Spanish Language Teaching Methods
SPRING 2025 | SPAN 4321

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COURSE DESCRIPTION

In the United States, Spanish is the most studied language at all levels of education (MLA)and the number of students studying it as a heritage language has grown rapidly (Heritage Briefs-Center for Applied Linguistics). Indeed, Spanish has always been a part of U.S. history, and in our context of South Texas, Spanish is a very present local language. In fact, Texas is the state where most Spanish is spoken in the US, followed by California and New Mexico. In this course, students will examine the foundations of liberatory pedagogy and topics related to access, equity, power, privilege, and marginalization while continually critically reflecting on their relationship to language and language teaching. The primary goal of the course is to foster students' ability to apply different pedagogies and techniques that seek to develop learners' critical language awareness (CLA) and sociolinguistic agency both inside and outside the classroom.

Language Teaching Methods (SPAN 4321) is designed for novice and experienced language teachers as well as those generally interested in language education. Students will build a solid foundational knowledge of the connections between theory, research, and practice in teaching language and culture in classroom settings, with a focus on teaching Spanish as a second and as a heritage (L2/HL) language in the U.S. Students will be introduced to key concepts defining the field of language learning and teaching more generally and will develop a contextualized understanding of the continually evolving field of language pedagogy. Students will have hands-on opportunities to apply and evaluate different methods of instruction and curriculum development for L2 and HL Spanish learners, as well as to critically reflect on the complex interplay of cognitive, sociohistorical, sociocultural, and sociopolitical factors in language education that impact learning outcomes for individual learners and societies.

Students are expected to:
- carefully read all assigned readings
- demonstrate consistent preparation, participation, and engagement in weekly homework, discussions, and interactive tasks via Blackboard
- actively participate in written discussions on assigned topics (Discussion Board)
- complete guided reading critiques (Journal)
- apply principles and methods of Task-Based Language Teaching (TBLT) through designing, implementing, and evaluating a task.

The course culminates in a final holistic assessment in which students create a digital language teaching portfolio (using WordPress, Weebly, Wix, or other online tool) that showcases their development and work and includes a language teaching philosophy.

COURSE LEARNING OBJECTIVES

1) UNDERSTAND the relationship between theory, research, and practice in teaching language and culture in instructed settings;

2) APPLY key concepts and EVALUATE different methods of language instruction;

3) ANALYZE internal and external factors that impact teaching and learning Spanish and other languages;

4) CRITICALLY REFLECT on the impact of the sociohistorical, sociocultural, and sociopolitical dimensions of language teaching;

5) DESIGN & IMPLEMENT a task for communicative purposes and EVALUATE its outcomes;

COURSE READINGS & RESOURCES

This course will draw on several chapters from the following ebook as well as selected articles and chapters listed under **Lecturas in Bb Content**. Students are responsible for accessing all required and recommended readings in Bb.

Muñoz-Basols, J., Gironzetti, E., & Lacorte, M. (Eds.) (2019). *The Routledge Handbook of Spanish Language Teaching: Metodologías, contextos y recursos para la enseñanza del español L2*. New York, NY: Routledge.

ONLINE LEARNING TOOLS

In addition to Blackboard, our learning management system, we will be creating an online repository of lesson plans and class activities that everyone can access, use and adapt.

OTHER RESOURCES
- Apps para aprender español – Coordinated by Dr. Esperanza Román-Mendoza (GMU)
- Tech for language learning and teaching – Created by Dr. Florencia Henshaw (University of Illinois – Urbana Champaign)
- Databases and Directories – Center for Applied Linguistics (CAL)
- Language Teaching Methods Online Modules @ University of Texas at Austin
- Center for Advanced Research on Language Acquisition (CARLA) @ University of Minnesota
- National Heritage Language Resource Center (NHLRC) @ UCLA
- Center for Open Educational Resources and Language Learning (COERLL) for Heritage Spanish @ the University of Texas – Austin

COURSE COMPONENTS

Description and assessment of all course components are briefly detailed here. More detailed descriptions and evaluation rubrics can be found on Blackboard. If you have questions, please do not hesitate to email me (efoulis@tamusa.edu), visit me during office hours or schedule a virtual visit.

1. **Participation, Engagement, & Community Building (20%).** Successfully meeting the learning objectives of this course requires students to be consistently prepared and to actively engage in learning and community building activities intended to not only facilitate learning course content but also build a supportive learning community. Students will collaborate with a google sheets working document by adding *two new words/concepts and definitions*. This involves carefully reading assigned materials; completing any interactive assignments; and checking email, and announcements on Blackboard *on a daily basis* to stay on top of due dates and workload.

2. **Written Discussions (Discussion Board) (15%).** The Discussion Board provides students with a space to reflect, connect, express opinions, and make sense of topics under study while also considering other points of view and experiences. It also allows students to build confidence in written communication in an informal environment. Throughout the semester, students will participate in the discussion board **7 times of about 200-300 words each**. For each topic, students will follow the prompt, provide thoughtful commentary, and respond to **at least one classmate's** post.

3. **Applying Task-Based Principles (40%).** There will be **4 teaching demonstrations**. Students will put their knowledge into practice by applying task-based principles and methods in the following ways:
   a. **Task design & evaluation.** To design a communicative task, students will choose a language teaching context, learner population, and focus (literary, cultural, (socio)linguistic, pragmatics, critical language awareness, etc.). Following the provided template, students will (i) determine 1-2 learning objectives; (ii) fully describe necessary materials and technology and (iii) instructional steps in pre-task, during task, and post-task phases; and (iv) create a method of evaluation (e.g., holistic or analytical rubric) to assess task-based outcomes. *Students should also provide one example of task differentiation.*

   b. **Task implementation/teaching demonstration.** Students will implement the tasks they designed in class. Peers are expected to be active learners and to share constructive feedback with each other.

4. **Individual Oral Presentation (10%).** Students can choose among the **recommended** readings for the week on a topic of interest that connects research and practice in some way (e.g., *the role of grammar in a communicative, task-based classroom*; *teaching language for social justice in K-12 Spanish classrooms,* etc.). Students should send their selected article for presentation to the professor *at least two weeks in advance*. Once they obtain approval, the student will carefully read, summarize, critique, and identify pedagogical implications for the classroom, and then organize and present this information in an oral presentation to the class (10-15 minutes). It is important to use visuals.

5. **Digital Teaching Portfolio (15%).** As a final summative, holistic course assessment, students will create a digital language teaching portfolio using WordPress, Adobe Spark, Weebly, Wix, or another online platform. Among other elements described in detail on Blackboard, the main component of the portfolio is a Language Teaching Philosophy that represents students' developing voice, views, and approach as a language teacher, educator,

and advocate. The philosophy should contain a statement of the core principles guiding your approach to teaching with specific examples of how you put them into practice. This statement should primarily focus on what you have learned through course readings, discussion, and activities, but can also draw on personal and professional experiences as a language learner and teacher. Guiding resources are provided on Blackboard, and all students will produce a first draft for peer revision (due **April 30**). The final teaching portfolio should be submitted by **May 10th.** You would choose two of your task-based teaching demonstrations, <u>revised</u> based on class and instructor comments and include them in your portfolio.

COURSE ASSESSMENT

Your progress made in this class will be evaluated according to the following criteria:

Components	%	Grade scale	
1. Participation, Engagement, & Community Building	20	90-100	A
2. Discussion Board (7)	15	80-89	B

3. Applying Task-Based Principles (4)
    i. Task Design & Evaluation
    ii. Implementation
	40	70-79	C

4. Individual Presentation (from readings) (1)	10	60-69	D

1. Digital Language Teaching Portfolio
    i. Teaching philosophy
    ii. 2 lesson plans (revised)
	15	0-59	F

Notes:
1. All graded work is due by 11:59pm of the day indicated in the course calendar. No late work. Any missed assignment or exam will receive a grade of zero unless student has an officially approved excuse. *If you are experiencing unexpected difficulties due to the effects of COVID 19, it is your responsibility to let me know right away so we can work out flexible accommodations and accountability.*
2. All graded writing assignments must be your own work. You should familiarize yourself with the sections on cheating and plagiarism Texas A&M-San Antonio Students' manual. If you have any questions about the concept of academic integrity, please talk to your professor.

TECHNOLOGY REQUIREMENTS

This course uses Blackboard, the learning management system at Texas A&M-San Antonio. You should possess basic familiarity with how to use several Blackboard tools including Discussion Board, Journals, Kaltura, and others.

Basic technology requirements for this course include access to a Windows or Macintosh computer and a fast, reliable broadband Internet connection (e.g., cable, DSL). For optimum visibility of course material, the recommended computer monitor and laptop screen size is 13 inches or larger. You will need computer speakers or headphones to listen to audio content. **A webcam is needed** for live audio sessions using Zoom and a headset microphone is recommended.

Your computer should also have a word processor, such as Microsoft Word.

ADDITIONAL COURSE POLICIES

For this course, **use of Internet-based dictionaries are permitted within reason but use of translation resources (e.g., Google Translate, ChaptGPT, or other AI tools) is NOT allowed for any written assignments** and constitutes a violation of the academic honor code. If you have any doubts about the types of assistance that you are permitted to receive from others or from Internet-based translation resources, send me an email.

PRIVACY & COURSE MATERIALS

Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA) which gives protection to student educational records and provides students with certain rights. Students must use their Jaguar email account to receive important University information, including communications related to this class.

Videorecordings of class meetings that are shared *only* with the instructors and students officially enrolled in a class do not violate FERPA or any other privacy expectation. However, all course materials posted to Blackboard or other course site *are private;* by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone *not enrolled in this class*.

- Videorecordings of class meetings that include audio or visual information from other students are private and must not be shared
- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household

IMPORTANT DATES	
January 21	First day of classes
January 28	Last day to register for Spring 16-week Session
March 10-15	Spring Break - no classes
April 21	Last day to drop with an automatic "W"
May 5	Last day of scheduled classes
May 7-13	Final examinations
May 10	Submit Final Teaching Portfolios on Blackboard (11:59pm)

*See the official academic calendar for Spring 2025 here.

APPROXIMATE COURSE SCHEDULE:[1]		
Todas las tareas y actividades deberán ser en español		
Date	**Activities**	**Submit[2]**
WEEK 1 – COURSE INTRODUCTION		
21-24 de Enero	**Read** - "Education, Multilingualism and Translanguaging in the 21st Century" García (2009) - "La enseñanza del español en los Estados Unidos: panorama actual y perspectivas de futuro" Lacorte y Suárez (2014) **Watch** - Enacting Antiracist and Anticolonial Language Pedagogies, with L.J. Randolph | An Extempore Webinar - YouTube **Do** - Carefully review syllabus and course site on Blackboard - Introduce yourself! Create and upload video to Kaltura o YouTube - Survey: Beliefs about language learning and teaching	- *Submit* video (YouTube o Kaltura) & survey (Bb)
Week 2		

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[1] This syllabus is subject to changes and revisions as needed.

[2] Submit work on the indicated day by 11:59pm. Bb = Blackboard.

27 de enero	*Key concepts*: Sociopolitical context, sociohistorical context, language ideology, linguistic prestige, linguistic stigmatization/discrimination
	
	Read
	- [Métodos y enfoques para la enseñanza](#) Chap 1 *The Routledge Handbook of Spanish Language Teaching*
	-"The Social and Sociolinguistic Contexts of Language Learning and Teaching" McKay & Rubdy (2009)
	- "La enseñanza del español en las escuelas públicas de los Estados Unidos de América: ¿bilingüismo para quién?" Pomerantz & Huguet (2013)
	
	Recommended:
	- "Language Ideology: The Case of Spanish in Departments of Foreign Languages" Valdés, Gonzalez, García, & Marquez (2003)
	
	Do
	- Post initial teaching reflection (Discussion Board)
	- Analyze & discuss examples of contextualized language teaching:
	  • enfoque por tareas
	  • enfoque por competencias
	  • el enfoque estratégico
	  • enfoque intercultural
		- *Submit* compare & contrast activity (Bb) and initial reflection (Discussion Board)

WEEK 3– L2 LEARNING & LEARNERS		
3 de febrero	*Key concepts*: Input, output, interlanguage, learner individual differences, implicit/texplicit instruction, noticing, interaction, negotiation **Read** -[Estilos y estrategias de aprendizaje](#) Chap 3 *The Routledge Handbook of Spanish Language Teaching*	- *Submit* written chat 1 (Discussion Board)

	- "Feedback in L2 learning: Responding to errors during practice" Leeman (2007) -Comprensión lectora Chap 11 *The Routledge Handbook of Spanish Language Teaching* - **Watch: Episode 26: Stages of acquisition** https://youtu.be/2uDXCr23dbs?feature=shared *Recommended:* - The World Readiness Standards (ACTFL, 2015) - Furman, Goldberg, & Lusin (2010) -Vocabulario chap 16 *The Routledge Handbook of Spanish Language Teaching* **Do** - Analyze and compare World Readiness Standards (American Council on the Teaching of Foreign Languages) and Texas Standards of Learning	
WEEK 4 – HL LEARNING & LEARNERS		
10 de febrero	*Key concepts:* Identity, dialect, register, language contact and variation, translanguaging **Read** - Hablantes de Herencia Chap 29. *The Routledge Handbook of Spanish Language Teaching.* Belpoliti, F. & Gironzetti, E. (2019) - Bilingüismo y multilingüismo. Chap 27. *The Routledge Handbook of Spanish Language Teaching* - "Incomplete acquisition from a usage based perspective" Zyzik (2019) -Hablantes de Herencia (multiliteracidades, lean a partir del punto 3) (Pascual y Cabo y Foulis, 2024) - Comprensión auditiva Chap 13 *The Routledge Handbook of Spanish Language Teaching*	- *Submit* video chat 2 (Discussion Board)

	Watch: Translanguaging https://youtu.be/ybAS3lT6FLc?feature=shared *Recommended:* - Blake & Colombi (2013) - "From identity to commodity: Discourses of Spanish in heritage language textbooks." Leeman & Martínez (2007) - "Critical pedagogy beyond the classroom walls: Community service-learning and Spanish heritage language education." Leeman, Rabin, & Román-Mendoza (2011) **Do** - Revising the standards: 5 C's + Consciousness (Trujillo, 2009)	
WEEK 5 – METHODS		
17 de febrero	*Key concepts:* Methods, approaches, procedures, objectives, outcomes **Read** - Diseño, revisión y evaluación curricular Chap 4 *The Routledge Handbook of Spanish Language Teaching* - Adquisición y enseñanza de segundas lenguas Chap 9 *The Routledge Handbook of Spanish Language Teaching* -Dimensiones críticas en la enseñanza del español Chap 10 *The Routledge Handbook of Spanish Language Teaching* *Recommended:* - Richards & Rodgers (2009) – Chapters 2 & 14 - Gramática pedagógica Chap 15 *The Routledge Handbook of Spanish Language Teaching* **Do** - Designing a communicative lesson plan: Apply principles of Communicative Language Teaching (CLT)	Task-Based teaching demo 1 *Carry out* task implementation & evaluation

	- Individual Presentation 1	
WEEK 6 – TASK-BASED LANGUAGE TEACHING (I)		
24 de febrero	*Key concepts*: Syllabus design, task, learner needs, needs analysis (NA), NA validity & reliability **Read** - "Evaluating TBLT: The case of a task-based Spanish program" González-Lloret & Nielsen (2015) - [Expresión oral](#) Chap 14 *The Routledge Handbook of Spanish Language Teaching* *Recommended:* Three Approaches to Task-Based Syllabus Design Long & Crookes (1992) **Do** - Individual Presentation 2	- *Submit* video chat 3 (Discussion Board)
WEEK 7 – TASK-BASED LANGUAGE TEACHING (II)		
3 de marzo	*Key concepts*: Task selection and sequencing, task effectiveness, task assessment **Read** - Nunan (1999/2011) – Chapter 2 - Bryfonski & McKay (2019) - [Cultura e interculturalidad](#) Chap 17 *The Routledge Handbook of Spanish Language Teaching* *Recommended:* -"From needs to tasks: language learning needs in a task-based approach." Van Avermaet & Gysen (2006) **Do** - Teaching demo 2	Task-Based teaching demo 2 *Carry out* task implementation & evaluation

WEEK 8		
10 de marzo	**Descanso de primavera**	
WEEK 9 – CRITICAL LANGUAGE PEDAGOGY		
17 de marzo	**Read** - *Language and power*. Fairclough, N. (1989). - Chapter 1 (pp. 1-16) - Critical language awareness. Samy Alim (2010) - "Bienvenidxs todes": el lenguaje inclusive desde una perspectiva critica para las clases de español" Parra & Serafini (2022) **Do** - Analyze examples of critical language pedagogy - Individual Presentation 3	*Submit* written chat 4 (Discussion Board)
WEEK 10 – CRITICAL LANGUAGE PEDAGOGY		
24 de marzo	**Read** - "La pedagogía crítica y las ciencias sociales: Estrategias para empoderar a estudiantes de español como lengua de herencia y de segunda lengua" Holguín Mendoza et al (2018) - "When a heritage speaker wants to be a Spanish teacher: Educational experiences and challenges" Bustamante, C. & Novella, M. (2019). - "Sociolinguistics for Heritage Language Educators and Students A Model for Critical Translingual Competence"Leeman & Serafini (2016) **Do** - Individual Presentation 4	*Submit* written chat 5 (Discussion Board)
WEEK 11 – TECHNOLOGY-INTEGRATED LANGUAGE TEACHING		

31 de marzo	**Read** - "Technology and L2 Pragmatics Learning" González-Lloret (2018) - Tecnologías educativas *The Routledge Handbook of Spanish Language Teaching*. Chap 36 Román-Mendoza (2019) *Recommended:* - Román-Mendoza (2014, 2018) - Sykes (2019) **Do** - Connecting learning objectives and technology: Tech for language learning and teaching (Florencia Henshaw) & Apps para aprender español (Coordinada por Esperanza Román-Mendoza) - Individual Presentation 5	*Identify* 1 new or familiar technology for language teaching & *Connect* to learning objectives (Discussion Board)
WEEK 12 – TASK DESIGN, IMPLEMENTATION, & EVALUATION		
7 de abril	**Read** - Sánchez-López (2019) - Serafini & Torres (2015) *Recommended:* - Long & Uscinski (2012) - Traducción pedagógica Chap 40 *The Routledge Handbook of Spanish Language Teaching.*	*Submit* written chat 6 (Discussion Board)
WEEK 13 – SERVICE & COMMUNITY-BASED LEARNING		
14 de abril	**Read** - Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). - "Aprendizaje-servicio y aprendizaje comunitario" *The Routledge Handbook of Spanish Language Teaching*. Chap 31 Lear & Abbott, (2019) - Rabin (2011)	Task-Based teaching demo 3 *Carry out* task implementation & evaluation

	Recommended: - Abbott & Martínez (2018) - Mitchell (2008)	
WEEK 14 – SERVICE & COMMUNITY-BASED LEARNING		
21 de abril	Read - CHAPTER 5 Fostering Latina/o/e Civic and Community Engagement: A Historical, Decolonized, and Intersectional Curriculum (pp. 117-144) Maria Luisa Parra - **Participatory Pedagogy**: Oral History in the Service-Learning Classroom. (Foulis 2018) *Recommended:* - Literatura Chap 41	*Task-Based teaching demo 4* *Carry out* task implementation & evaluation
WEEK 15 – COURSE REFLECTIONS & CONCLUSIONS		
28 de abril	**Read and Reflect** **-** Freire, P. (1998). Teachers as cultural workers: Letters to those who dare teach. In P. Freire, *Teachers as cultural workers: Letters to those who dare teach* (pp. 39–46). Boulder, CO: Westview Press. -Crookes (2009) *Recommended:* Reagan, T.G., & Osborn, T.A. (2020). World Language Education as Critical Pedagogy: The Promise of Social Justice (1st ed.). Routledge. https://doi.org/10.4324/9781003029267 **Do:** *Collaborative peer revision:* Language Teaching Philosophy (Draft 1)	*Submit* Language Teaching Philosophy (1st draft) *Submit* final reflection (Discussion Board)
5 de mayo	**Open office hours. Please stop by to review final portfolio before the final submission.**	

10 de mayo	**Submit Final Digital Language Teaching Portfolios on Blackboard** (11:59pm)

Acknowledgment:
A version of this syllabus was originally written by Ellen Serafini, Associate Professor at George Mason University. New readings and assignments have been incorporated.