

## **Sample Syllabus: German 351**

### **Teaching College German: Seminar in Language Pedagogy(II)**

Meeting Times: Wednesdays 4-5

Instructor: Nikolaus Euba

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Hours: M 11-12, W 3-4 and by appointment

#### **Goals and Objectives:**

The continued focus of this course will be on the theory and practice of foreign language pedagogy. Aimed at providing you with knowledge and tools for your career as a teacher in the intermediate and advanced language classroom *and beyond*, this seminar is designed to promote continual professional growth. The critical reflection of pedagogical practices will be emphasized and as you will be introduced to the relationship between the fields of Second Language Acquisition research 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 2008.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. 4<sup>th</sup> ed. Longman 2000.
- 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*. 3<sup>rd</sup> ed. Schmidt 2002.
- Kern, Richard. *Principles of Language Learning and Teaching*. Oxford UP 2000.
- Kramsch, Claire. *Context and Culture in Language Teaching*. Oxford UP 1993.
- Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. Oxford UP 2005.
- Ommagio Hadley, Alice. *Teaching language in Context*. 3<sup>rd</sup> ed. Heinle&Heinle 2001.
- Roche, Jörg. *Fremdsprachenerwerb und –didaktik*. Narr 2005.

**Reading assignments:**

Each week, a master copy of articles and excerpts will be made available, with the expectation that these materials are shared and/or distributed as appropriate and thoroughly read in preparation for the following meeting.

**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.

**Research Report:**

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”, “proficiency”, “literacy”; 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.

**Tentative Schedule (some dates/readings may be changed):**

<b>Date</b>	<b>Seminar Topic</b>	<b>Readings</b>
8/31	Introduction Workshop, Part I: The Teaching Portfolio Stating your Teaching Philosophy	Richard Kern: "Communication, Literacy, and Language Learning"
9/7	Workshop, Part II: The Teaching Portfolio Stating Your Teaching Philosophy	
9/14	Communication, Literacy, and Language Learning	Diane Larsen Freeman: "The Emergence of Complexity, Fluency, and Accuracy"
9/21	Chaos Theory and Language Teaching and Learning	Katra Byram and Claire Kramersch: "Why is it so difficult to teach Culture as Language?" Monika Chavez: "Variation in Beliefs of College Students about Teaching Culture" Report from the AATG task force
9/28	Teaching Culture	Claire Kramersch: "Teaching the Literary Text" Charlotte Melin: "Unpacking Contemporary German Poetry"

10/5	FL-Teaching and the Literary Text	O'Brien: "Foreign Language Writing"
10/12	The Writing Process	Erwin Tschirner: "Skill, Text and Register: Rethinking Grammar in the IT Age"
10/19	Focus on Form	Gerhard Neuner: "Vermittlungsmethoden: ein historischer Überblick" Excerpts from Kumaravadivelu
10/26	Revisiting Foreign Language Teaching Methods	Richard Kern: "Perspectives on Technology in Teaching and Learning Languages"
11/2	Instructional Technology	Ingeborg Walther: "Curricular Planning along the Fault Line"
11/9	Circular Planning	Mohamed Esa: "Musik im Deutschunterricht: Der gezielte Einsatz"
11/16	Music and Theater and Language Learning	Jamie Rankin: "Re-Visiting Der Besuch der alten Dame: Strategies for Interpretation and Interaction at the Intermediate Level" Individual readings for research projects
11/23	Seminar postponed to 12/2	Individual readings for research projects
11/30	Presentations – Double Seminar Session (2 hours) Wrap-Up Seminar Evaluation	