



THE WHAT, WHY AND HOW OF L A N G U A G E T E X T B O O K S

SPN 6735 (class # 29998)
Monday per. 9-11 | Flint 121

INSTRUCTOR INFORMATION

Instructor: Dr. Gillian Lord

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Office hours: Wednesdays 8:30-9:30, Thursdays 3:00-4:30, or by appointment

COURSE GOALS AND OBJECTIVES

This course investigates the language textbook as scholarly production as well as pedagogical tool. To begin, we discuss the role that the textbook plays and should play in our language curricula. We then review the language theories and premises that underlie textbooks and examine their implementation. Finally, we explore current issues in textbook creation and use – such as the incorporation of digital tools, the availability of open resources, and more. Materials for the course combine the theoretical and practical, including scholarly articles, guest visits, and pedagogical resources.

At the end of the course, you will be able to:

- Summarize scholarly work related to textbook creation and evaluation
- Engage and dialogue with scholars and authors in the field of materials creation
- Apply evaluation criteria to critically evaluate the effectiveness of pedagogical materials
- Design theoretically motivated pedagogical materials

COURSE MATERIALS

- Weekly readings and other resources will be made available at no cost to students.
- Please bring a laptop, tablet, or other device to class each week, as we will be actively involved in hands-on assignments online for a portion of each period.

ASSESSMENT

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93

B- = 82-80

D+ = 69-67

A- = 92-90

C+ = 79-77

D = 66-63

B+ = 89-87

C = 76-73

D- = 62-60

B = 86-83

C- = 72-70

E = 59-0

NOTE: For further information regarding passing grades and grade point equivalents, please refer to <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Graded Course Components

Each component is described in detail below.

- Participation and Engagement = 15%
- Class Activities = 20%
- Textbook Evaluation = 25%
- Textbook Proposal = 40%

Participation and Engagement (15%)

Class meetings will be divided into three parts: Discussing, Exploring, and Doing. Your active involvement and engagement during all of these is essential to the success of the class.

- The first third of each class period will be spent discussing the articles assigned for that week. To prepare for this discussion, you will read the articles in Perusall and annotate, comment, and reflect on the readings in that platform. This process of “social reading” allows not only for a collaborative perspective on the topic, but also for me to come to class prepared to address your questions and concerns. This permits us to make the best use of our time. You will be required to make a minimum of three (3) annotations on each article in Perusall (comments, questions, or interactions with other readers), and it is expected that these be content-based and meaningful. Annotations are due by 3pm every Monday. Your completion of these will account for one third of your Participation and Engagement grade.
- Another third of the Participation and Engagement grade will come from your active involvement in the class discussions each week. This part of the class may involve group discussions, whole-class discussions, questions I ask you, or questions you ask me (or others). Regardless, it is expected that you come having thought about and reflected on the issues raised in the readings (which Perusall will certainly help facilitate), and ready to engage with me and your classmates about those.
- In addition to a discussion of the readings, each week we will have a visitor – virtual or live – in class to share their thoughts on a topic related to the guiding question for that week. You will not need to do any additional preparation for these visits. However, you are expected to engage actively and willingly with the guests by participating in those conversations and asking them questions. This portion of the class is based more on experience than readings, so your experiences in the classroom should provide ample background for you to be involved. Your weekly

engagement with these speakers accounts for the final third of your Participation and Engagement grade.

Class Activities (20%)

The Class Activities will occupy the final third of each weekly meeting. These activities will be hands-on active learning tasks to help you synthesize the week’s topic and/or gain experience with specific tools or resources. At the end of each class period, you will turn in the results of these activities, which will be graded on completion and thoroughness. The format for the activities, and for their submission, will vary each week to allow you to explore new tools and modes of sharing information. I will provide you with instructions each week regarding what you will do and what you will submit.

Textbook evaluation (25%)

Your midterm(-ish) project will be to carry out a detailed evaluation of a language textbook. We will collaboratively create the form/format/questions that you will use for this evaluation, and we will practice in class to get a feel for how these evaluations will work. You will supplement that evaluation form with a reflection on the process of carrying out the evaluation. Your textbook evaluation is due March 22nd, and you will need to confirm your textbook selection with me no later than March 8th. (You may not use the textbook you have been evaluating in class for this assignment, but any other textbook program is an option.)

Textbook proposal (40%)

There is no final exam for this course. Instead, for your final project, you will write a proposal for a new textbook program that you would like to (maybe, one day) develop. The proposal consists of three main parts: a prospectus, which describes the project and explains its theoretical and pedagogical underpinnings, as well as justifies the need for a new program in the area; a table of contents or scope and sequence outlining the content of the proposed text; a sample chapter/unit of that text. More details can be found on canvas, and we will discuss each component in class ahead of time. The proposal is due on April 29th at 11:59, which is the date scheduled for our (nonexistent) final exam. However, a preliminary draft of the *prospectus only* is due by noon on April 22nd, so that we can peer edit and workshop together in class that afternoon.

CALENDAR

This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified well in advance of any such changes.

Date	Guiding question	Discussing	Exploring	Doing
January 8	What is the role of the textbook in language teaching?	<ul style="list-style-type: none"> Review of teaching approaches <ul style="list-style-type: none"> Language Teaching Pedagogies Kumarvadelu 1994 	Why use textbooks? (O’Neill 1982, Richards ND)	Explore your assigned textbook
January 15	MLK Jr. Day			
January 22	What should you consider when	<ul style="list-style-type: none"> Guilloteaux 2013 Lord 2014 (Ch. 4) 	Kate Brooke (Texas Tech U.)	Evaluation form creation

	selecting a textbook?			
January 29	What is the relationship between theory and practice in textbooks?	<ul style="list-style-type: none"> • R. Ellis 2009 • Lantolf 2008 	Judy Liskin-Gasparro (U. Iowa)	Evaluate and critique the theory behind a textbook
February 5	How (well) do we teach structure?	<ul style="list-style-type: none"> • Aski 2003 • Pawlak 2021 	Michael Leeser (Florida State U.)	Evaluate and critique the teaching of grammar in a textbook
February 12	How (well) do we teach lexicon?	<ul style="list-style-type: none"> • N. Ellis 2006 • Barcroft 2009 	Theresa Antes (U. of Florida)	Evaluate and critique the teaching of vocabulary in a textbook
February 19	How (well) do we teach cultural awareness and competence?	<ul style="list-style-type: none"> • Kramersch 2013 • Guerrero-Rodriguez, Lomicka, & Lord 2022 	Gabriel Guillén (Middlebury Institute at Monterrey)	Evaluate and critique the teaching of culture in a textbook
February 26	How (well) do we teach pronunciation?	<ul style="list-style-type: none"> • Arteaga 2000 • Lord 2019 	Diana Velázquez-López (Universidad Europea)	Evaluate and critique the teaching of pronunciation in a textbook
March 4	How (well) do we teach pragmatics?	<ul style="list-style-type: none"> • Rose 2005 • Cohen 2012 	Julie Sykes (U. of Oregon)	Explore pragmatics wiki Evaluate and critique the teaching of pragmatics in a textbook
March 11	Spring Break			
March 18	Is it time for a new understanding of the textbook?	<ul style="list-style-type: none"> • Rossomondo & Lord 2017 • Friis 2017 	Amy Rossomondo (U. of Kansas)	Textbook infographic
March 22	Textbook evaluation due			
March 25	Is the textbook dead?	<ul style="list-style-type: none"> • Mignot 2023 • Rossomondo & Lord 2023 • Rothe & Gabbard 2023 	Claudia Fernández (U. of Illinois, Chicago)	In-class debate
April 1	Are Open Educational Resources (OERs) the way of the future?	<ul style="list-style-type: none"> • Thoms & Thoms 2014 • Blattner, Dalola, & Roulon 2023 	Carl Blyth (U. Texas)	Explore, evaluate, and critique OERs
April 8	How will new technologies change materials development?	<ul style="list-style-type: none"> • Lord 2016 • Guillén, Sawin, & Springer 2018 • Loewen et al. 2019 	Kevin Gaugler (Marist College)	Explore ChatGPT's potential for creating pedagogical materials
April 15	How should we Heritage students?	<ul style="list-style-type: none"> • Leeman & Martinez 2007 • Parra 2020 	Kim Potowski (U. of Illinois, Chicago)	Evaluate and critique the approach to teaching Heritage learners

April 22	How and why do we write textbooks?	<ul style="list-style-type: none"> • Tomlinson 2012 • Wyatt 2011 	Bob Hemmber, Steve Debow, Samantha Alducin, Denise Miller (Lingro Learning)	Workshop/ Peer edit prospectus draft
April 29	Textbook proposal due (3:00 pm)			

BIBLIOGRAPHY of COURSE READINGS

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- Barcroft, J. (2009). Second language vocabulary acquisition: A lexical input processing approach. *Foreign Language Annals*, 37, 2, 200-208.
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- Loewen, S., Crowther, D., Isbell, D., Kim, K., Maloney, J., Miller, Z., & Rawal, H. (2019). Mobile-assisted language learning: A Duolingo case study. *ReCALL*, 31, 3, 293-311.
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- Lord, G. (2019). Incorporating technology into the teaching of Spanish pronunciation. In R. Rao (Ed.), *Key issues in the teaching of Spanish pronunciation* (218-236). New York: Routledge.
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- O'Neill, R. (1982). Why use textbooks? *ELT Journal*, 36, 2, 104-111.

- Parra, M. L. (2020). Working with diversity in the Spanish heritage language classroom: A critical perspective. *Porta Linguarum*, 34, 9-23.
- Pawlak, M. (2021). Teaching foreign language grammar: New solutions, old problems. *Foreign Language Annals*, 54, 881-896.
- Richards, J. C. (n.d.) The role of textbooks in a language program. <https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf>.
- Rose, K. R. (2005). On the effects of instruction in second language pragmatics. *System*, 33, 385-399.
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UNIVERSITY POLICIES AND RESOURCES

Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies, which can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Accommodations

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.ua.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.ua.ufl.edu/public-results/.

Academic Integrity

“UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Resources Available to Students

Health and Wellness

- *U Matter, We Care*: umatter@ufl.edu; 392-1575
- *Counseling and Wellness Center*: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- *E-learning technical support*: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- *Career Resource Center*: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- *Library Support*: <http://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *Writing Studio*: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Graduate Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (for residential classes) or <http://www.distance.ufl.edu/student-complaintprocess> (for online classes).