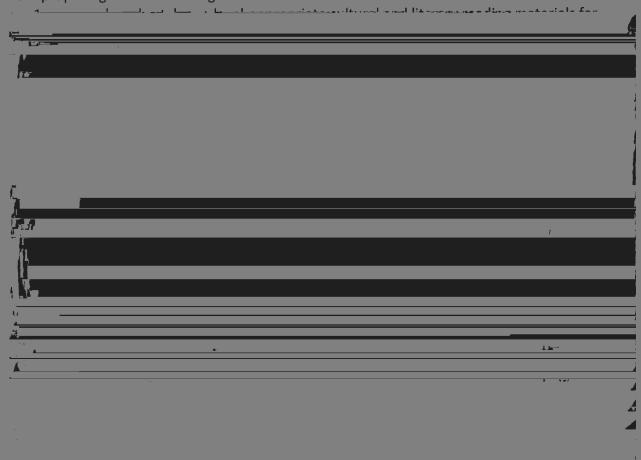
Sabbatical Leave Proposal Helga Winkler, World Languages October 25, 2013

Proposal date: October 2013 Proposed leave time: Spring 2015

Previous sabbatical leaves: Spring 2006 Seniority of Service: August 1996-present Planned continued service: Retirement in 2023

## **Overview of sabbatical project:**

I am proposing a semester-long sabbatical to



- beginning and intermediate Spanish classes and to develop activities to teach reading these texts to our students in the language programs.
- 2. take courses at the Tec de Monterrey in Querétaro or at the Universidad Autónoma de Guadalajara in Mexico during the spring semester 2015 to revitalize my language skills, update my cultural knowledge, and compile original texts suitable for our students.

## Background:

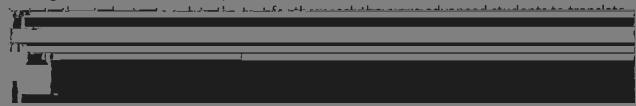
According to our World Language department SLOs<sup>1</sup> we expect that, after completing our

documents even in their own language and are thus poorly prepared to take on the task of reading in a foreign language. This reality is exacerbated by the fact that our textbooks typically



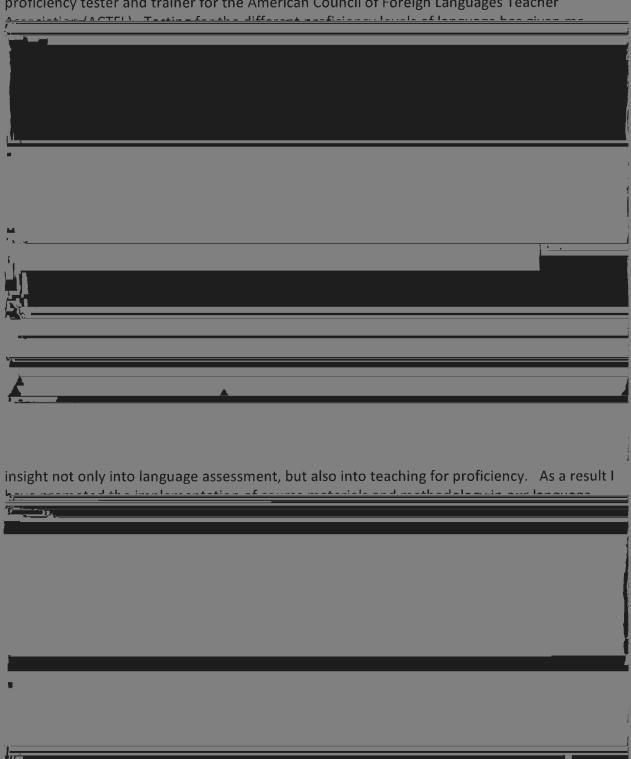
that assist students in their approach to reading these texts.

In addition, most community college foreign language instructors have little training and experience in the teaching of reading literary texts, as reading has taken on a rather small role, secondary to teaching grammatical concepts. Consequently, if instructors happen to include reading--as I have observed many times during class evaluations-- they tend to paraphrase the



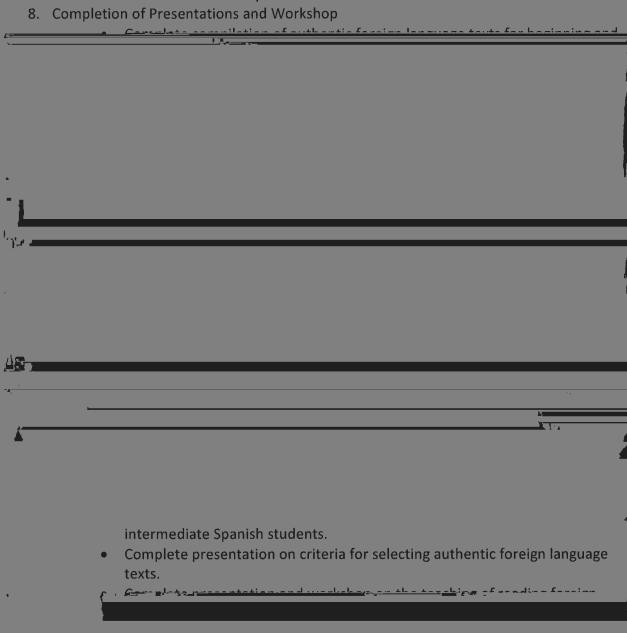
language instructor I have been eager to share my enthusiasm for reading literary texts with our students.

I have been actively engaged in studies of language acquisition and proficiency since the beginning of my career as a Spanish instructor at the college level. My interest in a proficiency-oriented language teaching approach eventually led me to become certified as a language proficiency tester and trainer for the American Council of Foreign Languages Teacher

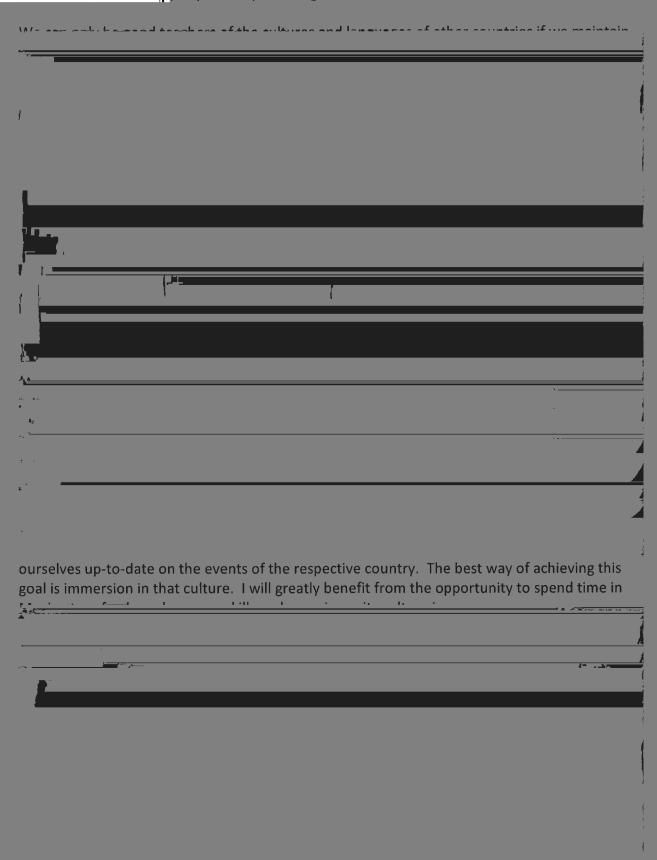


4. Investigate methodologies about teaching reading cultural texts in elementary and التين هو معروب به المعروب encompass • literary research. • consultations with faculty from the World Languages Department, from the English department, from the college district, from other community colleges, from our main transfer institutions (i.e. CSUCI, CSUN, CLU, USC), and from متتمما المعتمليين ما فانتيم معتلم ممال <u>ممار يسويا هام معاشم وساوحيم فيوم ويحم والم المتناس ويستيم المعتب ويتيم</u> Guadalajara<sup>6</sup>. Some course options at the Universidad Autónoma de Guadalajara are:

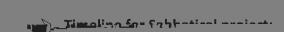
- Understanding the Social Issues of Mexico through Literature
- Social, Economical and Political Structures of Mexico
- Mexican Contemporary Art
- Introduction to Latin American Literature
- Advanced Conversation
  - > Timeline for point 7: Week 13-17



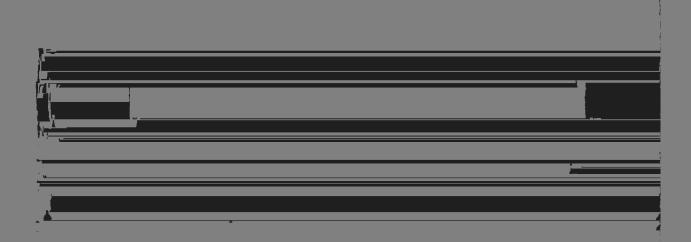
and non-fiction. Having level-appropriate texts and exploring methodologies on reading instruction will certainly improve my teaching.



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Week 1-6 and week 13-17:



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for beginning and intermediate Spanish students.

- Prepare presentation on the criteria for selecting authentic foreign language cultural and literary texts.
- Week 7-12:
  - o Research methodology of reading foreign language texts.
  - Prepare presentation and workshop on the methodology of the teaching of reading foreign language texts.
- Week 13-17:
  - O Take a course at the Tec de Monterrey in Querétaro or Universidad Autónoma de Guadalajara in Mexico.
  - Q Identify authentic cultural and literary reading texts for heginning and