ENGL 571:

Theory and Practice of TESOL

Department of English

University of Washington

Winter 2019

 🙑

# Thomas (TJ) Walker

Mondays and Wednesdays 10:30AM-12:20PM

Savery Hall, Room140

tjwalker@uw.edu (this is my preferred contact)

Office hours: Mondays and Wednesdays 1:00-2:00 PM, Padelford A-11 or by appointment.

Website: <https://canvas.uw.edu/courses/1255575>

🙑

**Course Description:**

Welcome to English 571, Winter Quarter Edition! This course, one of the first that MATESOL students take in their degree program, is designed to familiarize you with key concepts and theories in the field of TESOL and their implications for classroom teaching. Along the way, we will be asking some questions that challenge “common sense” views of language acquisition. For example: What is language and how is it acquired? What does it mean to learn a language? What are some of the social, cultural, historical, and political factors that shape that learning? What is the nature of bilingualism? Monolingualism? Multicompetence? Translingualism?

We will open the semester learning about some foundational concepts within second language acquisition (SLA) theory, including universal grammar (UG), the monitor model, critical period hypotheses, theories of language-mixing, and developmental sequences. We will then examine some of the key epistemological issues and theoretical tensions that have emerged historically within the field, approaching our exploration from linguistic, psycholinguistic, sociolinguistic, sociocultural, language socialization, post-colonial, critical, and critical race perspectives. Later in the course, we will examine how understandings about second language acquisition have been shaped by recent influences from disciplines other than linguistics and psychology, most notably education, sociology, and anthropology, and we will reflect critically on how we use language in teaching, in learning, and in negotiating who we are in various contexts. In all topics we discuss, we will consider how these ideas inform our beliefs about language teaching and shape our images of the teachers we want to be.

**Goals:**

This course is designed to support you as you:

# Reflect on how second languages are acquired

# Critically read research articles

* Explore the psychological and sociocultural contexts of second language acquisition
* Become familiar with and critically question theories in TESOL
* Critique established notions surrounding language learning, language competence, and multilingualism
* Consider the implications of SLA theories on language learning and acquisition inside and outside classrooms
* Integrate SLA theories into your pedagogical philosophy
* Identify topics within TESOL of particular interest to you

**Required Readings:**

* Lightbown, P. and Spada, N. (2013). *How Languages are Learned*, 4th edition. Oxford: Oxford University Press. (L&S)
* Articles and book chapters as assigned in the tentative course schedule at the end of the syllabus, *available from the Canvas class website*.

You can usually get to the course website from your “MyUW” page or by just searching for “UW Canvas” and logging in with your UW net ID. Alternately you may access the website by going to: <https://canvas.uw.edu/courses/1255575>. You need to be registered in the course to access this site.

**Course Requirements:**

1. Participation 20%
2. Language Learning Autobiography 10%
3. The Debate 20%
4. Language Learning Autobiography Revisited 10%
5. Theoretical Research Paper 40%

*Assignment Guidelines*

1. Complete all assigned readings (see the Course Schedule) before the beginning of class.
2. Submit an electronic copy of all assignments at 10:30am (the beginning of class) on the due date. Unless prior arrangements have been made, a late submission will have one gpa point deducted for each day that it is late (A 4.0 will become a 3.9, a 3.9 will become a 3.8, etc.)
3. The syllabus is not final, and assignments and due dates are subject to change, so please ***check your uw e-mail account regularly!***

## **1. Participation, Ungraded Assignments, and Attendance 20%**

You are expected to attend all class sessions and participate actively in all course activities. Participation can take many forms, including online discussions, office hours visits, small-group work, presentations, and in-class discussions. **There will be several minor, ungraded assignments that will also count towards participation**. We are all responsible for the intellectual work being done in class and although I expect everyone to occasionally contribute their ideas, listening attentively to each other will be the most common form of participation. We are many, and we cannot (or at least should not) all speak at once! The participation grade will be a holistic assessment of your contributions to our classroom community. As a member of a professional community, you are expected to inform your professor of any emergency absences and to arrange to have a classmate pass on notes and handouts. You are responsible for all course work and for maintaining deadlines despite your absence. If you miss more than 20% of our class (i.e. 4 class sessions), or the equivalent in late arrivals and/or early departures, you will not pass the course, although accommodation can be made for extenuating circumstances, so please communicate with me if such a situation arises.

*Evaluation Criteria*

You should:

8 Complete all “participation” assignments

5 Demonstrate that you have read and understood each of the assigned readings

3 Attend and be on-time for all class sessions

3 Show respect to and consideration for everyone in class

1 Visit office hours at least once

Total: 20

***2. Language Learning Autobiography (3 pages) 10% Writing Due 1/14, Precis Due 1/16***

Central to this course is the belief that teachers are theorizers who practice and write from their own positionalities and experiences. In this assignment, which is designed to create a space that supports connections between teachers’ lives and teachers’ intellectual theorizing, you are asked to write about your experience of learning a second language. This paper should be a reflective narrative piece rooted in your personal experience. Examples are included on the course website under “Examples of Language Learning Autobiographies.” For examples of an integration of biography and linguistic identity, see the following readings also included on the course website:

* Vandrick, S. (2002). ESL and the colonial legacy: A teacher faces her ‘missionary kid’ past. In V. Zamel and R. Spack (eds). *Enriching ESOL Pedagogy: Readings and Activities for Engagement, Reflection, and Inquiry*. Mahwah, NJ: Lawrence Erlbaum.
* Canagarajah, A.S. (2012). Teacher Development in a Global Profession: An Autoethnography. *TESOL Quarterly* *46*(2), 258-279.

At the end of the course, you will be rewriting the paper, integrating your learning over the semester.

*Evaluation Criteria*

In your autobiography, you should:

2 Thoughtfully discuss a selection of your language learning experiences

2 Draw connections between your experiences, your beliefs about language, and your identity

2 Reflect upon the significance of your experiences

2 Raise questions about your language learning experiences

2 Share an engaging 2-minute spoken summary of your narrative with your classmates

Total: 10

***3. Debate (20%) The Debate will occur on 2/11***

In the debate, you will be asked to take one side and argue either against “wildflowering” (Long, 1993) or for “letting all the flowers bloom” (Lantolf, 1996). This debate forms a foundation for many tensions that are currently present in SLA, and for the remainder of our time together, we will be building on the understandings and knowledge we develop through the debate.

*Evaluation Criteria*

10 Demonstrate that you have thoroughly read and processed the assigned readings

5 Present a thoughtful and cogent argument

5 Listen and respond convincingly to your classmates

Total 20

***4. Language Learning Autobiography Revisited (4 pages, excluding references) 10% Due 3/6***

It is not enough to know thyself. Teachers must also know the content of their fields and which issues are historically important and currently unresolved …That includes the theories of teaching, knowledge of teaching and communication skills, subject matter knowledge, pedagogical reasoning and decision-making skills, and knowledge of the context of teaching … curricular knowledge, [and] knowledge of educational purposes and philosophies.

(Casanave, 2004, p.15)

Rewrite the paper you submitted at the beginning of the course about your experience of learning another language, this time considering what you have learned in this course. Your paper should integrate your personal experiences with class readings, your reflections on these readings, and class discussions. You should include at least 5 references from class readings.

*Evaluation Criteria for Language Learning Autobiography (Revisited)*

In your revised language learning biography, you should:

2 Include a critical examination of your personal experience

2 Include at least 5 well-integrated references to class readings

2 Situate your experience within a larger sociocultural context

2 Expand upon the connections between your experiences and your evolving linguistic

identity

1 Include reflection on class readings

1 Use APA or MLA style, including an appropriately cited list of references

Total 10

***5. Theoretical Research Paper (15 pages, excluding references) 40%***

Choose one issue that you found compelling during this semester and explore it in greater depth. Your paper should demonstrate a thorough understanding of class readings and should include well-integrated readings from class (reference at least 5), additional readings (at least 5 references beyond class readings, which can include up to 2 of the “further readings” from the syllabus), your personal experience, and your reflections and theorizing, including your ideas about pedagogical implications. If you find that the number of references isn’t making sense for the particular line of inquiry you’re pursuing, let me know, I can be flexible. One goal of this assignment is to support your library literacy skills and provide you with good experience poking around in library databases and making choices about what sources suit your needs best, out of the millions of articles and books out there. You will present a **5-minute poster presentation** of your theoretical research paper at the research symposium. **Please prepare a 1-page handout summarizing what you have learned for your classmates**. Your Theoretical Research Paper is due in hard copy and electronically at the beginning of the last class.

***Theoretical Research Paper Due Dates***

Draft to Peer: February 27

Feedback to Peer: March 4

Research Symposium Poster Presentation: March 11th

Final Theoretical Research Paper, March 13th

### Evaluation Criteria

In your theoretical research paper, you should:

8 Include insightful reflection and theorize from these reflections

7 Discuss pedagogical implications

5 Give an instructive and clear 5-minute poster presentation

5 Integrate and demonstrate a thorough understanding of class readings, referencing at

 least 5 class readings

5 Reference and demonstrate an understanding of at least 5 additional readings beyond

class readings

* 1. Integrate personal experience
1. Provide an informative, thoughtfully designed 1-page handout
2. Use APA style with consistency, including an appropriately cited list of references

1 Explore a topic that reflects the scope and content of the course

##### Total 40

***What grades in graduate classes usually mean:***

***Grading in graduate seminars is often different than that in undergraduate courses***

***Grades in graduate seminars are often compressed at the top of the spectrum***

**4.0:** This grade indicates that a student has completed all the work at an exemplary level.

**3.9**: This grade indicates very strong graduate-level work

**3.8**: This grade indicates that the work has generally been strong, with an occasional weakness

**3.7**: This grade indicates that the work has generally been strong, but with a number of weaknesses

**3.6**: This grade indicates that the work has strengths but several areas need improvement

**3.5 or below**: In at least one area, the minimum requirements for the course are not being met. The student may not have completed all assignments for the course, may have submitted a paper late, may have submitted a lower-quality final paper or project, may have a spotty record of attendance, or may have regularly detracted from the intellectual work of the class.

## Code of Academic Integrity

Students are expected to be committed to the principles of truth and academic honesty and to follow the Code of Academic Integrity, the full text of which is available at:

<https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

*Plagiarism* is a tricky topic. A good guideline to follow is: If you know that you are expected to write something yourself, don’t get the writing from somewhere else. If you are uncertain how to borrow ideas and properly cite sources, ask TJ!

*Quotes and References*

What do we mean by a well-integrated quote? A well-integrated quote makes the original context of the quote clear. So, for instance, if Block critiques SLA as being “invididualistic and mechanistic,” and you quote the term “individualistic and mechanistic,” be clear in your sentence that that Block is not arguing for an individualistic and mechanistic view of language learning, but rather is critiquing it.

A well-integrated quote or reference is detailed enough to demonstrate that you understand the concept or term or even the tensions around the term. It is not enough to say: “I was hired because I am a “native speaker” (Cook, 1995). In order for this reference to be considered well-integrated, you need to indicate that you understand some of theoretical disputes surrounding the concept of the native speaker. Additionally, providing your own analysis of a quote is important to show how the quote fits into your own argument.

Imagine that the audience for your writing is not just your instructor, but a more general academic audience. If you use a term such as ‘translanguaging,’ don’t assume that your audience knows what it means or, if the term is contested, that your reader understands the term in the same way you do. Add a brief definition of such terms the first time you use them in a paper. Doing this will help display your knowledge, improve clarity, and include readers who understand the term differently.

*Odegaard Writing and Research Center (OWRC)*

The Odegaard Writing and Research Center (OWRC) is available to assist both graduate and undergraduate students with the process of writing, from understanding an assignment to brainstorming and identifying sources to outlining and drafting to making final revisions and tying up loose ends. OWRC offers free, one-to-one, 45-minute tutoring sessions for any writing or research project, as well as for personal projects such as applications or cover letters and resumes. For more information, or to schedule an appointment (more than 500 available per week!), see the website (<https://depts.washington.edu/owrc> ) or visit in person on the first floor of Odegaard Undergraduate Library. Take time to browse their collection of online resources at:

<https://depts.washington.edu/owrc/for-writers>

*Access and Accommodations:*

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), please contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions.  Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

*Religious Observances*

No student will be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. Please inform me in advance of any intended absences.

*Leadership Without Borders*

I am trained as an Undocu Ally. Undocu Ally training is intended to provide UW staff and faculty with knowledge about resources, services, best practices, and allyship for undocumented students. In 2003, House Bill 1079 was signed into law in Washington State, allowing eligible undocumented students to pay in-state tuition. Resources, support, and services for undocumented students are available from the Leadership Without Borders (LWB) Center and the Kelly Ethnic Cultural Center.

<http://depts.washington.edu/ecc/lwb/>

*UW SafeCampus*

* Preventing violence is everyone's responsibility. If you're concerned, tell someone.
* Always call 911 if you or others may be in danger.
* Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources. TTY or VP callers, please call through your preferred relay service.
* Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
* Stay connected in an emergency with UW Alert. Register your mobile number to receive instant notification of campus emergencies via text and voice messaging. Sign up online at www.washington.edu/alert
* For more information visit the SafeCampus website at \* [www.washington.edu/safecampus](http://www.washington.edu/safecampus)\*.

*Q Center*

The University of Washington Q Center is a fierce, primarily [**student run**](http://depts.washington.edu/qcenter/wordpress/about-us/staff/) resource center dedicated to serving anyone with or without a gender or sexuality – UW students, staff, faculty, alum, and community members.  They host and support [**student groups**](http://depts.washington.edu/qcenter/wordpress/trans-gender-queering-support-group/), put on regular programming [**events**](http://depts.washington.edu/qcenter/wordpress/events/), house a lending [**library**](http://depts.washington.edu/qcenter/wordpress/resources/library/), and amplify student voices on their [**Student Blog**](http://depts.washington.edu/qcenter/wordpress/blog/).  Explore their website for more information or stop by the [**Husky Union Building**](http://depts.washington.edu/sauf/), Room 315[*http://depts.washington.edu/qcenter/wordpress/*](http://depts.washington.edu/qcenter/wordpress/)

*Guidelines for Communicating With Faculty*

The unwritten rulesof academia are often difficult to decipher. This article attempts to demystify some conventions surrounding communicating with faculty:

[https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087](https://medium.com/%40lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087)

### Students in Distress

Graduate schooling is a period of high stress. If you encounter psychological problems that interfere with your life as a student, services are available to you at Hall Health at 206.583.1551 during business hours or 206.731.2500 after hours, <http://depts.washington.edu/hhpccweb/>

*Food Insecurity*

If you have difficulty accessing sufficient food or lack a safe and stable place to live, and if you believe this need may affect your academic achievement, you are urged to contact the Office of Student Life at <http://www.washington.edu/studentlife/>. Please also be aware that the Campus Food Pantry (green.uw.edu) is available to help address food insecurity in the UW community.

 🙑

**(Tentative) Course Schedule**

**Week 1.**

Monday 1/7 **Introduction to the course:** What does it mean to learn a language?

What does it mean to teach a language? Who are you in relation to your

languages?

*Reflect*: Name one common belief about language learning. What is your own opinion about this belief? On what do you base your opinion?

Wednesday 1/9 **Theories of SLA/child language acquisition**

*Read*: L&S. Introduction and Chapters 1 and 2.

*Reflect*: What is a theory? What makes for a good theory?

Topics: First language acquisition; early childhood bilingualism, developmental sequences of language features, theoretical foundations of language acquisition (behaviorism, innatism/maturationism, interactionism/connectionism), universal grammar, monitor model

**Week 2.**

Monday 1/14 **Individual differences in second language learning**

*Read*: L&S Chapter 3

Marinova-Todd, S. H., Marshall, D. B., & Snow, C. E. (2000). Three

misconceptions about age and L2 learning. *TESOL Quarterly*, 34(1), 9-34.

*View*: Short clip from Volume 2 of the Video “Human Language Series”

https://www.youtube.com/watch?v=xfiHd6DyuTU (about 3 minutes long)

*Listen*: “Tribe Helps Linguist Argue with Prevailing Theory,” from Weekend Edition Sunday:

http://www.npr.org/templates/story/story.php?storyId=9458681 (7 minutes)

*Reflect*: What is the relationship among languages? Do you believe that all languages have the same possibilities and constraints, genetically wired into the human brain? Is there a critical period for second language acquisition? Can adults learn a second language completely? Is language acquisition more a function of nature or nurture? What does it mean to learn a language completely?

Topics: conceptual fluency, Sapir-Whorf Hypothesis, neo-Whorfians

***Due: Bring a cup or a mug to class (Discussion of conceptual fluency)***

***Due: Draft Language Learning Autobiography***

***Further Reading***

Colapinto, J. (April 16, 2007). The interpreter: Has a remote Amazonian tribe upended our understanding of language? *The New Yorker*.

http://www.newyorker.com/reporting/2007/04/16/070416fa\_fact\_colapinto

Ibbotson, P. and Tomasello, M. (September 7, 2016). Evidence Rebuts Chomsky’s Theory of Language Learning. *Scientific American*.

http://www.scientificamerican.com/article/evidence-rebuts-chomsky-s-theory-of-language-learning/

Hakuta, K. (2001). A critical period for second language acquisition? In D. Bailey, J. Bruer, F. Symons, and J. Lichtman (eds). *Critical Thinking about Critical Periods*. Baltimore, MD: Paul H. Brookes.

Topics: Nature vs. nurture, Universal Grammar, critical period hypotheses, traditional learner characteristics (intelligence, motivation and attitude, aptitude, personality, learner preferences, learner beliefs, age)

Wednesday 1/16 **Changing Perspectives**

 Norton, B. and Toohey, K. (2001). Changing perspectives on good language

learners. *TESOL Quarterly* 35, 2: 307-322.

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

Note that you may want to get a head start on next Monday’s assigned texts, in particular the film.

*Reflect*: What makes a good language learner?

Topics: Investment vs. motivation, individual vs. social.

***Further Reading:***

Sharkey, J, S. Ling, B. Thompson, and B. Norton. (2003). Dialogues around “Social identity, investment, and language learning” by Bonny Norton Pierce (1995). In Sharkey, J. and K. Johnson (eds). *The TESOL Quarterly Dialogues: Rethinking Issues of Language, Culture, and Power*. Alexandria: TESOL, Inc.

Pavlenko, A. (2002). Poststructuralist approaches to the study of social factors in second language learning and use. In Cook, V. (ed). *Portraits of the L2 User*. Clevedon: Multilingual Matters.

Morgan, B. (2007). Poststructuralism and Applied Linguistics: Complementary Approaches to Identity and Culture in ELT. In *International Handbook of English Language Teaching*, Cummins, J. and Davison, C. (eds). New York: Springer.

***Due: Present a 2-minute, informal spoken précis of your language learning biography in class. What two or three concepts or questions did this writing assignment highlight for you?***

**Week 3.**

Monday 1/21 **MLK Day (No Class)**

Wednesday 1/23 **Codeswitching, translanguaging, learner language**

*Read*: L&S Chapter 4 Reserve Rooms for Debate Practice

From Canagarajah’s *Literacy as Translingual Practice: Between Communities and Classrooms*:

* Canagarajah, S. A. (2013). Introduction. In *Literacy as Translingual Practice: Between Communities and Classrooms* (pp. 1-10). New York, NY: Routledge.
* Lu, Min-Zhan, & Horner, Bruce. (2013). Translingual Literacy and Matters of Agency. In *Literacy as Translingual Practice: Between Communities and Classrooms* (pp. 26-38). New York, NY: Routledge.
* Young, Vershawn (2013). Keep Code-Meshing. In *Literacy as Translingual Practice: Between Communities and Classrooms* (pp. 139-145). New York, NY: Routledge.

Kubota, R. (2016). The Multi/Plural Turn, Postcolonial Theory, and Neoliberal Multiculturalism: Complicities and Implications for Applied Linguistics. *Applied Linguistics*.

*Listen*: Angela Creese, Translanguaging in a Globalised World (8 mins 22 seconds)

https://soundcloud.com/unibirmingham/translanguaging-in-a-globalised-world

Daniel José Older, Why We Don’t Italicize Spanish https://www.youtube.com/watch?v=24gCI3Ur7FM (less than 2 mins)

*View*: *Multilingual Hong Kong*

Go to the libraries home page, type “Multilingual Hong Kong” into the search bar, and click on the online access link. Make sure you’re signed in to your UW account

Topics: Codeswitching, interlanguage, code-switching, L1 use in the L2 classroom, translingualism

 *Reflect*: Do you mix/have you ever mixed languages in everyday speech? What

 is your philosophy of L1 use in second language classrooms?

***Further Reading***

Creese, A., & Blackledge, A. (2010). Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching? *Modern Language Journal, 94,* 1, 103-115 (or their book, *Multilingualism*).

Heller, M. (1992). The politics of code-switching and language choice. *Journal of Multilingual and Multicultural Development*. 13(1) 123-142.

Jan, J. (2003). Code-switching for power-wielding: Inter-gender discourse at the workplace. *Multilingua* 22, 1: 41-57.

Macaro, E. (2005) Codeswitching in the L2 classroom: A communication and learning strategy. In E. Llurda (ed.) Non-Native Language Teachers: Perceptions, Challenges, and Contributions to the Profession. Boston, MA: Springer. pp. 63-84.

Macaro, E. (2001). Analyzing Student Teachers' Codeswitching in Foreign

Language classrooms: Theories and Decision Making. *The Modern Language Journal*, 85, 4. 531-548.

**Week 4.**

Monday 1/28  **Language socialization in multilingual contexts**

Zappa‐Hollman, S., & Duff, P. (2015). Academic English Socialization Through Individual Networks of Practice. *TESOL Quarterly,* *49*(2), 333-368.

Schecter, S., and Bayley, R. (1997). Language socialization practices and cultural

identity: Case studies of Mexican-descent families in California and Texas.

*TESOL Quarterly 33,3*: 513-542.

Harklau, L. (2003). Representational practices and multi-modal communication in U.S. high schools: Implications for adolescent immigrants. In Bayley, R., and Schecter, S. (eds). *Language Socialization in Bilingual and Multilingual Societies*. Clevedon: Multilingual Matters.

*Reflect*: Where is the line between teaching a language and teaching a belief system, a way of life, an ideology?

***Further Reading:***

Norita, N. (2000) Discourse socialization through oral classroom activities in a TESL graduate program. *TESOL Quarterly*, 34(2), 279-310.

Willett, J. (1995). Becoming first graders in an L2: An ethnographic study of L2 socialization. TESOL Quarterly, 29: 463-503.

Kanno, Y. (2000). Bilingualism and identity: The stories of Japanese returnees. *International Journal of Bilingual Education and Bilingualism* 3, 1: 1-18.

Duff, P. (2003). New directions in second language socialization research. *Korean Journal of English Language and Linguistics* 3, 309-339.

Pease-Alvarez, L. (2003). Transforming perspectives on bilingual language socialization. In Bayley, R., and Schecter, S. (eds). *Language Socialization in Bilingual and Multilingual Societies*. Clevedon: Multilingual Matters.

Schecter, S., and Bayley, R. (2004). Language socialization in theory and practice. *International Journal of Qualitative Studies in Education* 17, 5: 605-617.

Wednesday 1/30 **Library Orientation with Elliott Stevens, English Librarian**

 Meet at Suzallo Graduate Library Instruction Lab (102a)

 Come to class with a list of relevant questions or topics in which you have a

 professional (and/or personal) interest

Elliott Stevens: res22@u.washington.edu, Research Commons, 206.543.3175

<http://www.lib.washington.edu/commons/about/staff>

You have no readings for today, but read ahead for the next two weeks, which require a great deal of reading.

**Week 5.**

Monday 2/4 **Historical tensions within SLA theory**

 Firth, A. and J. Wagner. (1997). On Discourse, Communication, and (Some)

Fundamental Concepts in SLA Research. *Modern Language Journal* 81, 3: 285-

300.

Long, M. (1997). Construct validity in SLA Research: A response to Firth and

 Wagner. *Modern Language Journal* 82, 1: 318.

Lantolf, J. (1996). SLA Theory: “Letting All the Flowers Bloom.” *Language Learning* 46, 4: 713-749

NOTE: You should aim to understand the general ideas behind the Lantolf article, but you don’t need to know it inside-out.

Wednesday 2/6 **Historical tensions within SLA theory (continued)**

[Your debate team will be assigned to a study room in which you will meet for this class session. Study rooms will likely be in Foster Library or Suzzallo Library. I am able to book these only two weeks ahead of time.]

Gass, S. (1998). Apples and oranges: Or, why apples aren’t oranges and don’t

need to be a response to Firth and Wagner. *Modern Language Journal* 82, 1:

83-90.

Rampton, B. (1997). Second language research in late modernity: A response to Firth and Wagner. *Modern Language Journal* 81, 3: 229-333.

Kasper, G. (1997). A stands for acquisition: A response to Firth and Wagner. *Modern Language Journal* 81, 3: 229-333.

Block, D. (2003). “Introduction, Chapter 1, and Chapter 2.”*The Social Turn in Second Language Acquisition*, Washington, D.C.: Georgetown University Press, pgs. 1-31.

***Further Reading***

Jenkins, J. (2006). Points of view and blind spots: ELF and SLA. *International Journal of Applied Linguistics*, *16*(2), 137-162.

Poulisse, N. (1997). Some Words in Defense of the Psycholinguistic Approach: A Response to Firth and Wagner. *Modern Language Journal*, *81*(3), 324.

Hall, J. (1997). A Consideration of SLA as a Theory of Practice: A Response to Firth and Wagner. *Modern Language Journal*, *81*(3), 301.

Block, D. (2003). “Introduction, Chapter 1, and Chapter 2.”*The Social Turn in Second Language Acquisition*, Washington, D.C.: Georgetown University Press, pgs. 1-31.

**Week 6.**

Monday 2/11 **The Debate**

***Due: Come prepared for the in-class debate.***

Wednesday 2/13 **Critical Applied Linguistics**

 Kubota, R. (2003). *Unfinished knowledge: The story of Barbara*. College ESL 10, 1

 & 2: 11-21.

Pennycook, A. (1990). Towards a Critical Applied Linguistics for the 1990s. Issues in Applied Linguistics 1, 1: 8-28.

*Reflect:* How have issues of social power been relevant in your language learning

and teaching experiences?

***Further Reading:***

Motha, S. (2006). Decolonizing ESOL: Negotiating Linguistic Power in U.S. Public School Classrooms. *Critical Inquiry in Language Studies* 3, 2&3, pp 75-100.

 Norton, B. (2001). Nonparticipation, imagined communities, and the language

 classroom. In M. Breen (ed). *Learner contributions to language learning: New*

 *directions in research.* Harlow, England: Pearson Education.

Carroll, S, Motha, S., and Price, J. (2008). “Accessing Imagined

Communities, Reinscribing Regimes of Truth?” *Critical Inquiry in Language Studies* 5(3).

Kouritzin, S. (2000). Immigrant mothers redefine access to ESL classes: Contradictions and ambivalence. *Journal of Multilingual and Multicultural Development* 21, 1: 14-32.

Edge, J. (2003). Imperial troopers and servants of the lord: A vision of TESOL for the 21st century. *TESOL Quarterly, 37*(4), 701-709.

Kubota, R. (2001). Discursive construction of the images of U.S. classrooms. *TESOL Quarterly, 35*(1), 9-38.

**Week 7.**

Monday 2/18  **Presidents’ Day (No Class)**

Wednesday 2/20L&S Chapter 5 and Chapter 6

Loewen, S., & Philp, J. (2006). Recasts in the adult English L2 classroom: Characteristics, explicitness, and effectiveness. *Modern Language Journal, 90*(4), 536-556.

Discussion of Final Papers

**Week 8.**

Monday 2/25 **ELP Tour with Jimi Evans**

Meet at 11:00AM in the Magnolia Room on the 22nd Floor of the UW Tower. Bring a form of ID for entrance (e.g., Husky card).

Wednesday 2/27 **Critical Media Analysis**

Benesch, S. (2006). Critical Media Awareness: Teaching Resistance to

Interpellation. In Edge, J. *(Re-)locating TESOL in an age of empire*. Basingstoke,

England: Palgrave Macmillan.

Chamberlin, C. (2012). TESOL and Media Education: Navigating our Screen Saturated Worlds. *TESOL Quarterly*.

*Reflect*: Think of a specific piece of media (for instance, newspaper article, television show, print advertisement, internet site, Hollywood film). Consider the following questions: How are English language learners portrayed? How is the English teaching profession portrayed? What messages about social class, race, gender, nativeness, competence, expendability, power, and human value are portrayed through this piece of media? Be prepared to talk in class about your analysis.

***Due to your peer evaluator: Draft Theoretical Research Paper***

**Week 9.**

Monday 3/4 **Problematizing the NS/NNES dichotomy**

Cook, V. (1999). Going beyond the native speaker in language teaching.

*TESOL Quarterly* 33, 2: 185-209.

Canagarajah, S. (1999). Interrogating the “native-speaker fallacy”: non-linguistic roots, non-pedagogical results. In G. Braine (Ed.), Non-native educators in English language teaching (pp. 77-92). Mahwah, NJ: Erlbaum.

Kumaravadivelu, B. (2016). The Decolonial Option in English Teaching: Can the Subaltern Act? *TESOL Quarterly*.

*Reflect:* How desirable is it for a language learner to achieve native-like

competence? What is native-like competence? Do native speakers make better

teachers of a language?

***Further Reading:***

Aneja, G. (2016). (Non)native Speakered: Rethinking (Non)nativeness and Teacher Identity in TESOL Teacher Education. *TESOL Quarterly,* *50*(3), 572-596.

Leung, C., R. Harris, and B. Rampton. (1997). The idealized native speaker, reified ethnicities, and classroom realities. *TESOL Quarterly* 31, 3: 543-560.

Motha, S., Jain, R., and Tecle, T. (2011). Translinguistic Identity-As-Pedagogy: Implications for Teacher Education. *International Journal of Innovation in English Language Teaching & Research* 1,1.

Piller, I. (2002). Passing for a native speaker: Identity and success in second language learning. *Journal of Sociolinguistics, 6*(2), 179-206.

Lin, A., Wang, W., Akamatsu, N., and Mehdi Riazi, A. (2002). Appropriating English, expanding identities, and revisioning the field: From TESOL to teaching English for glocalized communication (TEGCOM). *Journal of Language, Identity, and Education* 1, 4: 295-316.

Kang, O., Rubin, D., & Lindemann, S. (2015). Mitigating US Undergraduates' Attitudes Toward International Teaching Assistants. *Tesol Quarterly,* *49*(4), 681-706.

***Due: Your peer feedback on a classmate’s Draft Theoretical Research***

 ***Paper***

Wednesday 3/6 **Race in TESOL**

Motha, S. (2014). Prologue and Introduction. In *Race, empire, and English language teaching : Creating responsible and ethical anti-racist practice* (Multicultural education series (New York, N.Y.). New York: Teachers College, Columbia University.

Kubota, Ryuko, & Lin, Angel. (2006). Race and TESOL: Introduction to Concepts and Theories. *TESOL Quarterly,* *40*(3), 471-93.

***Further Reading:***

Ibrahim, A. (1999). Becoming black: Rap and hip-hop, race, gender, identity, and the politics of ESL learning. *TESOL Quarterly* 33, 3: 349-369.

Motha, S. (2006). Racializing ESOL Teacher Identities in U.S. K-12 Public Schools. *TESOL Quarterly* 40, 3.

*Reflect*: How has race been relevant in your language teaching biography?

 ***Due: Language Learning Autobiography Revisited***

**Week 10.**

Monday 3/11  ***Due: Research Symposium***

*Poster Presentations*

See examples of past posters under "Files" on class website.

Wednesday 3/13 **Course Wrap-up**

Canagarajah, S. (2016). TESOL as a Professional Community: A Half‐Century of Pedagogy, Research, and Theory. *TESOL Quarterly,* *50*(1), 7-41.

L&S Chapter 7

 ***Due: Theoretical Research Paper*** (both electronically and hard copy), at the

beginning of class.