

SIMON FRASER UNIVERSITY

Spring Semester 2018-1

EDUC 468- 4

Daniel Chang.

SOCIOCULTURAL PERSPECTIVES ON LANGUAGE, COGNITIVE DEVELOPMENT AND EAL INSTRUCTION

Thursdays 4:30 pm-8:20 pm
Room EDB 8620.2

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PREREQUISITE

60 credit hours including at least 1 Education course and 1 more Education OR Linguistics course

Course Description

The course is designed for prospective and beginning teachers of English as a second/additional language. It offers a brief review of second language acquisition theories and focuses on bilingualism and cognition, sociocultural understandings of language development, multilingualism, and linguistic multicompetence. Through weekly readings, learning activities, discussions and class presentations, we will explore the implications of research and theory in these core areas for teaching and learning of English as an additional language (EAL) in classroom contexts.

Note 1: This is a 4-unit senior undergraduate course. You will be expected to allocate certain number of hours outside of your regular class time to prepare for weekly readings, paper assignments, or peer team meetings. Plan your time accordingly!

Note 2: *Attendance at the Week 1 class is **mandatory**. Missing this first class will affect your performance throughout the semester.*

Note 3: It is strongly recommended that you see the Academic Advisor regarding your degree requirements at least two semesters before you plan to graduate. Unless you meet both faculty and major/minor requirements, your graduation cannot be approved.

Course Objectives

- To evaluate the relative merits of major theoretical perspectives on second language development and consider their applications to EAL curriculum and instruction.
- To explore one's own attitudes (and approaches) to language learning and teaching
- To develop an awareness of the sociopolitics surrounding different perspectives on language, cognition and language learning as impacting language curriculum and instruction

Proposed Weekly Schedule and Required Readings (This is tentative; readings might be changed):

Week 1 – Jan 9, 2018 **Introduction**

- a. Student/Teacher Icebreaker/What's your language learning philosophy? What is your perspective on language learning and teaching?
- b. Review course syllabus & assignments & expectations

Week 2 - Jan 16, 2018 **Perspectives on Languages**

- a. Reagan, T. (2004), Objectification, Positivism and Language Studies: A Reconsideration. *Critical Inquiry in Language Studies*, 1 (1), 41-60 (available online)
- b. Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*, 10(2), 221-240.

Week 3 - Jan 23, 2018 **Theories in Second Language Acquisition**

- a. Song S. (2018) Second Language Acquisition Theories. In: *Second Language Acquisition as a Mode-Switching Process*. Palgrave Pivot, London
- b. Schulz, R. A. (1991). Second language acquisition theories and teaching practice: How do they fit?. *The Modern Language Journal*, 75(1), 17-26.

Week 4 - Jan 30, 2018 **Second Language Learning Strategies**

- a. Williams and Burden (1997), Chapter 7: How does the learner deal with the process of learning? In *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University Press.
- b. Chamot, A. (2007). Accelerating Academic Achievement of English Language Learners (pp. 317-331). Chapter 21 in *International Handbook of English Language Teaching* (Part One). New York: Springer

- c. Piper, T. (2001). Chapter 2: Learning Styles and Strategies (pp. 27-50) in *And then there were two*. North York, Ont. Pippin Publishing Corporation
- d. Li, X., Myles, J., Robinson, P. (2012). Chapter 3: Theoretical Constructs and Teaching Methods in *Teaching ESL in Canada*. Oxford, UK: OUP.

Week 5/6 - Feb 6/Feb 20, 2018 **Sociocultural Theory in Second Language Learning**

- a. Lantolf, J. P., & Beckett, T. G. (2009). Sociocultural theory and second language acquisition. *Language Teaching*, 42(4), 459-475
- b. Lantolf, J. P. (2000). Introducing sociocultural theory. *Sociocultural theory and second language learning*, 1, 1-26.
- c. Yang, J. S., & Kim, T. Y. (2011). Sociocultural analysis of second language learner beliefs: A qualitative case study of two study-abroad ESL learners. *System*, 39(3), 325-334.
- d. Lantolf, J. P. (2011). The sociocultural approach to second language acquisition. *Alternative approaches to second language acquisition*, 24-47.
- e. Toohey, (2000), Chapter 6: Appropriating Voices and Telling Stories (pp. 124-136) in *Learning English at school: Identity, social relations, and classroom practice*. Clevedon, England: Multilingual Matters.

Week 7 - Feb 27, 2018 **Silence, Age & Motivation [guest speaker]**

- a. Dornyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. *Language Learning* 53 (1), 3-32.
- b. Cummins, J. (1981). Age on arrival and immigrant second language learning in Canada: A Reassessment1. *Applied linguistics*, 2(2), 132-149.
- c. Rachel Zhou, Y., Knoke, D., & Sakamoto, I. (2005). Rethinking silence in the classroom: Chinese students' experiences of sharing indigenous knowledge. *International Journal of Inclusive Education*, 9(3), 287-311.
- d. Harumi, S. (2010). Classroom silence: Voices from Japanese EFL learners. *ELT journal*, 65(3), 260-269.

Week 8/9 - Mar 6/Mar 13, 2018 **Bilingualism, Multilingualism and Education**

- a. Baker, C. (2006). Bilingualism: Definitions and Distinctions. Chapter 1 in *Foundations of bilingual education and bilingualism*. Clevedon, UK: Multilingual Matters.
- b. Jessner, U. (1999). Metalinguistic awareness in multilinguals: Cognitive aspects of third language learning. *Language awareness*, 8(3-4), 201-209.
- c. O'Connor, M., O'Connor, E., Tarasuik, J., Gray, S., Kvalsvig, A., & Goldfeld, S. (2017). Academic outcomes of multilingual children in Australia. *International Journal of Speech-Language Pathology*, 1-13.

- d. Liu, Y. C., Liu, Y. Y., Yip, P. K., Meguro, M., & Meguro, K. (2017). Speaking one more language in early life has only minor effects on cognition in Taiwanese with low education level: The Taishan Project. *Psychogeriatrics*.
- e. Cummins J. (2017) Teaching for Transfer in Multilingual School Contexts. In: García O., Lin A., May S. (eds) *Bilingual and Multilingual Education*. Encyclopedia of Language and Education (3rd ed.). Springer, Cham
- f. Dewaele, J. M. (2001). Activation or inhibition? The interaction of L1, L2 and L3 on the language mode continuum. *Bilingual Education and Bilingualism*, 69-89.

Week 10 - March 20, 2018 **Code-switching and Translanguaging**

- a. García, O., & Lin, A. M. (2017). Translanguaging in bilingual education. *Bilingual and multilingual education*, 117-130.
- b. Lin, A. M. (2017). Code-Switching in the Classroom: Research Paradigms and Approaches. *Research Methods in Language and Education*, 487-501.
- c. MacSwan, J. (2017). A multilingual perspective on translanguaging. *American Educational Research Journal*, 54(1), 167-201.
- d. Wei, L., & García, O. (2017). From researching translanguaging to translanguaging research. *Research Methods in Language and Education*, 227-240.

Week 11 - March 27, 2018 **Teaching Four Skills**

- a. Cummins, (2000). Language Proficiency in Academic Contexts. Chapter 3 in *Language, power and pedagogy: Bilingual children in the crossfire* (pp. 57-85). Clevedon, UK: Multilingual Matters.
- b. Li, X., Myles, J., Robinson, P. (2012). Chapter 6: Speaking Skills (pp. 110-134) in *Teaching ESL in Canada*. Oxford, UK: OUP.
- c. Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *The Modern Language Journal*, 95(3), 401-417.
- d. **March 27, 2018 - Reflection Paper Due**

Week 12 - April, 2018 **Teaching with Technology**

- a. O'Brien, A., & Hegelheimer, V. (2007). Integrating CALL into the classroom: The role of podcasting in an ESL listening strategies course. *ReCALL*, 19(2), 162-180.
- b. Sullivan, N., & Pratt, E. (1996). A comparative study of two ESL writing environments: A computer-assisted classroom and a traditional oral classroom. *System*, 24(4), 491-501.

- c. Chapelle, C., & Jamieson, J. (1986). Computer-Assisted Language Learning as a Predictor of Success in Acquiring English as a Second Language. *Tesol Quarterly*, 20(1), 27-46.
- d. Heift, T., & Hegelheimer, V. (2017). COMPUTER-ASSISTED CORRECTIVE FEEDBACK AND LANGUAGE LEARNING. *Corrective Feedback in Second Language Teaching and Learning: Research, Theory, Applications, Implications*. (pp. 51-65).

Week 13 - April 10, 2018 - **Final Wrap Up**

- a. Course Evaluation
- b. Writing your Final Paper
- c. **Final Paper Due: TBA**

Assignment

a. Presentation (30%)

Objectives: You will be presenting with your group members on a course theme that you chose in week 1. The presentation serves two purposes: a. practice your public speaking (teaching skills) in a formal academic setting following a certain instructional format; b. improve your understanding of a course theme that interests you.

b. Weekly Reading Journals & Pop Quizzes (15%)

Objectives: Each of you will be reading several articles per week. There will be three times where I will ask you to write a pop quiz. Each quiz will be out of 5. I will not announce when I will give the pop quizzes.

c. Online Discussion and Portfolio and Reflection (25%)

Objectives: Each week you will be reading several articles and respond to the discussion questions. You will be expected to contribute to a major thread (respond to one or two questions) PLUS two replies to a post initiated by your classmates. In sum, there must be at least three posts (1 major thread + 2 replies). To guide your post, you can try to play one of the following roles each week: **Assessment:** Your discussion report will take the form of a word processing document 2-3 pages in length (single spaced, 12 point times with one inch margins). It should explain, with quotations from your posts and responses to them, how your work matches the given criteria.

d. Final Essay (30%)

Objectives: You will be given 4 options to work on. Each option has different evaluation criteria. You will only need to choose 1 and only 1 to work on. To help you succeed in this assignment, you can use any credible sources from the Internet (or your creativity) to work on this assignment.