Goals and Purposes of SPAN 500
The overall goal of this course is to give current and future foreign language teachers an overview of communicative task-based language instruction. This overview consists of theory, research, and practical application. Below are some specific objectives:

- To have a working knowledge of theory and research that explains how adolescents and adults acquire a second language.
- To be able to critically evaluate existing teaching practices and materials based on your understanding of theory and research.
- To develop teaching materials for the classroom which are informed by theory and research in second language acquisition.

Although you are not expected to become an expert in the fields of second language acquisition (SLA) and language teaching, you are expected to be able to explain and support task-based, communicative language teaching. To put this in other words, not only should you know what you are doing in the classroom, you should also know why. Here’s a question for you to think about as you move through this course and others: when you graduate and seek an academic or teaching position, how well will you be able to describe and explain your training and education?

Required Materials
- Additional readings will be made available on: [http://sites.google.com/site/ssuspan](http://sites.google.com/site/ssuspan)

Grades Weights

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Homework</td>
<td>25% (Definitions: 5%; Portfolio Activities: 20%)</td>
</tr>
<tr>
<td>Critical Analyses (2)</td>
<td>20%</td>
</tr>
<tr>
<td>Article Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Observation Report</td>
<td>5% (Of two videotaped teaching presentations)</td>
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<tr>
<td>Final Portfolio Binder</td>
<td>10% (Observations, Text Eval, Phil. of Teaching, Cleaned Portfolio act., other?)</td>
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<tr>
<td>Exam</td>
<td>30%</td>
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Course Components

1) **PRESENTATION/PARTICIPATION: (10%)** You are expected to complete all assigned readings and to be prepared to discuss them in class.
   a) Active participation in all class discussions is a requirement in this course.
   b) In addition, you will be required to present one of the supplementary readings (scholarly articles published in journals) and prepare a **one-page** (double-sided if necessary) handout. Most students also prepare a PowerPoint. You should focus on the following when presenting your article:
   - What is the study about?
   - Present, define, and summarize any theories or terminology presented in the article.
   - Discuss the methodology (Subjects/participants, treatments, instrumentation).
   - Present and discuss the results. (Data and tables need to be presented and discussed.)
   - What comments do you have to offer?
   The handout and presentation should present the most important tables (data) present in the study.

2) **OBSERVATIONS REPORT: (5%)** You will observe a class (I will provide these videos to you) and write a formal observation report. For the observation, you will be given a specific aspect on which to focus (e.g., grammar instruction, classroom interaction). The observation will consist of three parts: (1) a descriptive narrative of what you observed in the class; (2) a critical evaluation of what you observed in light of your understanding of theory and research; (3) specific alternatives to what you observed based on your understanding of the course material. The purpose of these observations is for you to **critically evaluate** teaching practices based on your understanding of theory and research.

3) **HOMEWORK: (25%)** Your homework consists of:
   a) Short Definitions submitted within the Online Learning Center (5%);
   b) Completion of some end of the chapter Portfolio Activities (20%) 

4) **CRITICAL ANALYSES (20%)**: For the journal articles read in class, you will prepare **two (2) one-page**, single-spaced commentaries, due the day of the discussion of that article.

5) **EXAM: (30%)**

6) **FINAL TEACHING PORTFOLIO (10%)**: Presentable binder containing: Observations, Text Eval, Phil. of Teaching, Cleaned Portfolio act., other?
## TENTATIVE SCHEDULE

Online Learning Center (OLC) [http://www.mhhe.com/mclth2](http://www.mhhe.com/mclth2)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Day</th>
<th>Readings/lecture topics presented and discussed in class</th>
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<tr>
<td>6/12</td>
<td>Discuss what is working in for you in terms of teaching Spanish as a second language and what isn’t working. Articulate student perspectives, teacher perspectives, and business/industry perspectives in terms of what’s needed in teaching. Compare and contrast classmates’ curriculum &amp; standards. Complete “Language learning beliefs” survey - Lightbown &amp; Spada (2013) <em>Popular ideas about language learning revisited</em> (Chapter 7)</td>
<td>Read next day’s materials</td>
<td>OLC Chapter 1: Definitions</td>
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<tr>
<td>Day</td>
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| Week 2   | **6/19**  
  Become familiar with Task-Based Activities: What are they? How do they work? What are their advantages and drawbacks? Watch a teaching demonstration. Analyze and evaluate teaching demo.
  - Lee & VanPatten (2003) *Communicating in the classroom* (Chapter 3)
    - Activity: L&VP Chapter 3 Portfolio Activity #2 – Information Gap Activity
  - Lightbown & Spada (2013) *Second language learning in the classroom.* (Chapter 6)  
  [Technology: Corporative learning activity]  | **Portfolio #2** -  
  - L&VP Ch. 3  
  OLC Chap. 6 Definitions  
  ¿Crit. Analysis?  
  - VP & Cadierno  
  - Wong & VP Leaver et al and reactions.  |
|          | **6/20**  
  Discuss the role of grammar in modern SLA teaching. Compare the role of grammar in curricula with the role of grammar in Communicative Language Teaching. Become familiar with aspects of effective grammar activities for the communicative classroom.
  **Activity:** L&VP Chapter 6 Portfolio Activity #3 – Bring a Spanish Textbook  | **Portfolio #3** -  
  - L&VP Ch. 6  
  ¿Crit. Analysis?  
  - Valdés  
  - Lynch  
  - Correa  
  - King  |
|          | **6/21**  
  Discuss bilingual education, become familiar with pros and cons. Define who heritage language learners and discuss what the classroom issues are in teaching.
  - Valdés (1995) *Bilingües y bilingüismo en los Estados Unidos*  
  - Lynch (2003) *The Relationship between second and heritage language acquisition*  
  - Correa (2011) *Advocating for critical pedagogical approaches to teaching Spanish as a heritage language*  
  ¿Crit. Analysis?  
  - Herron  
  - Anderson et al.  |
|          | **6/22**  
  Discuss the role of listening and reading in modern SLA teaching. Explore how to develop student-centered, communicative reading/video activities using an authentic text/video.
  - Herron (1994) *Investigation of the effectiveness of using an advocate organizer to introduce video in the foreign language classroom*  
  - Anderson et al. (1977) *Framework for comprehending discourse*  
  - Activity: L&VP Chapter 11 Portfolio Activity #4 (3 part Reading/Video watching Lesson)  | OLC Chaps. 12 & 13 Definitions  
  Portfolio #4 -  
  - L&VP Ch. 11  
  ¿Crit. Analysis?  
  - Fathom & Whalley  
  - Ferris  
  - Greenia  |
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<th>Day</th>
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<td><strong>Week 3</strong></td>
<td>Discus the role of writing in modern FL teaching. Compare the role of writing in national curricula. Explore how to develop communicative process writing activities and also how to correct writing activities. Analyze and evaluate writing samples.</td>
<td><strong>Portfolio #5-</strong> L&amp;VP Ch. 12</td>
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<td>o <strong>Activity</strong>: L&amp;VP Chapter 12 Portfolio Activity #5 (Process writing activity)</td>
<td>• Norris &amp; Ortega</td>
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<td>• Lee &amp; VanPatten (2003) <em>Issues in testing comprehension and in evaluating writing</em> (Chapter 13)</td>
<td>• Sanz &amp; Morgan Short</td>
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<td>• Fathom &amp; Whalley (1990) <em>Teacher response to student writing: Focus on form versus content.</em></td>
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<td>• Ferris (2010) <em>Second language writing research and written corrective feedback in SLA.</em></td>
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<td><strong>Become familiar</strong> with principles of authentic assessment of language learners. Discuss the extent to which curricula reflect authentic assessment. Explore ways to improve the authenticity of assessment in FL classrooms in various settings.</td>
<td><strong>Write your Teaching Philosophy</strong></td>
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<td>6/27</td>
<td>[The debate on the effectiveness of instruction. Discuss the state of the research with respect to explicit instruction. Explore ways to effectively include explicit instruction and feedback in the L2 classroom.</td>
<td><strong>Textbook Review</strong></td>
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<td>6/28</td>
<td><em>Inspect variety of curriculum &amp; materials. Analyze the extent to which the various textbooks and materials do or do not reflect a communicative approach to language teaching. Discuss the pros and cons of various instructional materials.</em></td>
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<td>6/29</td>
<td><strong>Final Exam</strong> Shlz 1014 (in the IT half of the room)</td>
<td><strong>Teaching Portfolio</strong></td>
</tr>
</tbody>
</table>
Class Readings


Leaver, B., Rifkin, B., & Shekhtman, B. (2004). Apples and oranges are both fruit, but they don’t task the same: A response to Wynne Wong and Bill VanPatten. *Foreign Language Annals*, 37, 125-132.


Appendix A
Critical Analysis in SPANISH (ONE-PAGE)

Formatting:
Top/bottom margins: 1”; Left/Right margins: .75”, 12-point Times New Roman font, single spaced
Name, Class, Date, Professor on one line in the Heading

The analysis should consist of the following:

Title: MLA or APA bibliographic listing of the article analyzed. 10 pt. font
APA: https://owl.english.purdue.edu/owl/resource/560/01/
MLA: https://owl.english.purdue.edu/owl/resource/747/01/

1st Paragraph: abstract summarizing the article:
   EMPIRICAL STUDY: general topic, methodology used (subjects, treatments, instruments), and results.
   DESCRIPTIVE STUDY: general topic/problem and overall point of discussion/debate presented.

2nd Paragraph (this should be your longest paragraph): is your discussion of the article commenting on the conclusions of the study and basing those comments on the theories seen in class. Avoid basing your reaction primarily on “common sense”, your own pedagogical style and preferences, and anecdotes. You might want to address the following: the significance of the problem or issue raised in the article; the plausibility of the research hypothesis; presentation of recommendations, conclusions; and/or the implications of the article for instruction.

3rd Paragraph: This last short paragraph is where you can conclude on the reading by discussion your personal reactions, preferences, and anecdotes. Also any opinions to how this study will affect your teaching can be included here. Here you can use the personal “I”.

Grading: The paper will be marked out of 100 as follows:

grammar/spelling: 10%;
clarity (organization and flow): 20%;
conciseness and contents (understanding and analysis): 70%.

A simple summary without an attempt at analysis will earn 50%. Personal opinions count for a bit more, but to get an A you need to: (1) for an empirical study question and or address the methods/results/interpretation and/or offer reasonable suggestions for future experiments or alternatives to the discussion; (2) for a descriptive study, you need to discuss the validity of the discussion of the general problem/topic that was presented. This is not a directive to be negative about what you read - if you fully agree then say so and explain why. The point is to weigh the information in the paper and to accept yourself as an authority as to how much you trust it.
Appendix B
Content of a Teaching Portfolio

(1) Title Page (Your Name, class, date, Term…on one page, page centered)

(2) Table of Contents (your name, class, date, on one page)

(3) Tabbed Appendices with Supporting Documents
A. For those who have taught or are teaching - Reflective Essay/Executive Summary. (single spaced, written in the first person, 1-2 pages). The portfolio is personal and the writing should reflect that. It should also be accurate and it should go beyond superficial analysis. Make sure you are able to describe your teaching/work responsibilities if you have taught or are teaching.
   a) What do you teach? What other work responsibilities do you fulfill professionally?
   b) Whom do you teach? Where do you teach? How often do you teach/work?
   c) How much responsibility do you have for your teaching?
   d) Other considerations?

B. For those who have not taught - Teaching Philosophy. As professional educators, we must examine the implicit and explicit assumptions we hold about teaching. This allows us to reflect on what we believe about the teaching and learning process. You should discuss: what are your beliefs about how people learn; what are your beliefs about your role as an educator; your beliefs about your discipline; why and how do you think your discipline is important?

C. Commentary. (Optional) linked to each supporting appendix containing material such as syllabi, student course critiques, student work samples, your samples activities, etc. A commentary is a nice way to show your personality behind the work that is being presented.

D. Critical analyses of published studies (2), completed for this class: revised;

E. Portfolio activities completed for this class: revised;

F. Textbook evaluation that you completed on your own (Appendix C);

G. Student-evaluations (if you have any)

H. Teaching observations (peer or supervisor), if any.
The textbook evaluation comprises an important part of the teaching portfolio you will create.

Your evaluation should be comprised of three parts; parts (2) and (3) are optional depending on the availability of published reviews of your selected textbook:

(1) EVALUATION FORM (required)

For the textbook you have selected, please complete the textbook evaluation form, based upon guidelines determined during class discussion. The evaluation form provides uniform guidelines for textbook evaluation, and in a certain sense, makes the evaluation process more objective. It is a good idea to look at the textbook in a global way (i.e., number of chapters, material covered, ancillary materials included in the package, chapter organization, etc.), and then to examine one chapter in detail. The chapter you select should not be the preliminary or first chapter of the textbook; instead, choose a chapter closer to the middle of the textbook so you can get a clear view of how students are required to study and use the target language.

(2) REVIEW (optional)

In addition to the evaluation form, you should write a 1-2 page (no longer!) typed review of the textbook. In the review, you should include the following:

- an overview of the basic organization of the textbook
- organization of individual chapters
- general approach to language learning (i.e. communicative, proficiency oriented, etc.)
- approach to teaching / practicing grammar and vocabulary
- treatment of culture
- any significant strengths or weaknesses
- overall impression / assessment of textbook

(3) PUBLISHED REVIEW (optional)

If there is a published review of your selected textbook available, please include it with your textbook evaluation materials. The journals we are presenting in class are a good resource for finding reviews. Completing an online search of the MLA bibliography might also assist you in finding a published review.
Appendix C
Textbook Evaluation Form

TITLE: __________________________________________

AUTHOR(S): ___________________________________________________________

DATE / EDITION: ____________________     PUBLISHER: ____________________

Please place a check (✓) next to all components available in this textbook package. Place an X next to those components you feel are essential to your FL program, even if those components are not included with this textbook package. (You will need to go online.)

Teacher’s edition of TB
Student workbook
Student audio CD(s)
DVD
Test bank
Web site: ________________

Instructor’s resource manual
Student lab manual
Interactive website
Instructor’s video guide
Transparency set
Other (please specify)

For each of the statements on the following pages, please assign a numerical score. Please use the space below each item to include comments, if you wish. At the end of the evaluation, you will also be required to provide short answers for three additional questions. Space is provided for a total score for each of the 7 categories, as well as a total score for the textbook as a whole.

SCORING: 4 = excellent 1 = poor
3 = good 0 = unacceptable
2 = adequate N/A = non-existent

A. PRACTICAL CONSIDERATIONS

1. The textbook is clearly laid out.
2. Both teacher and students can easily find things using the index or table of contents.
3. Lessons / chapters are of appropriate length and number.
4. Page layout is clear – there is neither too much information per page, nor too many items per page.
5. Maps are clear and accurate.
6. Appendices are accurate and easy to use.
7. The book is attractive.
8. The size of the book is appropriate.

TOTAL for PRACTICAL CONSIDERATIONS

Comments:
B. THEORETICAL ORIENTATION
____ 1. The textbook integrates the Communicative Method.
____ 2. The textbook has clearly stated goals for proficiency.
____ 3. The textbook provides a clear explanation of its theoretical / methodological orientation (i.e. Natural Approach, Communicative Language Learning, etc.)
____ 4. The content of the textbook is consistent with the stated theoretical / methodological objectives.
____ TOTAL for THEORETICAL ORIENTATION
Comments:

C. AUDIENCE
____ 1. The content of the textbook is age appropriate.
____ 2. The content and layout of the textbook will appeal to students.
____ 3. Topics would appeal to students in high school / college / etc. (i.e. students can identify with characters, readings, culture, etc.).
____ 4. The text would be enjoyable for students and teachers to use.
____ TOTAL for AUDIENCE
Comments:

D. FOUR SKILLS
____ 1. Activities in the textbook are balanced among the four skills.
____ 2. An adequate number of skill-building activities is provided.
____ 3. Each of the four skills is treated in every chapter.
____ 4. There is a logical / gradual development of the four skills throughout the textbook.
____ 5. Skill-building activities are process-oriented (i.e. activities are accompanied by preview and follow-up activities).
____ 6. Strategies for building skills in speaking, reading, writing and listening are included in the text.
____ TOTAL for FOUR SKILLS
Comments:
E. STRUCTURES

____ 1. The amount of grammar taught in each chapter / lesson is reasonable.
____ 2. The sequencing of grammar is logical.
____ 3. The sequencing of grammar provides for recycling / review.
____ 4. Grammatical structures presented in text are accurate.
____ 5. Examples of grammatical structures are contextualized.
____ 6. Explanations of grammatical structures are clear.
____ 7. Varied, sequenced practice (mechanical, meaningful, communicative) is provided.

TOTAL for STRUCTURES
Comments:

F. VOCABULARY

____ 1. Vocabulary reflects frequency / usefulness and is not dated.
____ 2. A variety of culturally specific words is presented (i.e. formal vs. informal, words used in different TL speaking cultures, etc.).
____ 3. Vocabulary is presented in reasonable amounts per lesson / chapter
____ 4. Presentation of vocabulary is contextualized.
____ 5. The sequencing of vocabulary is logical.
____ 6. The sequencing of vocabulary provides for recycling / review.
____ 7. There is a good fit between the structures and vocabulary presented in each lesson / chapter.
____ 8. Varied, sequenced practice (mechanical, meaningful, communicative) is provided.

TOTAL for VOCABULARY
Comments:

G. CULTURE

____ 1. All cultures / countries of the TL speaking world are represented.
____ 2. Both “big C” and “little c” culture are represented.
____ 3. Culture is integrated into a variety of activities.
____ 4. Culture is integrated into lesson / chapter themes.
____ 5. Up-do-date realia, maps, illustrations and texts are provided.

TOTAL for CULTURE
Comments:

____ / 172 points = TOTAL SCORE
My overall impression of this textbook is…

The major STRENGTHS of this textbook are…

The major WEAKNESSES of this textbook are…