

Spanish 375 – Syllabus Fall 2018 ***Teaching Spanish in College***

Miriam Hernández-Rodríguez
Spanish 375. *Teaching Spanish in College*
Tu & Th 12:30-2pm
Classroom: 279 Dwinelle

Email: mhernan@berkeley.edu
Office Hours: Tu. 2-2:50 pm &
Th. 9:30-10:30 am or by appointment
Office: 5211 Dwinelle

Course Description

This course provides practical, applied training for incoming GSIs that will be teaching first and second-year language courses in the Department of Spanish & Portuguese at UC Berkeley. The primary goal of this course is to familiarize language instructors with the principles of language acquisition and communicative language teaching approaches. This course will help students develop teaching language skills through discussions of the second language acquisition theory. Readings will be supplemented with class observations and material development workshops. Students will reflect on their own teaching and observe experienced language instructors and members of their teaching cohort to identify effective pedagogical methods supported by recent SLA research.

By the end of the course, the student will be prepared with strategies for effective teaching and classroom management. The student will be able to create communicative and task-based activities, develop exams and use different types of assessments, as well as to become familiar with useful classroom technology tools.

Student Learning Outcomes:

Upon completing this course you will be able to:

1. Understand and apply communicative language teaching approaches in your classroom.
 - a. Contrast communicative language teaching with previous paradigms of SLA pedagogy.
2. Contextualize L2 pedagogy within current second language acquisition research.
3. Understand and employ the critical vocabulary of second language acquisition literature.
4. Confidently and knowledgeable help language students to develop L2 vocabulary, reading, writing, listening and communication skills in an integrative manner.
5. Design communicative activities and thematic assessments aimed at developing, assessing and evaluating each of the different components of language acquisition (speaking, listening, reading, writing, vocabulary, grammar, and culture).
6. Create logically sequenced lesson plans that employ a variety of activities grounded in communicative language teaching methodologies.

7. Design and implement communicative activities that effectively use instructional technology to target different components of language acquisition.
8. Incorporate authentic materials into lesson plans in order to supplement and diversify textbook materials.
9. Make situational/contextual decisions of what to teach (and how to teach) in a variety of situations based on student comprehension, student motivation, and classroom dynamic.
 - a. Explain why you make the teaching choices that you do.
 - b. Incorporate Value Intervention over the course of the semester (classroom discourse, mid-course evaluations, student interactions).
10. Holistically grade creative student language output on formal assessments.
11. Consistently grade student work in a fair and efficient manner.
12. Critically apply practical skills and second language research in order to continue building and evolving language pedagogy as you teach a variety of lower division language courses (Spanish 1-4, 25) in preparation for upper division teaching.
13. Begin to formulate preliminary ideas for the development of a statement of teaching philosophy as part of the ongoing professionalization process inherent in GSI teaching roles.

Required Materials

*Readings of SLA and HSL articles and book chapters will be posted in bCourses as PDFs. Most of the readings are taken from:
Klaus Brandl. (2008). *Communicative Language Teaching in Action. Putting Principles to Work*. Pearson Prentice Hall. (This book can be rented from [chegg.com](http://www.chegg.com))

Requirements:

1. This class has at its foundation in-class discussion. Interaction with peers and in-class discussion of teaching approaches and strategies deepen one's understanding of "what it takes to make a good language teacher." You must attend all sessions, actively participate, and interact with your peers in order to learn about varying approaches and strategies to effective teaching.
2. For each class session, bring up at least one of the following situations that occurred in your own classroom for group discussion and reflection:
 - a) a successful or unsuccessful activity, presentation or procedure
 - b) any problems or challenges in teaching: classroom management, error correction, time management, etc.
 - c) an observation of your own teaching that you want to share
3. Read assigned articles in advance and be prepared to discuss them.
4. Complete a total of three peer classroom observations
 - 1 – Foreign language (a language that you do not read, write, or speak).
 - 1 – First year Spanish language.

- 1 – Second year Spanish language.

5. Present assigned topics or articles and lead class discussion.

6. Create and present communicative activities addressing different language skills

Grading:

Classroom observation reports (3):	20%
Communicative activities (Two of the following: reading, writing, listening.)	20 %
Teaching demonstrations (2): * Input * One of your communicative activities reading or listening	20 %
Discussion leader, in-class participation attendance, self-evaluation (p. 4 #7), and definitions of SLA concepts.	40% 100%

Coursework:

1. Classroom observation reports (3):

Observe a total of three language classes taught by different instructors.

- Observe a class in a basic foreign language different from Spanish. Select the most unfamiliar language to you, for example, Arabic 1, German 1, Chinese 1, etc.).
- Observe two Spanish courses. One must be basic, Spanish 1 or 2, and the second one intermediate, Spanish 3 or 4.

*Check bCourses for specific instructions and forms to complete your observations.

2. Communicative activities and lesson plans:

Based on the readings discussed in the course, you will elaborate **two task-based communicative activities** and its corresponding **lesson plan**. Your activities must emphasize two of the following language skills: writing, oral communication, reading, and listening.

One of these activities will be part of one of your two teaching demonstrations (see number 3).

- Your communicative activities must reflect your understanding of the communicative language teaching approach and show originality and creativity in elaborating language activities.
- You must apply a technology tool in one of your activities (presentation platforms, authentic video and audio, GoAnimate, blogs, Facebook, etc.).

3. Teaching demonstrations (2):

Each GSI will present two peer-teaching communicative activities in class (12-15 minutes each).

- The first demonstration will focus on a **comprehensible input activity** (vocabulary or grammar).
- the second demonstration will focus on one of the aforementioned **communicative activities**.

Each student should present a brief justification of their decision making when constructing their lesson plan. How does the activity work within the tenets of SLA research? What follow-up activities could further engage SLA research to ensure (assess) that student learning objectives are being met?

4. Discussion leader and in-class participation:

Each student will conduct the class discussion for two previously selected topics. To prepare for leading the discussion, select a few key ideas from the chapter or article and reflect on its application in the classroom. Be ready to explain/answer questions, identify controversial or confusing issues and lead the discussion by presenting issues to debate in class. Discussions should be based on the main points of the assigned reading.

5. Attendance and Participation

Attendance and participation in this course are mandatory. This course is designed to provide a lively and supportive forum for the ongoing discussion of language teaching. It will be conducted as a seminar wherein the instructor and students share leadership roles. It is therefore of utmost importance that each person accepts responsibility for being prepared and actively participating. Class discussions will provide opportunities for debate, analysis, critical thinking, and feedback.

6. Definitions of SLA concepts

At the end of this course, students will collaborate to create a document in which they will write their own definitions of important concepts used in SLA, such as $i+1$, structured input, simplified input, communicative task, affective filter, communicative and grammatical competency, interaction hypothesis, ZPD, etc. Students will use them to reflect on their language teaching development and teaching philosophy. Their "take away" for the course will be this process of reflection and the document they create together, both of which will serve them later on as a basis for elaborating their teaching philosophy.

7. Class observation / Visits by supervisor

I will conduct two class observations during the semester, one during weeks 5 or 6 and the second one during weeks 11 or 12. At the end of the semester, after the second visit to your class, you will reflect on your teaching progress and write a two-page self-evaluation as a language instructor.

Important dates:

- **Class observations** by supervisor: First observation: weeks 5-6
Second observation: weeks 11-12

- **Classroom observations reports due:**

Foreign language class 10/4
 First-year language class 10/18
 Second-year languageclass 11/6

- **Teaching demonstrations due**

Teaching demo #1: INPUT 9/ 25 & 27 (in-class presentations)

Teaching demo #2: Comm. ACTv. 11/13 (in-class presentations)

one of your choice: writing, oral communication, reading, listening

**You must use technology in one of your communicative activities as indicated in #2 above.

- **Communicative activities lesson plans due**

Lesson plan communicative activity 1 11/ 13

Lesson plan communicative activity 2 11/20

Class Schedule & Assignments

Spanish 375 – Fall 2017

Week	Date	Topic	Reading due the day is posted.
1			
	Thursday 8 / 23	*Introduction to the course.	Este día dedícalo a la lectura “Principles of Communicative Language Teaching and Task-Based Instruction.” Task: Reflexiona sobre los 8 principios. Piensa cómo los aplicarías a tu enseñanza. Luego busca ejemplos en el libro que usas.
Week	Date	Topic	Reading due
2			
	Tuesday 8 / 28	* Communicative Language Teaching & Task-based instruction	Klaus Brandl. (2008). Principles of Communicative Language Teaching and Task-Based Instruction. In <i>Communicative Language Teaching in Action. Putting Principles to Work</i> Chapter 1, pp. 1-38. Bring your language textbooks. Presenta: TODA LA CLASE.
	Thursday 8/30	*The role of input	Working with Input (Chapter 2). In <i>Making Communicative Language Teaching Happen.</i> McGraw-Hill, Inc. (PDF in bCourses). Lee, J. F. & VanPatten, B. (2003). Presenta: TARA

Week 3	Date	Topic	Reading due
	Tuesday 9 / 4	*Instructional sequence	Klaus Brandl. (2008). Instructional Sequencing and Task Design. In <i>Communicative Language Teaching in Action. Putting Principles to Work.</i> Chapter 6, pp. 178-222. Presenta: MICHIKO
	Thursday 9 / 6	*Teaching grammar	Grammar and Language Learning. Klaus Brandl. (2008). <i>Communicative Language Teaching in Action. Putting Principles to Work.</i> Chapter 4, pp. 105-142. (PDF in bCourses). Presenta: MARLENA
Week 4	Date	Topic	Reading due
	Tuesday 9 / 11	*Teaching listening	Developing Listening Skills. Klaus Brandl. (2008). <i>Communicative Language Teaching in Action. Putting Principles to Work.</i> Chapter 7, pp. 223-276. Presenta: LUIS
	Thursday 9 / 13	Workshop: Input Activity Bring ideas for your input activity.	
Week 5	Date	Topic	Reading due
	Tuesday 9 / 18	*Teaching reading	Developing Reading Skills. Klaus Brandl. (2008). <i>Communicative Language Teaching in Action. Putting Principles to Work.</i> Chapter 9, pp. 322-367. Presenta: LUIS
	Thursday 9 / 20	*Teaching writing: Approaches and Evaluation	Genre pedagogy: Language, literacy, and L2 writing instruction. Hyland, K. (2007) in <i>Journal of Second Language Writing</i> 16 (2007) 148-164. Presenta: MICHIKO
Week 6	Date	Topic	Reading due
	Thursday 9/ 25	Teaching demo 1 comprehensible input activities *Cont.Teaching	Presentaciones: 1. 2. Feedback on second language students' writing.

		writing: Approaches and Evaluation	Hyland, K., & Hyland, F. (2006). <i>Language teaching</i> , 39(02), 83-101. Presenta: MIRIAM
	Thursday 9 / 27	Teaching demo 1 (Cont.) comprehensible input activities	Presentaciones: 3. 4. 5. 6.
Week 7	Date	Topic	Reading due
	Tuesday 10 / 2	X X X X X X	
	Thursday 10 / 4	X X X X X X	Observación 1 due Observe a basic foreign language class different from Spanish.
Week 8	Date	Topic	Reading due
	Tuesday 10 / 9	* Feedback & error correction	Feedback and Error Correction. Klaus Brandl. (2008). <i>Communicative Language Teaching in Action. Putting Principles to Work</i> . Chapter 5, pp. 143-176. (PDF in bCourses) Presenta: TARA
	Thursday 10 / 11	*Task components	Taks Components. Nunan, D., & Nunan, D. (2004). <i>Task-based language teaching</i> . Cambridge, UK: Cambridge University Press. Chapter 3 pp. 40-75. Presenta: MARLENA
Week 9	Date	Topic	Reading due
	Tuesday 10 / 16	*Assessment and evaluation	Assessment and Language Learning. Klaus Brandl. (2008). <i>Communicative Language Teaching in Action. Putting Principles to Work</i> Chapter 10, pp. 368-422. Presenta:
	Thursday 10 / 18	*Using technology and video in the classroom:	Bring your laptop Observación 2 due. Observe a basic Spanish

		Aspects to take in consideration.	language class (Spanish 1 or 2).
Week 10	Date	Topic	Reading due
	Tuesday 10 /23	*Oral communication skills	Developing Oral Skills. Klaus Brandl. (2008). <i>Communicative Language Teaching in Action. Putting Principles to Work.</i> Chapter 8, pp. 277-321. Presenta: GABRIELLA
	Thursday 10 /25	Workshop: Communicative Activity 1	
Week 11	Date	Topic	Reading due
	Tuesday 10/30	*Psychological factors and second language acquisition	Individual differences in second language learning. In Lightbown, Patsy, and Nina M. Spada. <i>How Languages Are Learned.</i> Chapter 3, pp. 75-101, 2013. Print. Presenta: GABRIELLA
	Thursday 11 /1	Workshop: Communicative Activity 2	
Week 12	Date	Topic	
	Tuesday 11 /6	Practice for oral exam	Observación 3 due Observe an intermediate Spanish language class (Spanish 3 or 4).
	Thursday 11/ 8	* Working with heritage language speakers	Colombi, M. C. (2009). <i>A systemic functional approach to teaching Spanish for heritage speakers in the United States.</i> Linguistics and Education, 20, pp. 34-49. Optional reading: Valdes, G. (December 07, 2005). Bilingualism, Heritage Language Learners, and SLA Research: Opportunities Lost or Seized?. <i>Modern Language Journal</i> , 89, 3, 410-426. TODA LA CLASE
Week 13	Date	Topic	

	Tuesday 11 /13	Teaching demo 2: Communicative Activity	1. 2. 3. 4. <u>Lesson plan #1 due</u>
	Thursday 11 /15	TBA	
Week 14	Date	Topic	
	Tuesday 11 /20	TBA	Lesson plan #2 due Review of SLA concepts. Writing your teaching philosophy.
	Thursday 11/22	Holiday.	
Week 15	Date	Topic	
	Tuesday 11 /27	SLA concepts	
	Thursday 11/29	Review Teaching philosophy paragraph peer- review.	