

FALL 2003

EDUC 697P Principles of L1 and L2 Learning and Teaching

Dr. Gebhard

WED 3:30-6:30

Holyoke High School Library

Week/ Date	Topic	In class activities	Readings Due	Assignments Due
<i>Part I: Background</i>				
Class 1 9/3	<ul style="list-style-type: none"> Revisiting research questions Syllabus review Logistics 	<ul style="list-style-type: none"> Research groups: Debriefing about your first day back and your evolving research questions in research groups. Syllabus review Administrative tasks (Continuing Ed and M1 advisement) 	None	<ul style="list-style-type: none"> None Fill out administrative forms. Jot down any administrative questions you need answered. I will try and respond ASAP.
Class 2 9/10	<ul style="list-style-type: none"> First language acquisition 	<ul style="list-style-type: none"> Reading pairs: Share your language learning experiences Mini-lecture: History of SLA studies: Skinner, Chomsky, and Vygotsky on Language and language learning Technology: Email: group addresses and sending attachments Research Workshop: preliminary questions and obtaining permissions 	Read L & S 1 Recommended: Skim Pinker1-4	<ul style="list-style-type: none"> Reading log 1: Make notes about your various language learning experiences, including your experiences in the summer program. How do our experiences match up to the experiences of children acquiring their first language as discussed in the readings? How are they the same or different? Research e-memo 1: members, questions, and plans for obtaining permission. NOTE: Be sure to cc your PA as well Dong shin on all emails.

Part II: Topics in language studies from different theoretical perspectives

<p>Class 3 9/17</p>	<ul style="list-style-type: none"> Competing theories of L1 and L2 learning 	<ul style="list-style-type: none"> Reading pairs: Compare concept maps Mini-lecture: Psycholinguistic versus sociocultural perspective of L1 and L2 learning Technology: Scanning documents Research Workshop: Background information regarding context (current district policies, building policies, classroom routines, seating charts, information regarding specific students). 	<p>Read L & S: 2</p> <p>Recommended: Pinker 5,6, & 7</p>	<ul style="list-style-type: none"> Log 2: Create concept maps and compare (see handout). Research e-memo 2: Background information regarding context (current district policies, building policies, classroom routines, seating charts, information regarding specific students). We will try and scan some of these documents during class, so please bring what you think is relevant. Note: Your PA will this information as well. LOGS DUE
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<p>Class 4 9/24</p>	<ul style="list-style-type: none"> Classroom discourse analysis in L1 and L2 classrooms 	<ul style="list-style-type: none"> Reading pairs: Compare logs Sample presentation: Sample presentation: Pa Hua Technology: digital video Research workshop: Select the “bounded” routine event you will video (20-30 minutes of classroom activity related to academic learning that involves interaction (e.g., not silent reading or morning meeting, not a special event). How does this event relate to your research question? What do you think we will see? What specifically do you want to learn from analyzing this “event”? 	<p>Johnson 1 & 5</p>	<ul style="list-style-type: none"> Log 3: Summarize the main points of the article in terms of its implications for teachers of second language learners. Make a list of interesting terms you might want to come back to in conducting your own classroom research study. Make a list of anything you think the authors overlooked or over simplified. Research e-memo 3: Answers to workshop questions. Be sure to cc PAs and Dong shin
<p>Class 5 10/1</p>	<ul style="list-style-type: none"> Interlanguage from different perspectives 	<ul style="list-style-type: none"> Reading pairs: compare logs Mini-lecture: Mistakes and errors in transcripts Technology: advanced word processing: Making tables and numbering for transcription Workshop: View video and record reactions. Decide which 3-5 minute chunk you want to transcribe. Why this section? What do you think you will learn from a deeper analysis of this “chunk?” 	<p>L and S 4 & 5</p>	<ul style="list-style-type: none"> Log 4: Summarize the main points of the article in terms of its implications for teachers of second language learners. Make a list of interesting terms you might want to come back to in conducting your own classroom research study. Make a list of anything you think the authors have overlooked or over simplified. Research e-memo 4: Complete first draft of transcript and brainstorm answers to workshop questions. Email to PAs.. PAs will provide you with a final

				transcript for the coming week
Class 6 10/8	<ul style="list-style-type: none"> Input, intake, negotiation, uptake, & output from different perspectives 	<ul style="list-style-type: none"> Reading pairs: Compare analyses Mini-lecture: Negotiation in oral language learning Technology: Video editing Research workshop: Transcript analysis continued 	Wong-Fillmore Kramersch	<ul style="list-style-type: none"> Reading log 5: Read the transcript from lesson 4 in Wong Fillmore article carefully. Conduct and analysis reflective of the some of the concepts we have discussed or read about so far (see handout). Group e-memo 5: Identify transcript themes
Class 7 10/15	<ul style="list-style-type: none"> Learning and communication strategies 	<ul style="list-style-type: none"> Reading pairs: Compare logs Mini-lecture: Meta-cognition and oral language learning Technology: Video editing Research workshop: Analysis continued 	Brown: 122 –141 Recommended: Echevarria & Graves, Ch 5	<ul style="list-style-type: none"> Reading log 6: Examining your own language learning strategies (see handout) Research e-memo 6: Analysis update <p>LOGS DUE</p>
Class 8 10/22	<ul style="list-style-type: none"> Accounting for variation: Age, Acculturation, and Pidginization 	<ul style="list-style-type: none"> Reading pairs: Compare logs Mini-lecture: Accounting for Wes Technology: video editing Research workshop: Discuss connection across projects in regard to implications for your classroom practices 	Schmidt L & S 3, Recommended: Brown Ch. 3 Norton Ch. 6	<ul style="list-style-type: none"> Reading log:7 Explain Wes (see handout) Research e-memo 7: Thoughts regarding connections across projects in regard to implications for your own classroom practices

Class 9 10/29	<ul style="list-style-type: none"> • Review 	<ul style="list-style-type: none"> • Reading pairs: using a rubric, score sample essay • Mini-lecture on test taking strategies • Score own essay. Turn in essay and scoring • Technology: PowerPoint • Research workshop: Continue discussion of connections across projects in regard to implications for your classroom practices 	Test prep materials in course reader	<ul style="list-style-type: none"> • Log 8 : State test prep: Write an essay in response to one of the question you can anticipate see on the state exam. • Research e-memo 8: Up-date regarding connections across projects in regard to implications for your own classroom practices. Use PowerPoint to do this.
<i>Part III: Sociocultural Perspectives in focus</i>				
Class 10 11/5	<ul style="list-style-type: none"> • Language, cultural, and identity 	<ul style="list-style-type: none"> • Reading Pairs: Compare logs • Mini-Lecture: Acts of identity • Technology: PowerPoint with embedded graphics and video • Research workshop: Continue to discuss connection across projects in regard to implications for your classroom practices <p>*** Handouts regarding presentations and course paper***</p>	Peirce Recommended: Ibrahim Kramsch (1998)	<ul style="list-style-type: none"> • Reading log 9: What acts of identity can you identify in your transcript • E-memo 9: Up-date regarding connections across projects in regard to implications for your classroom practices. Embed a video clip or set of clips that best exhibit some aspect of what you are discovering. Explain why you picked these clips using PowerPoint.

Class 11 11/12	<ul style="list-style-type: none"> Language Socialization and language learning 	<ul style="list-style-type: none"> Reading pairs: Compare logs Mini-lecture: Hybridity in language learning Technology: PowerPoint with embedded graphics Research workshop: Continue discussing connections across projects in regard to building an explicit theory or theories of classroom based SLA. In other words, there is no need to come to consensus, but you should be able to explain your perspective positions by drawing on your classroom data and the literature. 	<p>Willett</p> <p>Recommend Olsen</p>	<ul style="list-style-type: none"> Reading log 10: what evidence of language socialization can you identify in your transcript Research E-memo 10: Up date Connection across projects in regard to building an explicit theory of classroom based SLA. Embed a video clip that best exhibit some aspect of what you are suggesting. Explain why you picked this clip using PowerPoint. LOGS DUE
Class 12 11/19	<ul style="list-style-type: none"> Institutional Perspectives 	<ul style="list-style-type: none"> Reading pairs: Compare logs Mini-lecture: Gebhard's Heuristic Technology: Web resources for research and teaching Research workshop: Prepare a working draft of presentation 	Gebhard	<ul style="list-style-type: none"> Reading log 11: Evidence of institutional practices shaping your transcript (see handout). Research e-memo 11: Send working draft of PowerPoint presentation (see handout)
11/26 Thanksgiving: No class				
Week 13 12/3	<ul style="list-style-type: none"> Professionalism in language teaching 	<ul style="list-style-type: none"> Reading pairs Mini-lecture: Teacher's professional development in TESOL Group Presentation 1 and 2 	<p>Clair</p> <p>Gebhard(1998)</p>	<ul style="list-style-type: none"> Reading log 12: Reflect on your own professional development opportunities. E-memo 12: Course feedback
Week 14 12/10	<ul style="list-style-type: none"> Wrap-up 	<ul style="list-style-type: none"> Group presentations 3, 4, and 5 Course evaluation 	None	<ul style="list-style-type: none"> None

Week 15 12/17	<ul style="list-style-type: none">• Turn in course portfolio between 3:30 and 4:00. If you do not turn in the course portfolio by this time, you will receive an incomplete. <p style="text-align: center;">Have a great holiday!</p>
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