



Division of Advanced Professional Teacher
Development & International Education

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EDPD 501-6F2 (CRN 44575)

Second Language Acquisition for Foreign Language Teachers Summer 2018

May 23-August 1, 2018, Wednesdays, 1:00-4:00PM
Room K-2111, 4000 Arlington Blvd, Arlington, VA 22204

Faculty

Name: Joan Kang Shin, Ph.D.
Associate Professor, Academic Program Coordinator
Teaching Culturally & Linguistically Diverse & Exceptional Learners

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Co-instructor

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Course Description

Examines research in first and second language acquisition, including interaction of bilingual person's two languages with applications for the classroom. Students will examine research on the cognitive and linguistic achievements of bilinguals and will acquire knowledge about the consequences of bilingualism for cognitive development, school achievement, and linguistic processing. This is an introductory foundations course aimed at developing awareness about bilingualism and the language acquisition process. This course aims to help foreign language teachers develop the knowledge and competencies needed to work with culturally and linguistically diverse adult learners.

Note: This section has been specifically designed for the Foreign Service Institute (FSI) School of Language Studies, U.S. Department of State.

Learner Objective/Outcomes

Participants in this course will identify and review educational theories/theorists, examine topics related to first and second language acquisition, and the history of language teaching. Second Language Acquisition processes will be examined from behavioral, cognitive, sociolinguistic, functional, and sociocultural perspectives. At the conclusion of EDPD 501, candidates will be able to demonstrate:

1. Understanding of first language (L1) and second language (L2) acquisition processes, research, and developmental stages as well as their applicability to classroom instruction.
2. Knowledge of various definitions and theories on bilingualism, language proficiency, and language acquisition.
3. Understanding of the developmental stages of L2 acquisition.
4. Ability to identify and discuss the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.
5. Familiarity with the concepts of code-switching, language borrowing, and the role of L1 and L2 acquisition and foreign/world language acquisition.
6. Familiarity with the relationship of standard languages and dialects and the implications for teaching.
7. Understanding of the relationships among teaching practice and second language acquisition (SLA) research, methods of teaching foreign/world/second languages and language assessment practices.
8. Use of technology to assist in their understanding of SLA and an understanding of its use to support learning in the foreign/world/second language classroom.

Assignments

- Reflection Papers (6 total): Written reflection connected to key concepts in readings and classroom practice.
- Language Acquisition Case Study: Collect data and report on SLA of one student in class.
- Microteaching: 15-minute teaching demonstration connected to the lesson plan.
- Final Project: Lesson Plan (application of course content to classroom practice)

Course Performance Evaluation

Assignment	% of Final Grade	Due Date
1. Attendance & Participation	20	
2. Reflection Papers (6)	20	5/30, 6/6, 6/13, 6/20, 6/27, & 7/18
3. Language Acquisition Case Study	20	7/11
4. Microteaching	20	7/25 and 8/1
5. Lesson Plan & Reflection	20	7/25

The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Interpretation
A+	=100	Represents mastery of the subject through effort beyond basic requirements
A	94-99	
A-	90-93	
B+	85-89	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	
C*	70-79	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	

Note: "C" is not passing for a professional development course.

Textbooks

Lightbown, P. M. & Spada, N. (2013). *How languages are learned*. Oxford. Oxford University Press.

Stevick, E. W. (1989). *Success with foreign languages: Seven who achieved it and what worked for them*. New York: Prentice Hall.

Course Schedule

	Topic	Reading	Assignments due
Class 1 5/23			GMU Course Enrollment Form (Quick Admit Form)
Class 2 5/30	First language acquisition	L&S Chapter 1 Stevick Chapter 1	Reflection Paper #1
Class 3 6/6	Second language learning	L&S Chapter 2 Stevick Chapter 2	Reflection Paper #2
Class 4 6/13	Individual differences in second language learning	L&S Chapter 3 Stevick Chapter 3	Reflection Paper #3
Class 5 6/20	Explaining second language learning	L&S Chapter 4 Stevick Chapter 4	Reflection Paper #4
Class 6 6/27	Observing learning and teaching in the second language classroom	L&S Chapter 5 Stevick Chapter 5	Reflection Paper #5
Class 7 7/11	Second language learning in the classroom	L&S Chapter 6 Stevick Chapter 6	Language Acquisition Case Study
Class 8 7/18	Popular ideas about language learning revisited	L&S Chapter 7 Stevick Chapters 7 & 8	Reflection Paper #6
Class 9 7/25	Application to the classroom	No reading	Microteaching Day 1 Lesson Plan Due
Class 10 8/1	Action Planning	No reading	Microteaching Day 2

Assignment Details:

Reflection Papers (6 total):

For each reflection paper, the instructor will give a topic related to the content and readings for the week. This paper should be 1-2 pages, single-spaced, 12-pt font (Arial, Calibri, Cambria, or Times New Roman).

**Reflection Paper Rubric
20 points per response**

	Exemplary 4-5 pts	Developing 2-3 pts	Not acceptable 0-1 pt
Organization and Structure	Paper starts with a brief introduction of the topic, answers the questions in the writing prompt.	Paper starts with a brief introduction of the topic but doesn't full answer the questions in the writing prompt.	Paper has no introduction and/or doesn't address the questions the writing prompt.
Depth of Understanding	Paper shows deep understanding of the reading and refers to it in connection to the reflection.	Paper reflects some understanding of the reading but does not refer to it in connection to the reflection often.	Paper doesn't show an understanding of the reading and/or does not connect the reflection to it.
Critical Thought and Reflection	Paper shows critical thought & reflection; writing demonstrates personal insight, originality, inferences, synthesis, and application to classroom practice.	Paper shows some critical thought & reflection; writing demonstrates some insights, originality, inferences, synthesis, or application to classroom practice.	Paper does not show critical thought & reflection; writing demonstrates few or no insights, originality, inferences, synthesis, or application to classroom practice.
Submission and Accuracy	Paper is on time; is formatted correctly; has few errors.	Paper is on time; has some format issues; has some errors.	Paper is late; is not formatted correctly; and/or has many errors.

Lesson Plan and Reflection:

Based on the lesson plan format required in your workplace, design one lesson plan that clearly applies key concepts learned in this course. The lesson plan should be for one class period. In addition, you should write a 1-2 page reflection that explains how this lesson plan reflects different aspects of second language acquisition and the key concepts from this course.

Lesson plans usually include: title, student profile, target language/skills, objectives, materials, warm-up, presentation, practice, application, assessment, follow-up. A lesson plan template can be provided, if your institution does not have a required format.

Microteaching:

Each participant will give a 15-minute microteaching presentation based on one part of the lesson plan. This should be a demonstration of one activity from the lesson plan that clearly applies a key concept learned in this course. Participants can choose one of two ways to do the microteaching:

1. Conduct a lesson/activity for beginners that our class can actively take part in. Remember that our class and instructors have different language backgrounds and do not necessarily have prior knowledge of the language.
2. Demonstrate the lesson/activity in English, with the understanding that in real life you would teach this lesson/activity in the foreign language.

Language Acquisition Case Study:

Participants will carry out a case study of one of their student's experiences learning a new language. This will require interviewing the student and collecting samples of his/her FL language use. The interview can be in English, if the student's foreign language proficiency is not high enough to answer questions about language learning. This assignment will require application of key concepts from the course, and participants should think critically about teaching and learning in a second language classroom. Engaging in a careful assessment and analysis of a learner's language and literacy strengths and areas of growth will allow candidates to connect theory and research to practice. Based on this assessment and analysis, participants will suggest an action plan for strengthening the language learner's current level of language proficiency in all language domains (speaking, listening, reading, and writing). The results of this case study should mirror the work of Stevick and provide a useful profile of a second language learner in your class.

The report will be 3-4 pages single-spaced, 12-pt font (Arial, Calibri, Cambria, or Times New Roman). In-text citations and references must be in APA format. Include language samples and parts of the transcript in the appendices.

GEORGE MASON UNIVERSITY POLICIES AND RESOURCES

Honor Code & Integrity of Work

- Integrity of Work:
All students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.
- Violations of the Honor Code include:
 1. Copying a paper or part of a paper from another student (current or past);
 2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
 3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author.
For examples of what should be cited, please refer to:
<https://owl.english.purdue.edu/owl/resource/589/02/>

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.