

SPANISH 500

METHODOLOGY OF SPANISH AND PORTUGUESE LANGUAGE TEACHING SEMINAR AND PRACTICUM



Spring 2016

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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.

You will learn and practice skills and techniques to teach foreign languages, including selection of content and materials, evaluation of student performance, and self-assessment of pedagogical practices.

You will also develop a critical understanding of language education, with special attention to issues such as the integration of language and culture, the use of technology, and the attention to critical pedagogies.

Learning objectives

- ☐ 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.

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%

Your regular attendance and the quality of your class participation will be important considerations in your final grade.

Because the class is heavily discussion-oriented, it is vital that you read the assignments before class to be prepared to discuss them.

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.

3.2. Teaching activities: 25%

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, which is typically next Monday. 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. Reading log: 20%

Weekly readings will be introduced by a reading guide with context and questions. You will have to write a weekly entry in a personal log engaging in a personal and thoughtful way with that week's course readings. **Log entries are due on Friday by 9:00 am.**

You are expected to respond to the prompts provided in the reading guide. But you can also go beyond them by reacting to the readings, making connections, and so on. Logs are not intended to be polished pieces of writing, so please write freely. You can write in Spanish, Portuguese, or English.

3.5. Final 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 in Spanish, Portuguese, or English.

Course calendar

WEEK 1 – HOW LANGUAGES ARE LEARNED. 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 – HOW LANGUAGES ARE TAUGHT. 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 – PLANNING THE CURRICULUM. Curriculum, syllabus and lesson plan

Cazden, C. et alii (1996). *A pedagogy of multiliteracies: Designing social futures*

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.

Practicum – First class observation

* Due next Monday: Class observation report

WEEK 4 – IN THE CLASSROOM. Focus on the language classroom and the language learner

Cazden, C. (2001). *Classroom discourse*

Chapter 5. Variations in discourse features, 81-108.

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.

Fox, H. (2009). *When race breaks out*

Chapter 8. Exercises, assignments, and advice

Practicum – Lesson plan

* Due next Monday: Revised lesson plan

WEEK 5 – GRAMMAR. 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 next Monday: Class observation report

WEEK 6 – READING. 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*
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.

Paesani, K., Allen, H. W., & Dupuy, B. (2015). Teaching reading as constructing meaning from texts

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

Practicum – Communicative grammar activities

* Due next Monday: Revised grammar activities

WEEK 7 – WRITING. Teaching to write in a second language

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

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. Literacy-based projects

Practicum – Reading task

* Due next Monday: Revised reading task

WEEK 8 – LISTENING. 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 – Third class observation

* Due next Monday: Class observation report

WEEK 9. SPEAKING. 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 task

* Due next Monday: Revised listening task

WEEK 10 – "CULTURE" IN LANGUAGE TEACHING. 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.

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

Bauer, B. et alii (2006). The Cultura project

Parra (2013). Expanding language and cultural competence in advanced heritage- and foreign-language learners through community engagement and work with the arts

Practicum – Literature in the language classroom

* Due next Monday: Revised literature unit

WEEK 11 – CONFERENCE

Instead of regular class, this week there will be a conference on foreign language teaching: 'Language Education For Global Citizenship'

Speakers:

[Sébastien Dubreil](#) (University of Tennessee)

[Richard Kern](#) (University of California, Berkeley)

[Ryuko Kubota](#) (University of British Columbia)

[Jennifer Leeman](#) (George Mason University)

[Nicole Mills](#) (Harvard University)

[Mastin Prinsloo](#) (University of Cape Town)

The conference will take place on Fri., April 22 (2:30-6:30) and Sat., April 23 (10:00-6:00).

Students are expected to attend the sessions on Friday. They are also encouraged to attend as well the sessions on Saturday, which will include a poster session featuring work by Princeton graduate students and language lecturers (Saturday, 3:30-5:00).

WEEK 12 – CRITICAL PERSPECTIVES. Critical language pedagogy

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

Magnan, S. S. (2008). The unfulfilled promise of teaching for communicative competence: Insights from sociocultural theory.

Rocha Pessoa & de Urzêda Freitas (2012). Challenges in critical language teaching

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

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

Kern, R. (2014). Technology as pharmakon. The promise and perils of the Internet for foreign language education

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.
- 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.
- Bauer, B. et alii (2006). The Cultura Project. In Belz, J. A., & Thorne, S. L. (Eds.) *Internet-mediated intercultural foreign language education* (pp. 31-62). Thomson, Heinle.
- Cazden, C. B. (2001). *Classroom discourse: The language of teaching and learning* (2nd ed.). Heinemann.
- 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.
- Fox, H. (2009). “When race breaks out”: *Conversations about race and racism in college classrooms*. New York: Peter Lang.
- 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.
- 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.
- 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.

- Kern, R. (2014). Technology as pharmakon: The promise and perils of the Internet for foreign language education. *The Modern Language Journal*, 98(1), 340–357.
- 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>
- 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.
- Magnan, S. S. (2008). The unfulfilled promise of teaching for communicative competence: Insights from sociocultural theory. In J. Lantolf & M. Poehner (Eds.) *Sociocultural theory and the teaching of second language* (pp. 351-379). Equinox.
- 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.
- Omaggio Hadley, A. (2001). *Teaching language in context* (3rd ed.). Heinle & Heinle.
- Paesani, K., Allen, H. W., & Dupuy, B. (2015). *A multiliteracies framework for collegiate foreign language teaching*. Upper Saddle River, NJ: Pearson.
- Parra, M. L. (2013). Expanding language and cultural competence in advanced heritage- and foreign-language learners through community engagement and work with the arts.

Heritage Language Journal, 10(2), 253–280.

Rocha Pessoa, R., & de Urzêda Freitas, M. T. (2012). Challenges in critical language teaching. *TESOL Quarterly*, 46(4), 753–776.

Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening: metacognition in action*. Routledge.

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Block, D., & Cameron, D. (Eds.). (2002). *Globalization and language teaching*. Routledge.

Block, D., Gray, J., & Holborow, M. (2012). *Neoliberalism and applied linguistics*. Routledge.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.

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.

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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.

Greene, S. (1992). Mining texts in reading to write. *Journal of Advanced Composition*, 12(1), 151–70.

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- Hedgcock, J., & Ferris, D. R. (2009). *Teaching readers of English: Students, texts, and contexts*. Routledge.
- Hyland, K. (2009). *Teaching and researching writing* (2nd ed.). Longman.
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- Kramsch, C. (Ed.). (2002). *Language acquisition and language socialization: Ecological perspectives*. London; New York: Continuum.
- Kramsch, C. (2010). *The multilingual subject*. Oxford University Press.
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- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.
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- 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.
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- Van Lier, L. (2007). Action-based teaching, autonomy and identity. *Innovation in Language Learning and Teaching*, 1(1), 46–65.
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