

## **EDUC 611/616 - Principles of First and Second Language Learning and Teaching**

July 5- 22

Monday-Friday 2:00-5:00

Chestnut Middle School

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### **PURPOSE**

In our everyday practices, we all have opinions about how first and second languages are learned and should be taught. Our opinions, or what might be called our “theories,” whether derived from personal experiences or from reading books and articles, shape the kinds of learning opportunities we provide English language learners (ELLs). These theories, therefore, are highly consequential to the academic development of our students. For this reason, the purpose of this course is to support you in constructing a highly informed, explicit theory of second language learning based on an analysis of classroom interactions. In addition, this course is designed to support you in informing the work of other urban teachers and administrators who can benefit from reading analyses of interactions that take place in your classrooms. The specific objectives of this course are to:

- Develop the ability to analyze classroom “discourse” (e.g., classroom interactions or “turns-at-talk”) in terms of their power to support/constrain students’ academic language development;
- Critique different theories of first and second language acquisition and the implications of these theories for classroom practice

- Construct your own informed theoretical understanding of classroom language learning;
- Develop the ability to use technology as a valuable professional development tool (e.g., the use of digital video, PowerPoint, websites);
- Develop the ability to collaborate with colleagues as an informed advocate for the academic success of ELLs.

The central vehicle for achieving these objectives and contributing to the learning of your colleagues in this class, future ACCELA classes, and the field of education in general will be a webpage *you* will develop. This webpage will focus on a “big idea” in the field of second language learning and teaching. You will be supported in producing this high quality, interactive webpage by me, members of this class, and three summer PAs, Dong shin Shin, Eugenie Kang, and Joanne Morgan. This web-page will include a definition of a “big-idea” in second language acquisition (SLA) research, the presentation of classroom data that illustrates what this big idea looks like in classroom practice, a critique of this big idea from the perspective of teachers working in urban schools, and a set of reference (see example and addition details below).

The way we will complete this rather ambitious project is as follows:

- During the first week, individually and in groups, you will research the big idea assigned to you (see list).
- During the second week, individually and in groups, you will analyze a transcript from your classroom data set. These analyses will provide the data for the webpages. Naturally, the data from a single classroom cannot illustrate every “big-idea.” Therefore, during this week, in addition to making sense of your transcript for your own purposes (e.g., reflecting on how your classroom practices support/constrain second language learning), we will connect particular data sets with particular “big ideas.” We will do this in the context of “work-in-progress” presentations.
- During the third week, we will pull the activities from week one and two together so that each person can turn in a well-researched, carefully-written, and data-supported webpage regarding a core concept in the field of second language learning.

## **CLASS ORGANIZATION**

Each class session will have the following format:

- A 10 minute discussion of the readings in pairs
- A 45 minute presentation regarding the topic-of-the-day
- A 5 minute break
- A 60 minute workshop on a specific “big ideas” in SLA (see below for more details)
- A 5 minute break
- A 55 minute work shop on transcript analysis and technology (see below for more details. Technology workshop will include PowerPoint, web-based research tools (e.g., ref work), and advanced word processing (charts, tables, numbering).

## REQUIREMENTS AND GRADING

Big idea “webpage” 40% (3-5 pages, single-spaced). See example. These will be posted on-line on the ACCELA website. These pages will be a resource for you, other ACCELA teachers, and any teachers and administrators interested in better understanding the needs of ELLs. Each “Big Idea Paper” must have the following features:

- A straight-forward, well -informed definition of the “big idea” written in a style that is accessible to busy teachers and administrators (e.g., very limited use of jargon, shorter sentences, use of concrete examples).
- A section that describes what the “big idea” looks like in classroom practice using data from your classrooms. You should make sure you:
  1. Provide ample background information so that the reader understands the context.
  2. Use real classroom data. These data can be from your own classroom or from someone in the class. These data will most likely be in the form of a transcript but may also include student work or a teacher-made handout. NOTE: You legally cannot use data for which you do not have permission and you must use pseudonyms.
  3. Analytic notes about HOW the big idea takes shape in a particular classroom. Again, remember your purpose (informing) and audience (teachers and administrators) and mode (on-line). You will need to get to the point and make sure the points connect very specifically to the “big idea.”
- A section that describes the “Issues, questions, and problems” associated with this big idea. In this section you are critiquing the “big idea” in a teacher’s voice by addressing real issues, questions, and problems teacher may encounter in their work as it relates to this big idea. See examples.
- A list of related ideas that will be “hyperlinked” to your page (see example).
- A list of references in APA format.
- All Big idea “web-papers” must be handed in on a CD with:
  - Video clip
  - Transcript
  - Permission slips of participants

Transcript analysis presentation slides and short paper 20%: Using a transcript from last semester, you will analyze classroom interactions in light of the big ideas we will be discussing in class. This purpose of this analysis is to:

- Provide data and analysis for the “big idea papers”.
- Reflect on your own classroom practices and student learning
- Identify specific ways you can better support ELLs in your classroom in the future.
- I will have an example and more specific next week.

Participation 20%: This grade is based on attendance and the quality of your group work (e.g., class notes and other products). NOTE: You cannot pass this course if you miss more than two classes. This policy reflects the degree to which much of the learning that happens in this class comes from the kinds of interactions that take place in class between

participants. There is simply no way to “make-up” this work. However, if you know you are going to miss a class because of an unavoidable schedule conflict, please form a “note service” with each someone else. The person responsible for the note service will do the following:

- Collect the agenda and handouts
- Take detailed class notes.
- Answer any logistical questions for the person who missed class (don't email me or Dong shin)
- Provide the absent person with a tape from class (Dong shin will give it to you--- you need a digital camera to view it).
- The person absent will type detailed class notes using the video to fill in additional information. These fuller notes will be turned into me.

On-line final 10%: Write two theory-oriented and two practice-oriented multiple choice questions based on your “big idea” research and your transcript analysis. These questions will form the content of an on-line final exam. You will be able to use your webpages and classnotes to take this on-line final. This exam will provide you with practice in taking the MTEL exam for certification in teaching ELL.

Portfolio 10%: In a binder, please submit the following:

- Agendas and class notes. These will serve as a record of class attendance and participation).
- Webpage materials
  1. Research notes for webpage
  2. Drafts of webpage
  3. Webpage final version on a CD with video clip, transcript, and permission slips.
- Transcript analysis
  1. Transcript
  2. Drafts of analysis
  3. Presentation slides
  4. Final paper
- On-line questions (four total).

## **GRADING**

You may select either a Pass/Fail or a letter grade. Let me know by the second class session which you prefer. Final grades will be based on a review of a course portfolio of the above assignments in light of the “essential questions and skills” the faculty and I have identified as central to this course (see below).

All assignments are due on the days indicated in the course schedule.

If you have any condition, such as a physical or sensory disability, which will make it difficult for you to carry out the work as I have outlined it above, or if you need extra time to complete assignments for whatever reason, please notify me in the first two weeks of the course so that we may make appropriate arrangements.

Last, I *strongly* discourage you from taking an incomplete except in cases of emergency discussed with me prior to the end of the semester. In the event that you do receive or request an incomplete, it is your responsibility to complete the appropriate paperwork and assigned work as governed by University policy.

**REQUIRED TEXTS (Available at Amherst Book Store, Amherst).**

*Required Book:* We can purchase and deliver these materials to class if you provide us with a check.

- Lightbown, P. and Spada, N. 1999. How languages are learned. Second Edition. Oxford: Oxford University Press (Amherst Bookstore, Phone: 413-256-1547).
- Peregoy, S. and Boyle, O. (2003). *Reading, writing, & learning in ESL*. Third Edition. NY: Longman.
- The course packet. The following readings are in the course packet and are assigned for the weeks listed:

Johnson, K. (1996). *Understanding communication in second language classrooms*(Chapter 1 & 5). New York: Cambridge University Press.

Wong-Fillmore, L. (1985). When does teacher talk work as input? In C. Gass & C. Madden (Eds.), *Input in second language acquisition*. Rowley, MA: Newbury House. 17-50

Kramsch, Claire J. (1985). Classroom Interaction and Discourse Options. *Studies in Second Language Acquisition*. v7 n2 p169-83.

Brown, D. (2000). *Principles of language learning and teaching* (pp. 122-141). New York: Longman

Schmidt, R. (1983). Interaction, acculturation, and the acquisition of communicative competence: A case study of an adult. In N. Wolfson and E. Judd (Eds.) *Sociolinguistics and second language acquisition*. Newbury House. 137-74

Peirce, B. N. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29 (1), 9-31

Willett, J. (1995). Becoming first graders in an L2: An ethnographic study of L2 socialization. *TESOL Quarterly*, 29(3), 473-503.

Gebhard, M. (2005). School reform, hybrid discourses, and second language literacies. *Tesol Quarterly*, 39(1)

*Recommended Books (Also available at Amherst Bookstore, Phone: 413- 256-6425)*

- Brown, H.D. 1994. Principles of language Learning and Teaching. Englewood Cliffs, N.J.:Prentice Hall.
- Cazden, C. (1988) Classroom Discourse. Portsmouth, NH: Heinemann.
- Pinker, S. (1994). The language instinct. New York: William and Morrow.

## **COURSE “ESSENTIAL QUESTIONS” AND SKILLS**

As a result of participating in this course, teachers should be able to answer these *essential questions* regarding classroom based second language acquisition:

1. What is classroom discourse analysis? What is the value of discourse analysis for teachers of second language learners?
2. How do different theories explain first language learning?
3. How do different theories explain second language learning?
4. How do different theories explain the difference between L1 and L2 acquisition?
5. Who is Krashen? What is his theory of SLA and in what ways did this theory make a valuable contribution to the field of SLA? How have researchers and teachers critiqued his theory in the past 20 years?
6. How do different theories of approach “learner errors?”
7. How do different theories define “interlanguage”?
8. How do different theories define the concepts of “input,” “intake,” “negotiation,” “uptake,” and “output”?
9. How do different theories understand the importance of individual differences and “learner variables” in the process of second language learning (age, gender, L1, class, previous learning experiences, personality, motivation, and general intelligence)?
10. How can students and teachers develop communication strategies that support second language learning?
11. How do issues of identity and language learning intersect in the classrooms?
12. How do historical, political, and economic factors influence classroom second language learning?
13. How can teachers become a more powerful advocate for their students and their own professional growth?

As a result of participating in this course, teachers should develop these *essential skills*:

- The ability to define terms in SLA clearly and succinctly

- The ability to adopt multiple view points regarding interactional data and classroom based SLA
- The ability to contextual and analyze information
- The ability to take an informed, principled position on an issue
- The ability to reflect and modify one's teaching practices in light of new information
- The ability to email, create PowerPoint presentations, use digital video, scan documents, and send attachments.
- The ability to collaborate and learn from members of the seminar as a team.

## **BIG IDEAS AND WORKING GROUPS**

### **Dong shin's Groups: Interactionist and Vygotskian perspectives**

1. Donna Young: error correction from different perspectives
2. Kristin Burns: Classroom discourse
3. Maureen Curran: Strategies
4. Judy Atwood: CLT (communicative language teaching), form-focused instruction
5. Kerry Robbins: Negotiation of meaning
6. Susan Hucul: ZPD (Zone of proximal development)
7. Nancy LeClair : ZPD
8. Cahillane, Maria: Scaffolding  
Activity theory, mediation??

### **Joanne's Group: Innatist perspectives**

1. Carolyn Foote: interlanguage
2. Majourau, Mary: Chomskyan universal grammar (language acquisition device), competence and performance
3. Robidoux, Rebacca: Krashen's natural approach (5 hypothesis, TPR)
4. Gosselin, Susan: Krashen's natural approach (5 hypothesis, TPR)
5. Davila, Nylsa: fossilization and pidginization
6. Ramos, Rosa: age and critical period
7. Stephanie Ostrom-Halwachs: developmental sequences
8. Laura Caron: behaviorist perspectives (audio-lingual approach, contrastive analysis)

### **Eugenie's Group: Variation in learners and issue of culture**

1. Hill, Mary: Individual differences (Aptitude, gender, intelligence in SLA, "good learners", metacognition)
2. Cora Carpenter: acculturation
3. Katherine Carpenter: motivation, investment, identity in SLA
4. Grilli, Michelle: content-based instruction (sheltered instruction)
5. Santos, Aracelis: Cultural funds of knowledge and SLA (KEEP study)
6. Mateo, Ibelis: Funds of knowledge
7. Reyes, Nelly: Critical pedagogy in SLA