

Western Washington University Spring 2009

Preparing thoughtful, knowledgeable, and effective educators for a diverse society

TESOL 410 – Second Language Acquisition

Instructor

Dr. Maria Timmons Flores

Class Meets

Wednesday April 8 – June 10, 2009

Intensive English Program

Tutoring Program

lep@wwu.edu

Course Overview

The goal in this course is to explore the complex and fascinating world of language learning. We will examine current trends and issues in second language acquisition (SLA), theoretical notions and research in the study of language and the language learner, the process of acquisition, and the interaction of the agent, learner, language, and the learning context. This course will aid in developing awareness of how SLA theory and research apply to specific language learning and teaching environments and in evaluating the hypotheses scholars have formed to try to answer questions related to SLA.

Course Objectives

Through discussions, readings, tutoring and interactive activities, students will be able to:

- Apply SLA research, theoretical trends, hypotheses, and pedagogical implications in understanding and making recommendations for one English learner;
- Describe the processes that take place in learning a second language and understand what this experience is like for a learner;
- Identify how learning a new language differs from acquiring a first language and be able to describe the influence of the first in learning the second;
- Analyze the role culture plays in learning language and in identity development;
- Explain how SLA processes and language learning theories may influence teaching practices and program models;
- Articulate the difference between language acquisition and learning and discuss the role each plays in instruction for second language learning;
- Understand the challenges of learning languages, and identify multiple factors that inhibit ELL from reaching advanced or academic language proficiency;
- Use data (from observations, interviews, work samples, formal and informal assessment) to understand and make recommendations for a student learning English.

Readings and Texts

- 📖 Freeman, D & Freeman, Y (2001) *Between Worlds: Access to Second Language Acquisition*. Heinemann: Portsmouth, N.H.
- 📖 Supplemental readings, articles, guidelines and handouts will be posted on the Blackboard site under documents.

Requirements

1. **Professional Contribution (40):** Students are expected to keep up with pre-class postings, discussions, activities related to the case study, and a journal of interactions. Coming prepared to share with and learn from others is a major factor in the success of a learning community.
2. **Case Study & Tutoring (200):** This course includes a one-hour per week service learning experience in which you will work closely with one English learner. For most of you, this will occur in the Intensive English Program on Wednesday 4-5, before our class meets. A central assignment for this course is the “case study” which will summarize the learning you do with this student through formal and informal observations and interactions. I will provide you with select activities (for example, the SOLOM assessment) to help you gather information about this student. These activities are designed to help you apply theory and concepts from class, while developing a repertoire of tools to support your work with this and future English learners. Most of the information you will gather *as you tutor* the student and should not detract from his/her learning. A descriptor of this assignment and assessment criteria are posted on BB under assignments, final case study is due June 2.
3. **Journal (100):** Your tutoring experience will involve at least eight meetings during the quarter. As a part of this experience, you will keep an ongoing **journal of your experiences** and learning. Following each session, describe what you did with the student, what you learned, what challenges or questions came up for you, and lessons you will apply to future teaching. You should bring this journal to class with you each week, and will be asked to turn it in at the end of the quarter with a brief (300 word) summary that highlights the overarching lessons you would take from this experience.
4. **Pre Class Postings (180):** Each week you will post a *pre-class* response to the BB discussion board. The form of these responses will vary but are designed so that individual contributions will combine with others to deepen our shared understandings. At times, we will “jigsaw” the readings so you will take responsibility to teach your base group members what you have prepared. I will post a “preparation for class descriptor” on BB assignments page each Thursday with specifics for the next class.
5. **Cultural Autobiography (100):** In this 2-3-page paper you will write your own personal history drawing on concepts of cultural historical, learning and language acquisition theory to describe and analyze your own identity and learning profile. Descriptor and assessment criteria posted on BB assignments.
6. **Spotlight On Research & Presentations (200):** Working with one or two others, you will prepare a PowerPoint presentation about a specific area of Second Language Acquisition. Your **Spotlight On**” presentation should incorporate

content from the textbook, readings and at least 5 additional outside sources. We will do sign ups for the Spotlight topics (or if you have a topic you want to pursue, talk to me about it) in class. In the interest of wide coverage, please, only one team per topic. The Spotlight is to include an overview of content, theories, key concepts and critical questions; and should be guided by the question, “What should every teacher know about this topic?” You can focus your presentation for a specific audience, but note this and specifically address how you would alter this presentation to meet the learning needs of teachers in different teaching contexts. Your oral presentation should be 20 minutes plus 5 minutes for questions. Include a bibliography of your sources and citations for any quotations you use on the slides at the end. Use APA format for your citations and bibliography. You will also be scored on grammar, spelling and punctuation and your clarity in presenting on the issue. Descriptor and assessment criteria are posted on BB under assignments. Your team will present your spotlight and answer questions in class during the second half of the quarter. All Spotlights will be posted online for review.

- 7. Final Reflection (100):** Your final assignment is to write a 2 page **Reflection** on what you learned in this class and how you will apply it in your own professional situation.

Academic Dishonesty

Western Washington University students are responsible for reading, understanding, and following the policy and procedures regarding academic honesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see Appendix D of the University Bulletin).

Reasonable Accommodation Policy

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU Disability Resources for Students at 360-650-3844 or www.wwu.edu/depts/drs/

Grading

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|--|---|------------|
| 1. Cultural Autobiography DUE: 4/29 | Reflection describes ethnic identity featuring multiple levels of cultural influence, moves beyond description to interpretation and analysis. | 150 |
| 2. Reading Response & Discussion | Clarity, focus and depth of understanding in communicating main ideas for peers before and during class (20 points for each week’s readings). | 180 |
| 3. SOLOM Interview & Analysis DUE: 5/20 | Interview, transcription, assessment with oral language matrix and brief written analysis of oral language development (preferably with case study student) | 30 |
| 3. Spotlight On | <i>Definition</i> of the Problem /Topic: Clear parameters about what you will address and why it is important to educators. | 20 |

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| Research & PowerPoint Presentation Dates picked in class, 5/13 – 6/10 | <i>Evidence:</i> Appropriateness and breadth of resources to support your work (can draw on multiple sources of evidence: research, theory, empirical evidence). | 40 |
| | <i>Clarity and Organization</i> of presentation allows for easy understanding | 30 |
| | <i>Quality of oral presentation:</i> clarity, pacing, professionalism, collaboration with peers and ability to answer questions. | 30 |
| | <i>Conclusions:</i> Clarity of Critical lessons (take home points). | 30 |
| | <i>Quality of Visual Display to Support Presentation:</i> clarity of slides, graphics, text, grammar & spelling. | 30 |
| | <i>References:</i> Include a bibliography of resources cited. | 20 |
| 4. Tutor Journal DUE: 6/10 | Ongoing Description /Reflection/Application to Future Practice (take home lessons) | 100 |
| 4. Case Study DUE: 6/3 | Context of Study | 20 |
| | Language and Language profile | 30 |
| | Relevant Cultural and Language Information | 20 |
| | Individual Differences in Cognition, Affect and Learning Preferences | 30 |
| | Formal and Informal Assessment Data | 40 |
| | Recommendations / Accommodations | 40 |
| | Appendices: Appropriate Sources of Evidence (Must include Tutor Log & SOLOM worth 180) | 20 |
| 7. Final Reflection 6/10 | Definition, Explanation, Application and Supporting Evidence: See Descriptor for detail. | 100 |
| 8. Professionalism in Class & Service | | 40 |
| TOTAL | | 1000 |

Grades are calculated as shown

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|-----------------|-----------|
| 950-1000 | A |
| 900-949 | A- |
| 850-899 | B+ |
| 800-849 | B |
| 750-799 | B- |

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| 700-749 | C+ |
| 600-699 | C |
| 500-599 | C- |
| 400-499 | D |
| 0-399 | F |

COURSE SCHEDULE*

EVERY CLASS: Beginning on April 8, you will post a brief reflection related to the readings to your Blackboard base group. Often it is best to print pre-class postings and bring them to class for discussion. Beginning April 15, bring your tutoring journal to class. Ongoing activities/observations, designed to enhance your learning for the case study and provide a common context for classroom discussion, will be assigned as we progress. These will be discussed in class and written up in the weekly “preparation for class” BB posting.

Course Schedule*

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|-------------|---|
| 4/8 | <p><i>Who are our students? Who am I as a teacher?</i> READ: F & F CH 1: Who are our ELL and what factors influence their performance? F & F CH 2: What influences how teachers teach?</p> |
| 4/7 | <p>SPEAKER: Linda Christensen <i>Putting Out the Linguistic Welcome Mat: Teaching About Language and Power</i> AW 204 7:00 PM</p> |
| 4/15 | <p><i>How do culture and language influence learning?</i> READ: Syllabus Linda Christensen F & F CH 9: Community, school, teacher and school influence on learning. F & F CH 10: How can teachers develop an intercultural orientation?</p> |
| 4/22 | <p><i>How does learning theory inform best practices for ELL?</i> READ: F & F CH 3; How does learning take place in explorer classrooms? Constructivism in the Classroom (BB) Vygotsky: Socio- cultural influences on language and learning (BB) BRING: Description of the Context in which your are volunteering</p> |
| 4/29 | <p><i>How do we acquire a second language? How is this different than acquiring the first?</i> READ: F & F CH 4: What do we acquire when we acquire an language? F & F CH 5: What are the principle theories of Second Language Acquisition? BRING: Case Study Profile / Possible Influences of L1 on L2 DUE: Cultural Autobiography</p> |

* **Note:** This schedule is subject to teacher and student initiated change at any time to enhance learning.

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| 5/6 | <p><i>Which aspects of language acquisition are nature and which are nurture?</i> READ: Chomsky: Language and the Mind (BB) Petito: Are signed languages real languages? (BB Documents) Colapinto: The Interpreter: Has a remote Amazonian tribe upended our understanding of Language? (BB)</p> |
| 5/13 | <p><i>What are levels of language proficiency and why do they matter?</i> READ: Krashen (BB) Zweirs: Academic Language (BB) ELD Proficiencies and Standards (BB) BRING: Case Study cognitive learning & behavior profile Spotlight Presentations</p> |
| 5/20 | <p><i>Culture & Cognition: What does relevance, congruence, connection have to do with teaching newcomers to English?</i> READ Freeman & Freeman: Chapters 6, 7 & 8 Spotlight Presentations DUE: SOLOM Assessment</p> |
| 5/27 | <p><i>How do we assess language and learning with ELL?</i> READ Collier The Assessment of Second Language Acquisition (BB) BRING: Student writing or work samples Spotlight Presentations</p> |
| 6/3 | <p><i>Language Policy and Practice: How can we provide a quality education to all ELL in US Schools?</i> Important Case Law (BB) Collier: Models of ESL & Bilingual Program Structures (BB) Spotlight Presentations DUE: Case Study Summaries</p> |
| 6/10 | <p><i>What are current issues and challenges in supporting ELL?</i> READ: Differentiating language and learning disabilities (BB) Spotlight Presentations Potluck to Celebrate DUE: Tutoring journal, final reflection.</p> |