

FL 516
La enseñanza de la gramática en contexto

2017 - 1ª Sesión (26 de junio al 14 de julio)

4:15-6:15 lunes, miércoles y viernes

Descripción

The purpose of this course is to focus on pedagogical techniques and activities that will help students understand and acquire grammatical structures in Spanish. Students will create and share a series of lessons based on the three modes of communication—interpersonal, presentational and interpretive. We will attempt to find a balance between lessons that are (1) conversational, (2) based on the reading of both popular and literary texts, and (3) that promote formal and informal speech and writing.

El propósito de esta clase es enfocarse en las técnicas que se pueden emplear y las actividades que se pueden desempeñar en el aula de clases para ayudarles a los estudiantes a adquirir las estructuras gramaticales. Los participantes crearán y compartirán planes para actividades y lecciones basados en los tres modos de comunicación--interpersonal, presentacional e interpretativo.

Intentaremos encontrar un balance entre lecciones que son (1) conversacionales (2) basadas en la lectura de textos tanto populares como literarios, y (3) que promulgan la práctica de la composición formal e informal.

Objetivos

Mediante este curso, cada estudiante:

- se informará, mediante lecturas, de la filosofía pedagógica moderna en cuanto a la enseñanza y adquisición de la gramática
- pondrá en práctica sus conocimientos de la primera meta de los "National Standards for Foreign Language Learning": a saber, los tres modos de comunicación.
- creará una serie de lecciones y actividades que ayudarán a sus alumnos a dominar las estructuras verbales.
- criticará, de una manera edificante, las lecciones y actividades presentadas en clase.
- compilará un portafolio de lecciones y actividades.

Asistencia

- Debido al formato intensivo del programa SLI, la puntualidad y la asistencia a clase son sumamente importantes. No se permite ninguna falta a clase. Cada ausencia bajará la nota final de la clase por un 10%. En el caso de enfermedad u otra emergencia, el estudiante debe consultar con el profesor y la directora del programa.

Evaluación

- La nota final se basará en los siguientes componentes:
- 20% Participación en clase
- 25% Preparación de lecturas
- 30% Planes y lecciones presentadas en clase

- 25% Portafolio de lecciones y actividades

Las notas se determinarán según la siguiente escala:

A	94-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A-	90-93	B	84-86	C	74-76	D	64-66		
		B-	80-83	C-	70-73	D-	60-63		

El portafolio y las lecciones

Durante el curso, cada estudiante vendrá a clase preparado con lecciones o actividades, listo para presentarlas y compartirlas con la clase (mediante fotocopias, *realia*, uso del proyector, etc.). Es probable, con el límite del tiempo que tenemos, que no todos tengan oportunidad de compartir sus ideas en cada ocasión, pero todos vendrán preparados para ello. Al mismo tiempo, las lecciones se compartirán en Moodle.

El portafolio se compondrá de una colección de seis lecciones o actividades que se habrá preparado a lo largo del curso. Estas se refundirán según los comentarios y experiencias en clase. Se encontrará en Moodle pero la versión final debe estar completo antes del día 16 de julio.

Cada lección se presentará según el formato que se presenta aquí:

<http://faculty.weber.edu/tmathews/SLI/PlanDeLección.pdf> . (De Shrum, Judith L., & Glisan, Eileen W. (2010). *Teacher's Handbook: Contextualized language instruction*. (4th Ed.). Heinle: Boston. pp. 99-100).

	Modos de comunicación*			Oral	Escrito
	1	2	3		
1. Comprensión oral			✓	✓	
2. Comprensión escrita			✓		✓
3. Conversación	✓			✓	
4. Presentación oral		✓		✓	
5. Presentación escrita		✓			✓

* 1 Interpersonal, 2 Presentacional, 3 Interpretativo

Lecturas

No hay ningún libro de texto requerido en este curso, pero sí hay una colección de artículos académicos los cuales se pueden encontrar aquí (http://faculty.weber.edu/tmathews/SLI/FL516_Lecturas.html).

NOTA BENE: Hay seis artículos que se deben leer para el segundo día de clase (28 de junio); por lo tanto, se recomienda que empiecen estas lecturas antes de llegar a Guanajuato.

La gran mayoría de los materiales será completamente creada por los mismos estudiantes. Para eso, habrá necesidad de leer periódicos, de investigar en las librerías y de 'surfear' en el Internet para encontrar ideas y fuentes de información para hacer las tareas en esta clase.

Lecturas obligatorias

Cada estudiante leerá los siguientes artículos (según las fechas indicadas en el calendario abajo):

- Collentine, Joseph. (2010). The acquisition and teaching of the Spanish subjunctive: An update on current findings. *Hispania*, 93, 39-51.
- Dever, Aileen. (2008). Teaching Spanish grammar: Effective contextual strategies. *Hispania*, 91, 428-434.
- Ellis, Rod. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40, 83-107.
- Frantzen, Diana. (1995). Preterite/imperfect half-truths: Problems with Spanish textbook rules for usage. *Hispania*, 78, 145-458.
- Jean, Gladys, & Simard, Duphnee. (2011). Grammar teaching and learning in L2; Necessary, but boring? *Foreign Language Annals*, 44, 467-494).
- Palmer, Julia E. (2008). Not one of the usual suspects: The history of an anomalous prescriptive rule in Spanish. *Hispania*, 91, 414-427.
- Pinto, Derrin, & Rex, Scott. (2006). The acquisition of the Spanish prepositions por and para in a classroom setting. *Hispania*, 89, 611-622.
- Quirk, Ronald J. (2002). A simplified method of teaching the position of object pronouns in Spanish. *Hispania*, 84, 902-906.
- Scheffler, Pawel. (2008). The natural approach to adult learning and teaching of L2 grammar. *International Review of Applied Linguistics*, 46, 289-313.
- Spaine Long, Sheri. (2005). Implementing the National Standards in first-year Spanish. *Hispania*, 88, 156-159.
- Toth, Paul D. (2004). When grammar instruction undermines cohesion in L2 Spanish classroom discourse. *Modern Language Journal*, 88, 14-30.

La enseñanza de "ser" y "estar": un repaso histórico

Se asignarán a los alumnos los siguientes (no tendrán que leerlos todos):

- Spurr, Frederick S. (1939). New rules for ser and estar. *Modern Language Journal*, 24, 43.
- Campbell, Thelma. (1940). The teaching of ser and estar. *Hispania*, 23, 268-272.
- Roldán, Mercedes. (1974). Toward a semantic characterization of "ser" and "estar". *Hispania*, 57, 68-75.
- Hammerly, Hector. (1977). The teaching of "ser/estar" by a cognitive audiolingual approach. *Hispania*, 60, 305-308.
- Higgs, Theodore V. (1985). Ser or not ser: That is the question. *Hispania*, 68, 407-411.
- Segall, Jeff F. (1990). Mnemonic devices for teacher ser vs. estar. *Hispania*, 73, 687.
- Cheng, An Chung. (2002). The effects of processing instruction on the acquisition of ser and estar. *Hispania*, 85, 308-323.
- Vanpatten, Bill. (2010). Some verbs are more perfect than others: Why learners have difficulty with ser and estar and what it means for instruction. *Hispania*, 93, 29-38.

Lecturas optativas de enriquecimiento

Estos artículos podrían ser interesantes o informativos, pero no hay ninguna expectativa de que los alumnos los lean.

- Bergen, John J. (1978). One rule for the Spanish subjunctive. *Hispania*, 61, 218-234.
- Brooks, Franck B., & Donato, Richard. (1994). Vygotskian approaches to understanding foreign language learner discourse during communicative tasks. *Hispania*, 77, 262-274.
- Brooks, Frank B., Donato, Richard L., & McGlone, J. Victor. (1997). When are they going to say "it" right? Understanding learner talk during pair-work activity. *Foreign Language Annals*, 30, 524-541.
- Celce-Murcia, Marianne. (1985). Making informed decisions about the role of grammar in language teaching. *Foreign Language Annals*, 18, 297-301.
- Celce-Murcia, Marianne. (1995). Learning and teaching L1 and L2 grammar: Many differences but also some similarities. *Revue de l'ACLA/Journal of the CALL*, 17, 47-55.
- Chandler, Paul Michael. (1996). VOCES: A mnemonic device to cue mood selection after impersonal expressions. *Hispania*, 79, 126-128.
- Collentine, Joseph. (1995). The development of complex syntax and mood-selection abilities by intermediate-level learners of Spanish. *Hispania*, 78, 122-135.
- Collentine, Joseph. (1998). Processing instruction and the subjunctive. *Hispania*, 81, 576-587.
- Farley, Andrew P. (2001). Authentic processing instruction and the Spanish subjunctive. *Hispania*, 84, 289-299.
- Fotos, Sandra S. (1994). Integrating grammar instruction and communicative language use through grammar consciousness-raising tasks. *TESOL Quarterly*, 28, 323-351.
- Fotos, Sandra S., & Ellis, Rod. (1991). Communicating about grammar: A task-based approach. *TESOL Quarterly*, 25, 605-628.
- Herron, Carol, & Tomasello, Michael. (1992). Acquiring grammatical structures by guided induction. *French Review*, 65, 708-718.

- Jelinski, Jack B. (1977). A new look at teaching the Spanish subjunctive. *Hispania*, 60, 320-326.
- Shaffer, Constance. (1989). A comparison of inductive and deductive approaches to teaching foreign languages. *Modern Language Journal*, 73, 395-403.
- Van Patten, Bill, & Cadierno, Teresa. (1993). Input processing and second language acquisition: A role for instruction. *Modern Language Journal*, 77, 45-57.

CALENDARIO

Las lecturas y tareas deben completarse ANTES de la fecha indicada.

	Fecha	Actividad
L	26 junio	Planteamiento <i>El "Wug Test"</i> Repaso del primer "Standard"--La comunicación
X	28 junio	La enseñanza de la gramática (Estas son CIEN páginas de lectura. Se sugiere que las lean antes de venir a Guanajuato. El contenido informará nuestra conversación pero no habrá ningún examen oral ni inquisición sobre su contenido). • Dever, 2008 (6 pp.) • Ellis, 2006 (24 pp.) • Jean & Simard, 2011 (27 pp.) • Scheffler, 2008 (24 pp.) • Spaine, 2005 (3 pp.) • Toth, 2004 (16 pp.)
V	30 junio	Lección 1: Morfología • Pinto & Scott, 2006 (11 pp.) • Quirk, 2002 (4 pp.)

L	3 julio	La historia de la enseñanza de "ser" y "estar" • Roldán, 1974 (8 pp.) • Higgs, 1985 (1 p.) • Segall, 1990 (1 p.) • Van Patten, 2010 (9 pp.)
M	5 julio	Lección 2: "Ser" y "estar"
V	7 julio	Lección 3: La voz pasiva

L	10 julio	Lección 4: Pretérito e imperfecto • Frantzen, 1995 (13 pp.)
M	12 julio	Lección 5: El subjuntivo • Collentine, 2010 (12 pp.) • Palmer, 2008 (13 pp.)
V	14 julio	Lección 6: Tema libre

	16 julio	Se finalizará el portafolio completo. Debe ser un archivo, o una colección de documentos electrónicos, ubicados en Moodle.
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SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at

<http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form

https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541) 552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible to ensure that you have the best possible access.