, chapter 2, chapter 12 on BB by 04/11</td>
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<td><strong>Due: interview audio file, transcribed interviews and Discussion of the language ideologies found on the interviews due</strong></td>
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<td>11. 04/08</td>
<td>Beyond methods</td>
<td>Kumaravadivelu, chapter 2</td>
<td>Answer questions on Kumaravadivelu, chapters 3 and 6 on BB by 04/18</td>
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<td><strong>Lesson plan #2 due</strong></td>
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<td>12. 04/15</td>
<td>Maximizing learning opportunities</td>
<td>Kumaravadivelu, chapter 3 and 6</td>
<td>Answer questions on Kumaravadivelu, chapters 7 and 11 on BB by 04/25</td>
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<td><strong>Post-survey and interview (Schedule with the Professor)</strong></td>
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<td>13. 04/22</td>
<td>Fostering language awareness Ensuring social relevance</td>
<td>Kumaravadivelu, chapters 7</td>
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<tr>
<td>14. 04/29</td>
<td>Fostering language awareness Ensuring social relevance</td>
<td>Kumaravadivelu, chapters 11</td>
<td><strong>Lesson plan #2 revised due</strong></td>
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<td>15. 05/06</td>
<td>Review and finishing online portfolio</td>
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<td>16. Finals week</td>
<td>Microteaching presentations #2</td>
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This syllabus is subject to change.