

German 350

Teaching College German: Seminar in Language Pedagogy (I)

Meeting Times: Wednesdays 2-4

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Hours: Tuesday 2-3; Wednesday 1-2 and by appointment

Goals and Objectives:

In this course, we will focus on the theory and practice of foreign language pedagogy. It is designed to provide you with knowledge and tools for your career as a teacher in the language classroom *and beyond*, ultimately promoting continual professional growth. The critical reflection of pedagogical practices will be emphasized and you will be introduced to the relationship between the research in relevant fields (e.g. Applied Linguistics, SLA, Psychology, Neurosciences) and language pedagogy. This should provide you with a basis for staying theoretically informed as your career progresses and for participating in the professional discourse of a rapidly developing field. This course also includes a practical component (the 1-hr *Praktikum* which will deal with the daily challenges of planning and implementing the elementary German courses that you are simultaneously teaching).

Recommended Materials:

- GSI Teaching and Resource Center. *Teaching Guide for Graduate Instructors*. UC Berkeley, 2007.
- Helbig, Gerhard, Lutz Götze, Gert Henrici und Hans-Jürgen Krumm (eds).
- *Handbuch Deutsch als Fremdsprache*. De Gruyter 2001.
- Huneke, Hans-Werner und Wolfgang Steinig.
- *Deutsch als Fremdsprache: Eine Einführung*. 3rd ed. Schmidt 2002.
- Kramsch, Claire. *Context and Culture in Language Teaching*. Oxford UP 1993.
- Ommagio Hadley, Alice. *Teaching Language in Context*. 3rd ed. Heinle&Heinle 2001.
- Roche, Jörg. *Fremdsprachenerwerb und –didaktik*. 2., überarbeitete und erweiterte Auflage, Tübingen: Narr 2008.

Reading assignments:

Each week, a master copy of articles and excerpts will be made available on the b-space site for the course.

Portfolio:

Similar to the students in the language program, you will create and maintain a portfolio which serves as a vehicle for implementing one of the central objectives of this course: to further your development as a teacher through “reflective practice”. The portfolio will contain your self-reflections (one at the beginning, one at the end of the semester), representative activities and/or lesson plans you have created, and an informal list of “critical incidents” that have occurred during your teaching including a brief analysis of *why* you think certain things happened as they did, and any connections you may see to theoretical and research insights gained from the course readings and discussions.

Mini-Presentation and Research Report:

During the semester you will give a 5-10 minute long presentation on one of the major teaching methods. At the end of the semester, you will give an oral report on a specific area of second language acquisition and/or methodological research, in which you will read and critique recent articles in the subfield, and present your findings to the class (10 min). Alternatively, you may choose to work in groups of two or three on a common topic. You will have the freedom to choose your own topic, with approval. Suggested topics include but are not limited to: Cognitive theories of SLA; Sociocultural theory; Individual learner variation and SLA (or research on any single characteristic in this category: e.g. aptitude, age, learning styles, personality factors, etc.); Role of affect in SLA; Research on teaching pronunciation/ listening/ speaking/ vocabulary; Focus on form (research on grammar pedagogy and/or SLA processes); Language learning strategies – e.g. research on instructional strategies, effectiveness; Motivation; Assessment (single-skill [e.g. oral assessment] or comprehensive; alternative approaches); Task-based instruction; New definitions of/research on “communicative competence” or “proficiency”; Methodological comparison studies; Discourse-based approaches; Project-based approaches; Action research; Classroom culture and ethnographic inquiry; National Standards (implications, critique); Multiple Literacies Approach (Georgetown); Common European Framework of Reference etc.

Grading:

Grades are assigned on a S (Satisfactory)/U (Unsatisfactory) basis. For satisfactory progress in this course it is expected that you thoroughly read the materials assigned in advance, regularly attend all seminar and practicum meetings, actively participate, and give a research presentation that meets the academic standards expected from graduate students in the German Department. It is also required that you keep a portfolio which serves a central point for the reflection of your teaching experiences. Furthermore, you are expected to have visited two classes taught by fellow GSIs during the semester and have been observed twice by

fellow GSIs, once by the Assistant Coordinator, and once by a member of the German Department faculty. A log/record of these observations should be kept in your portfolio.

Vorläufiger Semesterplan

Datum	Thema
18.1	Einführung
25.1	Lehr- und Lernziele: "Kommunikative Kompetenz", "Proficiency", "Standards for Foreign Language Learning", "Europäischer Referenzrahmen"
1.2	Die Lerner: Personenmerkmale, Lerntraditionen, Lernertypen, Alter und Lernen, Geschlechtsspezifische Unterschiede, Anlage
8.2	Das Lernen (1): Gehirnzentren, Bedeutungskonstruktion, Aufmerksamkeit
15.2	Das Lernen (2): Sprachverstehen und Sprachproduktion, Mentales Lexikon, Wortschatz, Fehlerkorrektur
22.2	Das Lehren (Methoden 1): Grammatik-Übersetzungsmethode (Referat) Gouin und Berlitz (Referat)
29.2	Das Lehren (Methoden 2): Die audiolinguale Methode (Referat) Der "Natural Approach" (Referat)
7.3	Das Lehren (Methoden 3): Der kommunikative Ansatz (Referat) Literacy (Referat)
14.3	Fremdsprachenerwerb
21.3	Sprache und Fertigkeiten (1) : Grammatik und Wortschatz
4.4	Sprache und Fertigkeiten (2) : Lesen, Hören, Schreiben und Sprechen
11.4	Textbuchauswahl und –evaluation
18.4	Forschungsreferate

25.4 Forschungsreferate

2.5 Forschungsreferate / Zusammenfassung