

SPANISH 500
METHODOLOGY OF SPANISH AND PORTUGUESE LANGUAGE TEACHING: SEMINAR AND
PRACTICUM
Spring 2015

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1. Course description and learning goals

The purpose of this course is to introduce key terms and ideas in the field of second-language acquisition (SLA) and core issues in teaching modern foreign languages, with especial attention to Spanish and Portuguese. We will develop and practice skills and techniques of teaching foreign languages, selection of content and materials, evaluation of student performance, self-assessment of pedagogical practices, and critical understanding of language education.

We will apply the theoretical foundation to the teaching of the four skills (speaking, listening, reading, and writing), thus developing a repertoire of teaching techniques and strategies in all those areas. The inclusion of culture and literature, the use of new technologies, and will be also considered.

This course will help you to

- understand the most important SLA theories and develop materials, activities, lessons and assessment criteria consistent with them;
- create cohesive lessons that promote authentic communication, cultural competence, and autonomous student learning;
- deploy a repertoire of successful language teaching strategies;
- engage in reflective teaching, peer sharing and peer evaluation;
- extract relevant content from a textbook chapter and personalize it for your own use;
- articulate a teaching philosophy consistent with your pedagogical practice.

2. Readings

All the readings will be available in Blackboard. See the course calendar for a reading list. Note that some of the readings in the calendar may change in view of students' needs and the general progression of the class.

3. Assignments and grading

3.1. Attendance and class participation: 25%

Because the class is heavily discussion-oriented, it is vital that you read the assignments before the class in which they are to be covered and be able to discuss them. Your regular attendance and the quality of your class participation will be important considerations in your final grade.

Participation is key to have a dynamic and engaging class. Active involvement in learning increases what is remembered, how well it is assimilated, and how the learning is used in new situations. Especially in courses that seek to clarify the connection between theory and practice, participation is an essential element of learning.

Class Participation Rubric

10 or below

When called upon, this student may or may not be prepared or may just read from his or her notes rather than synthesizing information or expressing his or her views. The student may be a fairly active participant in small group work, but rarely volunteers information in class. This student may have missed several or many classes such that a participation score is difficult to assign. This student may have repeatedly demonstrated that he or she did not do the readings.

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This student participates voluntarily in discussions every once in a while. When called upon, this student generally is prepared and can synthesize information or express his or her own views. The student demonstrated in class that he or she had not always prepared the required readings thoroughly. The student's lack of participation often did not allow the teacher to know if the student completed/comprehended the reading material.

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This student comes to class prepared and makes thoughtful comments. The student normally demonstrates a thorough reading of the assigned materials. This student shows an interest in and respect for others views and participates actively in discussions. This student may actively be participating in class, but his or her contributions may be less developed or less frequently volunteered, although the comments still advance the conversation and demonstrate his or her interest and views.

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This student comes to class prepared and contributes readily to the conversation. He/she

demonstrates a thorough reading of the assigned materials and makes thoughtful contributions that advance the conversation. This student puts together pieces of the discussion to develop new approaches that take the class further. This student contributes to the cooperative nature of the class, suggests alternative ways of approaching material, and helps the class analyze materials and approaches. This student responds to other students in the class and helps them learn.

3.2. Teaching activities: 20%

Throughout the course, you will create original activities to put into practice the material previously learned. Each activity will apply a particular set of theoretical principles to a specific language skill and teaching context.

Activities will be presented in the second half of class time. These presentations will be followed by group discussion and comments.

After the discussion, you will have the opportunity to review and modify the activities in the light of the feedback received. You will have to submit the final draft of each activity by the date indicated in the course calendar. All submissions will be electronic.

3.3. Class observation reports and presentations: 15%

You will observe three lessons in the target language. You will take notes, offer a brief oral presentation followed by a discussion, and prepare an observation report (see the calendar for dates).

The presentations and class observation reports can be in Spanish, Portuguese, or English.

3.4. Discussion boards: 25%

Every week, the class will post in a discussion board on Blackboard.

You are expected to publish at least once a week. Entries can be as long as you wish, but you should write at least 250 words per week. Weekly entries are due 24 hours after each class, although you can also publish them before class (and in fact any time). You can start a new discussion thread, or respond to a thread open by one of your classmates (or both).

It is essential that you engage in a personal and thoughtful way with that week's course readings.

The discussion board is not a place simply to take notes about class readings; instead, it is a place to go beyond notes by exploring, reacting, making connections, and so on.

Posts are not intended to be polished pieces of writing, so please write freely. You can write in Spanish, Portuguese, or English.

Below you can find a list of suggestions for what to write about, but don't feel restricted to them.

- ✓ *React* to course readings.
- ✓ *Argue* for/against course readings.
- ✓ *React* to class discussions.
- ✓ *Describe* class discussions.
- ✓ *Argue* for/against something discussed in the class.
- ✓ *Ask* questions about readings/discussions.
- ✓ *Explore* implications of readings/discussions.
- ✓ *Reflect* on something you have learnt.
- ✓ *Relate* something you have learnt to something that you already knew.
- ✓ *Question* the implications, motivations, or significance of what you have learnt or we have discussed.
- ✓ *Make connections* between course content and previous experiences you have had as a teacher, tutor, language learner, etc.
- ✓ *Argue* for/against a particular technique, procedure or theory.
- ✓ *Reflect* on your progress or problems with class assignments (activities, class observations).
- ✓ *Reflect* on the application of what you have learnt to your future teaching.

3.5. Reflective analysis: 15%

At the end of the course, you will write a final reflective analysis (2-3 pages) documenting your growth as language educator. You must reflect about all the different training elements experienced throughout the semester, including the different sections of the course: reading materials, assignments, class observations, activities and interactions with me and/or your peers. You should provide as many concrete examples as possible. The reflective analysis will conclude with a list of concrete personal needs and goals as language instructor.

The reflective analysis can be written in Spanish, Portuguese, or English.

Course calendar

WEEK 1

Introduction

SLA theory and key terms

Lightbown, P. M., & Spada, N. (2006). *How languages are learned*

Chapter 1. Language learning in early childhood, 1-27.

Chapter 2. Explaining second language learning, 29-51.

Chapter 4. Learner language, 77-108.

Chapter 7. Popular ideas about language learning revisited, 183-194.

WEEK 2

Overview of language teaching methodologies

The grammar-translation method

The direct method

The audio-lingual method

Communicative language teaching

Task-based instruction

Omaggio Hadley, A. (2001). *Teaching language in context*

Chapter 3. On teaching a language: Principles and priorities in methodology, 87-138.

Ellis, R. (2003). *Task-based language learning and teaching*

Part of chapter 1. Tasks in SLA and language pedagogy, 1-20.

Chapter 8. The methodology of task-based teaching, 243-278.

Lightbown, P. M., & Spada, N. (2006). *How languages are learned*

Chapter 5. Observing learning and teaching in the second language classroom, 109-136.

Practicum

Teaching videos

WEEK 3

Curriculum, syllabus and lesson plan

Nation, I. S. P. (2007). *The four strands*

Nation, I. S. P., & Macalister, J. (2009). *Language curriculum design*

Chapter 4. Principles, 37-69.

Lee, J., & VanPatten, B. (2003). *Making communicative language teaching happen*

Chapter 4. Building toward a proficiency goal, 74-97.

Van Lier, L. (2007). Action-based teaching, autonomy and identity.

Practicum

First class observation

* Due on Friday: Class observation report

WEEK 4

Focus on the language classroom and the language learner

Katz, A. (1996). Teaching style: A way to understand instruction in language classrooms

Allwright, R., & Bailey, K. M. (1991). *Focus on the language classroom*

Chapter 8. Wider perspectives on classroom interaction, 139-156.

Chapter 9. Receptivity: the issues involved, 157-168.

Chapter 10. Receptivity: some relevant research, 169-186.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*

Chapter 2. Creating the basic motivational conditions, 31-49.

Chapter 4. Maintaining and protecting motivation, 71-116.

* Instead of regular class, this week we will meet from 4:30 to 6:00 pm. To make up for the rest of the time, there will be a **lecture (Friday, February 27, 4:30 – 6:00 pm) by Mark Kaiser** (University of California, Berkley): “Integrating film (clips) into the foreign language curriculum: Why, how, and to what end?”

Students are expected to attend the lecture, unless they have another seminar or commitment.

WEEK 5

Teaching and evaluating grammar

Larsen-Freeman, D. (1997). Grammar and its teaching: Challenging the myths

Lee, J., & VanPatten, B. (2003). *Making Communicative language teaching Happen*

Chapter 6. Issues in learning and teaching grammar, 116-136.

Part of chapter 7. Processing instruction and structured input, 154-167.

Katz, S. L., & Blyth, C. S. (2007). *Teaching French grammar in context: Theory and practice*

Chapter 2. What is grammar?, 8-25.

Chapter 3. Methods for teaching grammar, 26-60.
Chapter 8. Conclusion, 221-247.

Omaggio Hadley, A. (2001). *Teaching language in context*
Part of chapter 9. Classroom testing, 390-400.

Practicum

Second class observation

* Due on Friday: Class observation report

WEEK 6

Teaching and evaluating listening

Omaggio Hadley, A. (2001). *Teaching language in context*
Part of chapter 5. A proficiency-oriented approach to listening and reading, 176-203.
Part of chapter 9. Classroom testing, 401-408.

Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening*
Chapter 1. Challenges and opportunities in listening instruction, 3-14.
Chapter 5. A metacognitive approach to listening instruction, 81-103.
Chapter 6. A metacognitive pedagogical sequence, 104-123.
Chapter 7. Activities for metacognitive instruction, 124-142.
Chapter 8. Developing perception and word segmentation skills, 143-165.
Chapter 9. Task-based listening lessons, 166-197.
Epilogue, 269-276.

Practicum

Grammar drills vs. Communicative, focus-on-form activities

* Due on Friday: Revised grammar activities

WEEK 7

Teaching and evaluating oral communication

Lee, J., & VanPatten, B. (2003). *Making communicative language teaching happen*
Chapter 3. Communicating in the classroom, 49-73.

Dörnyei, Z., & Thurrell, S. (1994). *Teaching conversational skills intensively*

Nassaji, H., & Fotos, S. S. (2010). *Teaching grammar in second language classrooms*
Chapter 5. Focus on grammar through interactional feedback, 71-87.

Kramsch, C. (1993). *Context and culture in language teaching*
Chapter 2. Contexts of speech and social interaction, 34-69.
Chapter 3. Teaching the spoken language, 70-104.

Practicum

Listening comprehension task

* Due on Friday: Revised listening comprehension task

WEEK 8

Teaching and evaluating reading

Lee, J., & VanPatten, B. (2003). *Making communicative language teaching happen*
Chapter 11. Comprehending written language, 217-243.

Nation, I. S. P. *Teaching ESL/EFL reading and writing*. Routledge, 2008
Chapter 3. Intensive reading, 25-48.

Kern, R. (2000). *Literacy and language teaching*
Chapter 5. Teaching reading as design, 129-169.
Part of chapter 9. Evaluating learner's performance, 275-282.

Swaffar, J., & Arens, K. (2006). *Remapping the foreign language curriculum*
Chapter 3. The holistic curriculum: Anchoring acquisition in reading, 57-77.

Kramsch, C. (1985). Literary texts in the classroom: A discourse

Practicum

Third class observation

* Due on Friday: Class observation report

WEEK 9

Teaching writing

Hyland, K. (2009). *Teaching and researching writing*
Chapter 2. Key issues in writing, 44-74.

Kern, R. (2002). Reconciling the language-literature split through literacy

Kern, R. (2000). *Literacy and language teaching*

Chapter 7. Teaching writing as design, 191-220.

Greene, S. (1992). Mining texts in reading to write

Kern, R. Literacy-based projects

* Instead of regular class, this week there will be a **lecture (Thursday, April 9) and workshop (Friday, April 10) by Kate Paesani** (Wayne State University): “The multiliteracies framework: A new paradigm for collegiate language teaching”

Students are expected to attend the lecture & the workshop, unless they have another seminar or commitment.

WEEK 10

Evaluating and responding to written work

Ferris, D. R., & Hedgcock, J. (2004). *Teaching ESL composition*

Chapter 5. Teacher response to student writing, 184-222.

Chapter 7. Improving accuracy in student writing, 260-298.

Kern, R. (2000). *Literacy and language teaching*

Part of chapter 9. Evaluating learner's performance, 282-298.

Scott, V. M. (1996). *Rethinking foreign language writing*.

Part of chapter 4. Correcting and evaluating foreign language writing., 112-127.

Practicum

Correcting and evaluating student writing (in class)

WEEK 11

Teaching language and culture

MLA (2007). Foreign languages and higher education: New structures for a changed world

Kramsch, C. (1993). *Context and Culture in Language Teaching*

Chapter 5. Teaching the literary text, 130-176.

Chapter 6. Authentic texts and contexts, 177-204.

Chapter 7. Teaching language along the cultural fault line, 205-232.

Kramsch, C. (2004). The language teacher as go-between

Barro, A., Jordan, S. and Roberts, C. (1998). Cultural practice in everyday life: the language learner as ethnographer

Practicum

Reading comprehension and writing task

* Due on Friday: Revised reading comprehension and writing task

WEEK 12

Critical language pedagogy

Auerbach, E. R. (1995). The politics of the ESL classroom: Issues of power in pedagogical choices

Herman, D. M. (2007). It's a small world after all: From stereotypes to invented worlds in secondary school Spanish textbooks

Urciuoli, B. (2010). Neoliberal education. Preparing the student for the new workplace

Vinall, K. (2012). ¿Un legado histórico? Symbolic competence and the construction of multiple histories

Gray, J. (2013). LGBT invisibility and heteronormativity in ELT materials

Kramsch, C. (2014). Teaching foreign languages in an era of globalization

Leeman, J. (2014). Critical approaches to the teaching of Spanish as a local-foreign language

Course readings

- Allwright, R., & Bailey, K. M. (1991). *Focus on the language classroom: An introduction to classroom research for language teachers*. Cambridge University Press.
- Auerbach, E. R. (1995). The politics of the ESL classroom: Issues of power in pedagogical choices. In J. W. Tollefson (Ed.), *Power and inequality in language education* (pp. 9-33). Cambridge University Press.
- Barro, A., Jordan, S. and Roberts, C. (1998). Cultural practice in everyday life: the language learner as ethnographer. In M. Byram and M. Fleming (Eds.), *Language learning in intercultural perspective: Approaches through drama and ethnography* (pp.76–97). Cambridge University Press.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Dörnyei, Z., & Thurrell, S. (1994). Teaching conversational skills intensively: course content and rationale. *ELT Journal*, 48(1), 40 –49.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Ferris, D. R., & Hedgcock, J. (2004). *Teaching ESL composition: Purpose, process, and practice* (2nd ed.). Routledge.
- Gray, J. (2013). LGBT invisibility and heteronormativity in ELT materials. In J. Gray (Ed.), *Critical perspectives on language teaching materials* (pp. 40–63). Basingstoke: Palgrave Macmillan.
- Greene, S. (1992). Mining texts in reading to write. *Journal of Advanced Composition*, 12(1), 151–70.
- Herman, D. M. (2007). It's a small world after all: From stereotypes to invented worlds in secondary school Spanish textbooks. *Critical Inquiry in Language Studies*, 4(2), 117–150.
- Hyland, K. (2009). *Teaching and researching writing* (2nd ed.). Longman.
- Katz, A. (1996). Teaching style: A way to understand instruction in language classrooms. In K. M. Bailey & D. Nunan (Eds.), *Voices from the language classroom: Qualitative research in second language education* (pp. 57-87). Cambridge University Press.
- Katz, S. L., & Blyth, C. S. (2007). *Teaching French grammar in context: Theory and practice*. Yale University Press.

- Kern, R. (2000). *Literacy and language teaching*. Oxford University Press.
- Kern, R. (2002). Reconciling the language-literature split through literacy. *ADFL Bulletin*, 33(3), 20–24.
- Kramsch, C. (1985). Literary texts in the classroom: A discourse. *The Modern Language Journal*, 69(4), 356–366.
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.
- Kramsch, C. (2004). The language teacher as go-between. *Utbildning Demokrati. Tidskrift för Didaktik Och Utbildningspolitik, Special Issue 13:3*, 37–60.
- Kramsch, C. (2014). Teaching foreign languages in an era of globalization: Introduction. *The Modern Language Journal*, 98(1), 296–311.
- Larsen-Freeman, D. (1997). Grammar and its teaching: Challenging the myths. *ERIC Digest*. Retrieved from <http://www.cal.org/resources/digest/larsen01.html>
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.
- Lee, J., & VanPatten, B. (2003). *Making communicative language teaching happen* (2nd ed.). McGraw-Hill.
- Leeman, J. (2014). Critical approaches to the teaching of Spanish as a local-foreign language. In M. Laporte (Ed.), *The Handbook of Hispanic applied linguistics* (pp. 275–292). London: Routledge.
- Lightbown, P. M., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford University Press.
- MLA (2007). Foreign languages and higher education: New structures for a changed world. *Profession*. 234–245.
- Nassaji, H., & Fotos, S. S. (2010). *Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context*. Routledge.
- Nation, I. S. P. (2007). The four strands. *Innovation in Language Learning and Teaching*, 1(1), 2–13.
- Nation, I. S. P. (2008). *Teaching ESL/EFL reading and writing*. Routledge.
- Nation, I. S. P., & Macalister, J. (2009). *Language curriculum design*. Routledge.
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- Scott, V. M. (1996). *Rethinking foreign language writing*. Heinle & Heinle.
- Swaffar, J., & Arens, K. (2006). *Remapping the foreign language curriculum: An approach through multiple literacies*. Modern Language Association of America.
- Urciuoli, B. (2010). Neoliberal education. Preparing the student for the new workplace. In C. J. Greenhouse (Ed.), *Ethnographies of Neoliberalism* (pp. 162-176). Philadelphia, PA: University of Pennsylvania Press.
- Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening: metacognition in action*. Routledge.
- Van Lier, L. (2007). Action-based teaching, autonomy and identity. *Innovation in Language Learning and Teaching*, 1(1), 46–65.
- Vinall, K. (2012). ¿Un legado histórico? Symbolic competence and the construction of multiple histories. *L2 Journal*, 4(1), 102–123.

Additional references

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- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
- Cazden, C. B. (2001). *Classroom discourse: The language of teaching and learning* (2nd ed.). Heinemann.
- Celce-Murcia, M., & Olshtain, E. (2001). *Discourse and context in language teaching: A guide for language teachers*. Cambridge University Press.
- Ferris, D. R. (2002). *Treatment of error in second language student writing*. University of Michigan Press/ESL.
- Ferris, D. R., & Hedgcock, J. (2013). *Teaching L2 composition: Purpose, process, and practice* (3rd ed.). Routledge.
- Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental

- concepts in SLA research. *The Modern Language Journal*, 81(3), 285–300.
- Galindo Merino, M. M. (2011). L1 en el aula de L2: ¿Por qué no? *ELUA*, 25, 163–204.
- Gebhard, J. G., & Oprandy, R. (1999). *Language teaching awareness: A guide to exploring beliefs and practices*. Cambridge University Press.
- Grellet, F. (1986). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge University Press.
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- Johnson, K. E. (2009). *Second language teacher education: a sociocultural perspective*. Routledge.
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- Kramsch, C. (2010). *The multilingual subject*. Oxford University Press.
- Kramsch, C., & McConnell-Ginet, S. (1992). *Text and context: Cross-disciplinary perspectives on language study*. Lexington, MA: D.C. Heath.
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- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Norton, B. (2013). *Identity and language learning: Extending the conversation* (2nd ed.). Bristol: Multilingual Matters.
- Norton, B., & Toohey, K. (Eds.). (2004). *Critical pedagogies and language learning*. Cambridge University Press.
- Richards, J. C., & Nunan, D. (1990). *Second Language Teacher Education*. Cambridge University Press.
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