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Winter 2012 Teaching Skills Study Award

Evaluation and Reflection

Dr. Lynne Diaz-Rico, Grant Recipient

Dept. of Language, Literacy & Culture

Note: I will present this report at the TRC Brown Bag on February 8, 2013. However, the course EESL 515 for Fall, 2012 was canceled due to a health leave and I will be teaching two sections in Winter, 2013.

Précis: My goals in attending the **American Association for Applied Linguistics (AAAL) 2012 Conference** were twofold: (1) to enhance teaching of the research seminar EESL 515 (Second-Language-Acquisition Research), in which I am responsible for a class research project as well as acting as a mentor for approximately 25 master's candidates as they review and design research (and therefore I needed to attend an applied linguistics conference to stay current in applied linguistics research paradigms and methods, which form the core of the second-language-acquisition topics chosen by students); and (2) to improve mentoring of graduate students in the M. A. in Education, TESOL Option who need to learn about topics in applied linguistics in order to be competitive if they wish to apply to doctoral programs in the field of TESOL and applied linguistics.

This year's AAAL conference featured a greatly expanded set of strands (see list below). Of these, all are a part of the MA-TESOL curriculum in one way or another. It was hard to decide which sessions to attend.

- Analysis of Discourse and Interaction
- Assessment and Evaluation
- Bilingual, Immersion, Heritage, and Minority Education
- Corpus Linguistics
- Educational Linguistics
- Language and Cognition
- Language and Ideology
- Language and Technology
- Language Planning and Policy
- Language, Culture and Socialization
- Pragmatics
- Reading, Writing, and Literacy
- Second and Foreign Language Pedagogy
- Second Language Acquisition, Language Acquisition, and Attrition
- Sociolinguistics
- Text Analysis (Written Discourse)

The following six teaching areas comprised the method-acquisition goals I set out to fulfill by as a focus of attending the conference. I will evaluate the success of the method acquisition for each goal respectively. The topics addressed by students are diverse, because the MA-TESOL program includes both teaching English as a second language (ESL), for teachers who will be educating immigrants within Anglophone countries (US); as well as English as a foreign language (EFL), for

teachers who will be educators in non-Anglophone countries (South Korea, Taiwan, People's Republic of China, Ecuador, etc.)

- a) *Conversational analysis: Microanalysis of turn-taking and other variables; the classroom-teaching goal is to help non-native speakers of English maintain turn-taking parity with native-English speakers, and help native-English speakers become more adept in understanding the latent meanings inherent in use of conversational silence and nonverbal cuing. These same foundational ideas of conversational analysis may be applicable to analysis of synchronous chat-room conversations, which can be analyzed without the necessity of making tedious written transcripts from oral language data.*

Result: I was able to acquire a handout on mitigation in peer review that I intend to use in winter, 2013.

- b) *Discourse analysis: Studies of interpersonal communication, intersubjectivity, and topic control; the objective is to train teachers of English as discourse leaders who can skillfully manage small-group discussions in situations where learners are orally reticent.*

Result: I was able to acquire a paradigm for the use of learner analytics in tracking research development that I can use in winter, 2013.

- c) *Second language acquisition in the classroom: Lexical learning in K-12 content classrooms, code-switching (use of the first language as a scaffold for learning), multicompetence language use in situations of bilingualism/biliteracy*

Result: I was able to acquire a theoretical justification for dual-language competence as the desired goal of interlanguage continuum, which will be the basis for a wiki-platform cooperative debate and the Winter Comprehensive Examination research question.

- d) *Critical language analysis: The study of power in discursivity, critical media analysis, Foucaultian analyses.*

Result: I attended a session on critical media analysis that I can use as an example of this technique in Winter, 2013.

- e) *Classroom sociolinguistics: Ways to enhance intercultural communication and to ascribe influences of social class, subculture, age-related, gender, and regional dialectics on linguistic variation*

Result: I was able to acquire a comprehensive bibliography on socialization theory that I can use.

- f) *Corpus linguistics: Using databases that are computerized and pre-analyzed for display of predetermined linguistic features and aspects of classroom communication*

Result: I was able to acquire a powerpoint presentation and several books that illustrate this technique for use in EESL 515 in Winter, 2013.

Summary: The conference fulfilled every goal. I will be presenting an overview of these six techniques at the February Brownbag Seminar. Also, one graduate from last year's MA-TESOL cohort applied and was accepted to a PhD program at Hankuk University in Seoul, a first for the MA-TESOL program. This was directly due to the paper she submitted basic on applied linguistics theory.