

**FL 512 – Teaching for Proficiency:
Methods and Strategies**
Summer Language Institute 2021
Session #2: July 12 – July 30
Synchronous meetings via Zoom 8:00 –9:50 PST
(Monday - Friday)

Course Description

This course is designed to provide educators with a guided exploration of current methods and techniques related to teaching Spanish in K-12 contexts. The overarching goals of the course are that students deepen their understanding of language teaching pedagogy and that they develop an expanded repertoire of teaching strategies and techniques for addressing students' learning needs. Taking the American Council on the Teaching of Foreign Languages World Readiness Standards for Learning Languages (ACTFL's "5 Cs") as a point of departure and organizational framework for the course, students will explore ways to support learners' development of global competency in Spanish for real-world purposes in the domains of communication, cultures, connections, comparisons, and communities. Students will engage in hands-on practice with different tools to assist with lesson and curriculum design, and will practice aligning curriculum and teaching activities with clear proficiency standards. Additionally, students will explore calls for rethinking paradigms in how and why Spanish has traditionally been taught with an eye to making Spanish language learning more equitable for all learners. Topics covered will include methods for teaching Heritage learners, ways to incorporate critical pedagogy as a teaching approach, how to support the development of students' multiliteracy skills, and how to utilize critical dialect awareness activities as a way to increase language diversity and challenge language hierarchies (and the subsequent subordination of certain varieties and identities) which are often reinforced in the Spanish classroom.

Student Learning Objectives

After taking this course, students will be able to:

1. Describe the trajectory of language learning pedagogy over time, explain principles that underlie current methods, and articulate their own approaches for classroom learning
2. (Re)structure curriculum and activities in alignment with proficiency standards to support the development of communicative abilities across modes and competence across the domains of world language readiness
3. Adapt curriculum and activities to address the linguistic and affective needs of Spanish heritage language learners
4. Devise activities to increase knowledge and presence of linguistic diversity in the classroom, and utilize tasks rooted in critical dialect awareness to raise students' awareness of linguistic hierarchies and to address dialect-based inequalities

5. Develop and incorporate experiential learning opportunities (through task-based activities, Integrated Performance Assessments, multiliteracies frameworks, community-oriented projects) into the classroom so that students learn (and are evaluated) ‘by doing’
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Course Materials

All course materials will be available to students through the Moodle and the course calendar. There is no required text to purchase.

Course Components and Evaluation

Attendance and Participation	20%	94%-100% = A	90%-93% = A-
Reading/Discussion Guides	25%	87%-89% = B+	84%- 86% = B
Collective Reflections (3)	15%	80%-83% = B-	77%-79% = C+
Unit Adaptation	40%	74%-76% = C	70%-73% = C-
Total	100%	67%-69% = D+	64%-66% = D
		60%-63% = D-	59% or less = F

Attendance and Participation 20% (in Zoom)

This course and the SLI offer you the valuable and relatively rare opportunity to spend several weeks dialoguing with and learning alongside other professionals in your field. As such, attendance and participation are vital and are substantially weighted. Students can earn full credit for attendance/participation each day by arriving and leaving at the designated times and by actively contributing during class time. Active participation in group and class discussions will be characterized by thoughtful contributions that reflect completion of the assigned readings prior to class and their application to the task at hand, as well as synthesis of previously covered material. In the case of an emergency or illness that will affect attendance, students should contact the professor and the director of the SLI program as soon as possible.

Reading/discussion guides 25%

Students will complete daily reading/discussion guides for assigned work as indicated on the course calendar. These are to be completed prior to the start of class time the day they are due. Guides are designed to call attention to the most pertinent parts of the reading and to help students synthesize previous information. Completion of assigned readings and other materials prior to class is important so that the bulk of class time can be dedicated to clarifying and applying what was read, rather than simply reviewing the basics. Reading/discussion guides will be available in Moodle.

Collective Reflections (3) 15%

It is vital to our professional development and growth to consider how the concepts and skills we learn affect our own practices and beliefs about teaching. Additionally, we can glean valuable information through sharing these reflections with others and getting feedback. In order to provide an opportunity for this contemplation, students will complete three reflections (one each week) in the form of recorded FlipGrid videos, and will dialogue with their classmates through video responses. More detailed instructions will be provided in Moodle.

Unit Adaptation 40%

The course will culminate with a project in which students adapt a teaching unit (a minimum of 3 weeks of teaching materials/6 classes) in order to demonstrate their understanding of particular methods and topics

covered in the course. Students may choose to adapt their unit in any one of the following four ways, in accordance with their own interests, student populations and individual teaching contexts. Students may adapt their unit so that it ...

- 1) ... addresses the learning needs of Heritage and L2 students in a mixed learner classroom
- 2) ... establishes local place as a fundamental element / source of language learning
- 3) takes a multiliteracies approach to the unit in an advanced language course, or to teach literature in an AP literature class
- 4) includes an IPA to address student learning at the end of the unit

More detailed instructions for the unit adaptation will be provided in Moodle.

[SOU Syllabus Statements](#)

Course Calendar

Subject to changes/adjustments as needed during course

Class Date	Topics & Guiding Questions	Readings and Work Due
Monday, 7/12	<p>Introduction to the course</p> <p>The evolution of language teaching methods</p> <ul style="list-style-type: none"> <input type="checkbox"/> What does it mean to “know” a language? <input type="checkbox"/> How and why have language teaching methodologies evolved? <input type="checkbox"/> What are some pedagogical orientations related to equity and language learning? 	<ul style="list-style-type: none"> <input type="checkbox"/> Gonzalez, J. (2019 September 29). How World Language Teaching Has Evolved. <i>Cult of Pedagogy</i> (link) <input type="checkbox"/> Valdés, G. (2016). Observatorio Cervantes-Harvard. Thinking About What We Teach and Why. (Video - 2 hrs) <input type="checkbox"/> Fellmayer, J. (2018). Disruptive Pedagogy and the Practice of Freedom. <i>Hybrid Pedagogy</i>, 11 (link). <input type="checkbox"/> Reading/discussion guide
Tuesday, 7/13	<p>Insights from empirical studies into language learning and teaching</p> <ul style="list-style-type: none"> <input type="checkbox"/> What can findings from experimental research tell us about how second languages are acquired? <input type="checkbox"/> For what principal teaching methods, strategies and techniques is there most robust empirical evidence? <input type="checkbox"/> How can we create/adapt activities to address L2 processing difficulties? 	<ul style="list-style-type: none"> <input type="checkbox"/> Ellis, R., & Shintani, N. (2013). Exploring language pedagogy through second language acquisition research. Routledge. Chapter 1: <i>Instructed Second Language Acquisition</i>, p. 5-28 <input type="checkbox"/> Reading/discussion guide
Wednesday, 7/14	<p>ACTFL’s World Readiness standards & teaching for proficiency</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does ACTFL conceptualize communicative and cultural competence? Proficiency? Performance? <input type="checkbox"/> What should students be able to do at various levels of proficiency, and in different situations and communicative modes? <input type="checkbox"/> How can we use tools provided by ACTFL for student placement & assessment? For our own class preparation and teaching and to communicate goals to students? 	<ul style="list-style-type: none"> <input type="checkbox"/> ACTFL 5 C’s for World Readiness - document and video (4 min) <input type="checkbox"/> ACTFL Proficiency Guidelines & Performance Descriptors <input type="checkbox"/> ACTFL Can-do Statements <input type="checkbox"/> Characteristics of proficiency-oriented language instruction. CARLA - University of Minnesota (link) <input type="checkbox"/> Reading/discussion guide
Thursday, 7/15	<p>Communication: Understanding ACTFL’s three modes in more detail</p> <ul style="list-style-type: none"> <input type="checkbox"/> How is communication conceptualized within the ACTFL framework and interpretive, interpersonal and presentational modes? <input type="checkbox"/> How can we support target language use and learning in each mode? <input type="checkbox"/> What is the role of pedagogical tasks and how do we address specific skills/structures? 	<ul style="list-style-type: none"> <input type="checkbox"/> Performance in the three modes. CARLA - University of Minnesota (webpage, link) <input type="checkbox"/> Selected excerpts from Shrum, J. L. (2015). <i>Teacher's handbook, contextualized language instruction</i>. Cengage Learning. <input type="checkbox"/> Reading/discussion guide

Friday, 7/16	<p>Communication: Meeting the needs Heritage as well as L2 learners in the language classroom</p> <ul style="list-style-type: none"> ❑ What are some similarities and differences between Heritage and L2 bilingualism? How do learning and affective needs differ between Heritage and L2 Spanish learners? ❑ What limitations do ACTFL and other orientations, methods and techniques developed for L2 learners present when it comes to teaching Heritage Spanish speakers? ❑ How can we make our placement, teaching and assessment practices more appropriate and equitable for Heritage learners? 	<ul style="list-style-type: none"> ❑ Pascual y Cabo, D., Vergara Wilson, D. (2019) Teaching Spanish as a Heritage Language for the first time: 10 suggestions. <i>AAAL PAEC Brief</i> (link) ❑ CERCLL. (2017). Guide to Teaching Heritage Language Learners. (document - link) ❑ Mitchell, C. (2019). “The truth about bilingualism: It’s only for some students”. Education Week. (link) ❑ MacGregor-Mendoza, P. (2020). Language, Culture, and Spanish Heritage Language Learners: Reframing Old Paradigms. <i>Dimension</i>, 19, 34. (link) ❑ Reading/discussion guide
Monday, 7/19	<p>Communication: Language ideologies in the classroom</p> <ul style="list-style-type: none"> ❑ Where do beliefs about “correct” Spanish and other linguistic hierarchies come from? ❑ What variety of Spanish should we teach? How can we discuss language variation with students? ❑ How can we incorporate sociolinguistic and critical language/dialect awareness in our classes? 	<ul style="list-style-type: none"> ❑ Why Everyone Should Care About Language Variation Dr. Meghan Armstrong (University of Massachusetts) TEDxHolyokeCC. (2016) (Video - 20 min) ❑ Leeman, J. (2018). Critical language awareness and Spanish as a heritage language: challenging the linguistic subordination of US Latinxs. In K. Potowski (Ed.), <i>Handbook of Spanish as a Minority/Heritage Language</i> (pp. 345–358). New York: Routledge. (link) ❑ Martínez, G. (2003). Classroom based dialect awareness in heritage language instruction: A critical applied linguistic approach. <i>Heritage Language Journal</i>, 1(1), 1-14. (link) ❑ Reading/discussion guide ❑ Reflection #1
Tuesday, 7/20	<p>Communication: Understanding Spanish-English language contact phenomena and inclusive language practices</p> <ul style="list-style-type: none"> ❑ What are some characteristics of US Spanish? ❑ What are the linguistic features of different Spanish-English contact phenomena such as “Spanglish”, code-mixing/switching, translanguaging, etc., and how should we approach them in the classroom? ❑ What Spanish language practices have emerged related to to inclusive and nonbinary language? 	<ul style="list-style-type: none"> ❑ Nieto, K. (2010). The place of nonstandard Spanish in the classroom: Beyond the “separate but equal” approach. <i>Divergencias</i>, 8(2), 41-53. (link) ❑ Schmidt, S. (2019 December 5). A Language for All Un lenguaje para todos: Teens in Argentina are leading the charge to eliminate gender in language. The Washington Post. (link) ❑ “En busca de las palabras”, Radio Ambulante, NPR (Podcast - 20 min - link) ❑ Web page: Orientaciones para el empleo de un lenguaje inclusivo en cuanto al género en español, Las Naciones Unidas (link) ❑ Reading/discussion guide
Wednesday, 7/21	<p>Culture & Comparisons: ACTFL’s framework for teaching culture</p> <ul style="list-style-type: none"> ❑ How can we help students develop a nuanced view of culture at different proficiency levels? ❑ How can viewing culture through the lens of ‘perspectives, practices, and products’ help students to develop cultural competence? ❑ How can we incorporate activities that support students in making comparisons between the target and their own culture? 	<ul style="list-style-type: none"> ❑ Page, D., & Benander, R. (2016). Cultural products and practices leading to cultural perspectives: Practical applications. <i>The Journal for Research and Practice in College Teaching</i>, 1(1). (link) ❑ CARLA. Cultural Practices, Products and Perspectives (document - link) ❑ Reading/discussion guide

<p>Thursday, 7/22</p>	<p>Culture & Comparisons: Teaching literacy with authentic texts</p> <ul style="list-style-type: none"> ❑ What is the role of authentic texts and how can we incorporate them at different proficiency levels? ❑ What strategies can we use to develop reading and writing skills as well as other literacy skills? ❑ How can we get students to better engage with target language literature? 	<ul style="list-style-type: none"> ❑ Bernhardt, E. (2001). Research into the teaching of literature in a second language: What it says and how to communicate it to graduate students. In Scott, V. M., & Tucker, H. (2001). <i>SLA and the Literature Classroom: Fostering Dialogues. Issues in Language Program Direction: A Series of Annual Volumes</i>. Heinle & Heinle, Boston, MA 02210. (link) ❑ Kern, R. G. (2008). Literacy as a New Organizing Principle for Foreign Language Education. In Reading between the lines (pp. 40-59). Yale University Press. (link) ❑ ACTFL - Use Authentic Texts (webpage - link) ❑ Reading/discussion guide
<p>Friday, 7/23</p>	<p>Community: Place-based and service learning</p> <ul style="list-style-type: none"> ❑ How can we bring community in our teaching? ❑ Ways to incorporate local place into the curriculum? ❑ How can we integrate service learning into the classroom? 	<ul style="list-style-type: none"> ❑ What is place-based education and why does it matter? GETTING SMART in partnership with eduInnovation & Teton Science Schools (link) ❑ Palpacuer Lee, C., Curtis, J. H., & Curran, M. E. (2018). Shaping the vision for service-learning in language education. <i>Foreign Language Annals</i>, 51(1), 169-184. (link) ❑ Reading/discussion guide
<p>Monday, 7/26</p>	<p>Connections: TBLT</p> <ul style="list-style-type: none"> ❑ What are the principal characteristics of TBLT? ❑ What sets TBLT apart from other approaches? ❑ How can we design and incorporate meaningful tasks to promote authentic communication? 	<p>Long, M. (2014). Second language acquisition and task-based language teaching. John Wiley & Sons.</p> <ul style="list-style-type: none"> ❑ Chapter 1: Why TBLT ❑ Chapter 9: Task-Based Materials ❑ Reading/discussion guide ❑ Reflection #2
<p>Tuesday, 7/27</p>	<p>Connections: Backwards Design</p> <ul style="list-style-type: none"> ❑ What is backwards design? ❑ How can backwards design make our teaching and assessment more effective? ❑ How do we structure our lesson plans with an end goal in mind? 	<ul style="list-style-type: none"> ❑ Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. <i>RELC Journal</i>, 44(1), 5-33. (link) ❑ Wiggins, G. (2014). Backward Design or Designing Assignments from Learning Objectives (Video - 10 minutes). ❑ Reading/discussion guide
<p>Wednesday, 7/28</p>	<p>Connections: Integrated Performance Assessment</p> <ul style="list-style-type: none"> ❑ What are the different elements of an IPA and how do they function together? ❑ How do we assess students' world readiness via an IPA? ❑ What tools exist for helping to create/evaluate IPAs? 	<ul style="list-style-type: none"> ❑ Adair-Hauck, B., Glisan, E. W., Koda, K., Swender, E. B., & Sandroek, P. (2006). The Integrated Performance Assessment (IPA): Connecting assessment to instruction and learning. <i>Foreign Language Annals</i>, 39(3), 359-382. (link) ❑ Reading / discussion guide
<p>Thursday, 7/29</p>	<p>Connections: Multiliteracies frameworks</p> <ul style="list-style-type: none"> ❑ How is a multiliteracies framework different from other approaches to teaching language? ❑ What are the guiding principles/elements of a multiliteracies framework? ❑ What are some ways we can incorporate this framework into our language classes? 	<ul style="list-style-type: none"> ❑ (2016) Multiliteracies Framework for Language Teaching - ACTFL (video - 20 min) ❑ Zapata, G. (2018). A match made in heaven: An introduction to Learning by Design and its role in heritage language education. In Multiliteracies pedagogy and language learning (pp. 1-26). Palgrave Macmillan, Cham. (link) ❑ Reading / discussion guide

Friday, 7/30

Closing and wrap-up. Informal presentation of unit adaptations w/feedback from professor & classmates

- Unit adaptation due Monday, 8/2**
- Reflection #3 due Monday, 8/2**