

## Missouri State University

### ENG 695 Principles of Second Language Acquisition

#### Course-Based Assessment – Model of SLA Project

##### Introduction

Teacher candidates investigate, research, read, reflect, and synthesize theories, evidence, principles, and conditions of second language acquisition. Based on this knowledge, they create a model to explain how they think second language acquisition happens in their own educational settings. Candidates construct an analogy or metaphor that best explains their understanding of the processes of second language acquisition. They create a physical representation of this model. They present this model with an explanation of how this physical model shows the processes of their students acquiring a second language in their educational settings.

The model must answer these questions:

- How is a new language acquired or learned in my educational context?
- What are the processes or components of proficiency in a new language?
- What conditions are necessary and beneficial for second language learning/acquisition in my educational context?
- How can the learning environment be shaped to support successful acquisition of a new language?

The model does not have to represent only one researcher's theory. Rather, it should reflect a synthesis of contemporary understandings of how students learn/acquire proficiency in a new language.

You may work independently or with up to 2 partners on this project.

##### Standards and Rationale

Teacher candidates research, read, and synthesize information to demonstrate their attainment of TESOL Standards 1b and 1c, which entail (1b) knowledge of second language acquisition theory and developmental process of language to set expectations for learning, (1c) knowledge of language processes to monitor ELs' language development.

Primary Standard	Description of Standard	Rationale for Standard	Assessed by which elements of the assignment
<b>TESOL 2018 1b</b>	1b. Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.	Candidates must understand how second language acquisition occurs in different contexts, including instructed settings. They understand the necessary and beneficial conditions of second language learning, as well as its difficulties. They are able to apply this knowledge to form realistic expectations for teaching and learning. They incorporate the necessary and beneficial conditions into their language instruction.	Total score on analytical rubric  Reflection on TESOL Standard 1b  Standards-based rubric

<b>TESOL 2018 1c</b>	1c. Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELs' language learning in English.	As English learner specialists, candidates understand the difference between mistakes, developmental errors, and fossilized errors. They recognize developmental errors as a normal aspect of second language learning. They are able to analyze learner language for the markers of growth both in oral and written samples.	Total score on analytical rubric  Reflection on TESOL Standard 1c  Standards-based rubric
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### Assignment Requirements

Teacher candidates represent their knowledge of theories of instructed second language acquisition. They create a physical model of how they understand these theories and present their model with a clear explanation.

- 1) Find a collaborator: Decide if you want to work alone or identify up to two colleagues in this course with whom you can collaborate on this project (3 total maximum).
- 2) Locate sources of information on instructed second language acquisition:
  - a) Read the textbooks.
  - b) Locate further references mentioned in the textbooks. These can be seminal research/theory texts.
  - c) Read Chapter 2 of The 6 Principles (TESOL International Association, 2018).
  - d) Locate additional practitioner articles, research articles, review articles, handbook chapters, and infographics. These should be the most current information.
  - e) Synthesize the information based on the most recently published sources.
- 3) Identify an analogy or metaphor that explains how students learn a new language in your educational context. "The best way to explain the process of how my students acquire/learn English at my school is to think of a/an \_\_\_\_." An example of a past project is "learning a new language for my students is a lot like growing a vegetable garden."
- 4) Create a physical, 2D or 3D representation (model) of this analogy or metaphor. 3D models or Infographics are acceptable. Be sure to avoid a puzzle-like, disconnected representation. The components must be connected into a memorable whole. In other words, aim at a holistic explanation that integrates the elements, components, and processes. (For example, the model of the garden had different vegetables, a watering can, soil, the sun, etc.)
- 5) Label the components of your model with key theories, processes, elements of language, so viewers can start to make sense of your meaning even before they read/hear your full explanation. (For example, what does the sun stand for? What do the vegetables, the water, the soil represent?)
- 6) Produce a script. Synthesize theories, principles, processes of instructed second language acquisition in your educational setting.
- 7) Record a video (7-10 minutes) (you can use Flip or upload a recording to YouTube- unlisted) in which you show your model and give a full explanation of how your physical representation depicts how your students acquire English as a new language in your educational setting. Name the researchers whose theories you are using. Name the components of language you have represented. Explain the processes that you are referring to. In other words, use the model to answer these questions meaningfully:
  - How is a new language acquired or learned in my educational context?
  - What are the processes or components of proficiency in a new language?
  - What conditions are necessary and beneficial for second language learning/acquisition in my educational context?
  - How can the educational context be shaped to support the successful acquisition of a new language?

Do not make this video a lecture presentation. Focus on the model/metaphor. The presentation should be about the *what*, *why*, and *how* of the model. Try to make the holistic model itself be the memorable

takeaway for the viewer. “Oh, I get it. That’s clever. Climbing a spiral staircase is a good way to think of how our learners becoming proficient in English over several years.” (Just a random suggestion.)

- 8) Include a References section with a complete reference for all the information presented. At the end of your video, display your references in APA style for the information you read, synthesized, and represented in your model.
- 9) Write an effort analysis, but this is only necessary if you have worked with a partner. Each partner must write one paragraph about their contribution to the project and send via email to the instructor.
- 10) Upload your assignment.
  - a) Name your file: Please label your file to start with your last name (e.g., Smith\_ENG695\_SLA Model.doc
  - b) Upload a Word Doc or PDF with your script, your references, and the link to your video.
  - c) Send the effort analysis to the instructor’s email, if you worked with a partner.

**Standards Based Rubric: Model of Second Language Acquisition Project**

Improvement Needed to Approach Standard	Approaches Standard	Meets Standard	Score
1	2	3	
<b>Standard Description: TESOL 2018 1b</b> Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.			
Candidate fails to provide evidence or demonstrates limited knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.	Candidate demonstrates knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning, although gaps in knowledge in some of these areas are evident or additional evidence is needed.	Candidate provides sufficient evidence to demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.	
<b>Standard Description: TESOL 2018 1c</b> Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELs' language learning in English.			
Candidate fails to provide evidence or demonstrates limited knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELs' language learning in English.	Candidate demonstrates knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELs' language learning in English, although gaps in knowledge are evident or additional evidence is needed.	Candidate provides sufficient evidence to demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELs' language learning in English.	

**Analytical Rubric: Model of Second Language Acquisition Project**

Criteria for Success	Model of Second Language Acquisition Project			
	Improvements Needed to Approach Standard	Approaches Standard	Meets Standard	Score
Identify an analogy or metaphor that captures theories and processes of second language acquisition in your educational setting.	The analogy or metaphor is basic, simplistic, inauthentic, or disjointed. (0-13 points)	The analogy or metaphor is sufficiently memorable and captures the theories and processes holistically. (14-15 points)	The analogy or metaphor is memorable, intuitive, and it fits theories and processes of second language learning well in the educational setting of the presenter. It should be one main metaphor with related concepts coming together to form the big picture and details as related to SLA. (16-20 points)	
Create a physical model of the analogy or metaphor.	The model is not a 2D or 3D representation. (0-13 points)	The model is a 2D or 3D representation, but it is not detailed or developed. (14-15 points)	The model is a 2D or 3D representation, which is suitably detailed to have explanatory value. (16-20 points)	
Label the components of your model.	The model lacks labels. (0-13 points)	The model has some labels of theories, processes, and elements of language. Some may not be fully accurate. (14-15 points)	The model has clear labels that correctly reference key theories and theorists (where applicable), processes, and the elements of language. (16-20 points)	
Produce a script. Synthesize theories, principles, processes of instructed second language acquisition in your educational setting.	Script may not have been provided and/or the model and its explanation do not reflect contemporary understanding of theories, principles, and processes of instructed second language acquisition. (0-27 points)	Script is provided. The model and its explanation reflect a developing understanding of some theories, principles, and processes of instructed second language acquisition; however, there may have been some missed opportunities. (28-30 points)	Script is provided. The model and its explanation reflect current and accurate understandings of theories, principles, and processes of instructed second language acquisition. (31-40 points)	

Include a <i>References</i> section with a complete reference for all the information presented.	The <i>References</i> section is missing, incomplete, not APA style, or it contains references that do not match the presentation. (0-13 points)	The <i>References</i> section is complete although it has errors with the APA style. All borrowed ideas are referenced. (14-15 points)	The <i>References</i> section is complete, and adheres to the APA-7 style, with only very minor errors. All borrowed ideas are referenced. Every reference is part of the presentation. (16-20 points)	
Record a video.	There is no video recording. The recording does not explain the model. (0-13 points)	The video presents the model briefly, but it is mainly a lecture presentation that is indirectly related to the model. (14-15 points)	The video presents the model with a clear explanation of how the model represents SLA. The presentation is focused on the model and makes it memorable. (16-20 points)	

Present your work in a professional matter.	The presentation is not yet ready to share with professional peers in its current form. (0-13 points)	The presentation is professional for a small peer group, but it would need revision to be included in a public forum for educators. (14-15 points)	The presentation is suitable to share in a public forum for educators in its current form. (16-20 points)	
Submit your work in a timely fashion.	The project is late without the instructor's prior permission. (5 points subtraction per day, up to 20 points off)	The project is late with the instructor's prior consent. (-2 points per day late, up to 10 points off.)	The paper is submitted on time. 20 points	
Effort analysis demonstrates each person did their fair share of the work.	The project was completed as a group, and you completed about 50-75 percent or less of what you should have done, or you did not turn in an effort analysis. 0-13 points.	The project was completed as a group, and you completed about 75%-90% <u>of your portion</u> of the project. Each individual in the group turned in a group effort analysis to the instructor via email. 14-19 points	The project was completed as an individual, or if completed as a group, you completed your fair share. Each individual in the group turned in a group effort analysis to the instructor via email. 20 points	
			<b>Total (Max. 200)</b>	