SLS PROFESSIONALIZATION COLLOQUIUM:
Undergraduate Teaching

Course creation

Mike Iverson
Before the job
Design purposefully

• What are you able to teach?
• Why do you choose the textbook/materials/etc. that you do?
• How is your approach appropriate for a given level?
Know your audience

• What did the job description ask for?
• What kind of department is it?
• What other courses do they offer?
On the job
Preliminary considerations

- Courses aren’t created in a vacuum
- Don’t reinvent the wheel
- Know your audience
Syllabus specifics

• Use a top-down approach for design (?)

• Have explicitly stated learning outcomes—after this course what will a student know or be able to do?

• Include required information
Marketing: what do the students want these days?

- Remember what it was like to be young
- Make your course more than an elective
- Tailor to intended level
Updating your course

• Always be on the lookout for new/better material, assignments, activities, etc.
• Consider student feedback
• But, stick to your guns
112: Multilingualism and the Brain

- Did not reinvent wheel
- Designed course based on CASE and Gen Ed requirements
- No textbook
- Updated
  - Enrollment increased
  - Student feedback
  - New materials

When you speak two languages but start losing vocabulary in both of them
Byelinguual
Thanks!
Teaching undergraduate-level L2 Laboratory Phonology courses

New Sounds

Foreign Accents and Pronunciation in a Second Language

Isabelle Darcy
15 February 2019
The course focuses on the phenomenon of non-native speech, foreign accent, and pronunciation in a L2.

No pre-requisites

Introduction to non-native sound systems

Introduction to research; work hand-on with learner speech

New Sounds

Foreign Accents and Pronunciation in a Second Language

SLST-S312
New Sounds (3 cr.)
CASE N&M
The biggest challenge: diversity of students’ backgrounds

Freshmen through seniors, with majors in linguistics or a language, some with SLS minors, but also majors in SPEA, English, Apparel Merchandising, Physics, Biology, or Dance...
About half of all enrolled students (N = 62) do not have linguistics or a language as major.
The second challenge: spoken language research involves technology

Teaching about non-native sound systems to such a “wild bunch” requires some flexibility
Flexibility is implemented across the syllabus

Activities and Homework

Readings and discussions

Final assessment
Activities and homework are either inclusive or flexible

**Inclusive: everyone can contribute regardless of their background**

Example: Accent ratings, listening tasks, map drawing, video documentary, reacting to media clip...

**Flexible: expectations are adjusted to background and skill level**

Example: Interviews with written reflection
Topics: interview people about opinions regarding accents or international students about their experience with spoken language; ask their parents about their experience with accents growing up and compare with their own...

Example: Accent diagnostic
I group students by skill level/interest and they can do the task at different levels of complexity
More accessible media articles are mixed with specialized research papers, for which I create reading guides. Reading guides consist of five/six questions targeting central ideas.
Final group projects often require technology skills, which are scaffolded during the semester in “labs” and workshops tailored to the interests and background of each group.

- Aim at actively practicing and developing presentation skills (visuals).
- Involve a presentation of their findings to the class.
“Labs” are hands-on workshops

Students learn to do in class what they will have to do for their final project

Sequence of 7 labs
learn to record speech, examine it, annotate it, measure it, manipulate it for research project, analyze dataset

Example, spring 2019:
Learning to use speech software (Praat)

Everyone records 2 speakers saying a fixed stimulus set;
Flexible: Each group investigates a different aspect of recordings (e.g., acoustics, role of background variables, attitudes, accentedness, ...)

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<thead>
<tr>
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<th>5000</th>
<th>a</th>
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</table>
We workshop visual impact and presentation skills

Students learn to handle data and present it to their audience

Slide or figure makeovers
In summary, I attempt to \textit{start} or \textit{stoke} the “L2 fire”, depending on students’ starting point.

Varied activities and readings

Tailored final projects

Scaffolded through labs and workshops

Questions?
HERE, USE THIS MAGNIFYING GLASS. LET ME KNOW IF YOU HAVE ANY QUESTIONS.

For second 8-weeks classes or less “energetic” groups, I use a final exam with a simple grading strategy

A mix of “multiple choice” and short-essay questions (~ 1 per topic/LO)

Recommendations on how to prepare for the exam

<table>
<thead>
<tr>
<th>For short-essay questions</th>
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<tbody>
<tr>
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<td>☹</td>
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<tr>
<td>☹</td>
</tr>
</tbody>
</table>

For “Check all that apply” questions:

| ☺ | Only the exact one(s) is/are checked |
| ☹ | Too few or too many boxes are checked |
| ☹ | All boxes are checked, or no boxes at all are checked, or all checked boxes are wrong |

One question asks “To you, what is the most valuable or intriguing thing you learned in this course?”
• SLST-S 302 The Successful Language Learner

• SLST-S 305 Second Language Acquisition and Language Instruction

• SLST-T535/T435: TESOL Practicum
What makes undergraduate-level teaching different?

No background
unfamiliar with the basic concepts and terminology in second language acquisition

Motivation
not clear about their future plans
SLST-S 302 The Successful Language Learner

• Characteristics of a good language learner
  • language aptitude,
  • working memory,
  • motivation,
  • learning styles and strategies,
  • anxiety,
  • learner beliefs,
  • willingness to communicate,
  • age.
# Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>% Grade</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion board postings</td>
<td>20%</td>
</tr>
<tr>
<td>In-class quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Class presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final paper</td>
<td>30%</td>
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</table>
Two Modules

1 Preparation
   • SLA concepts
   • Statistical concepts

2 Main part
   • Individual difference factors
Materials


• Journal articles
Assessment approach

1. Preparation
   - Quizzes
   - Midterm

2. Main part
   - Final paper
   - Classroom presentation
Small-scale research study: Administer ID measures and report the results

- Two language learners and two ID measures
- One language learner and four ID measures
Discussion board postings

• For an assigned reading for each meeting, think of a question that you would like to discuss in class and post it on Canvas.

• Be prepared to bring them up in class.

• Works as task planning.
A Typical Group-work Activity

~30 minutes

• Administer a test that measures one of the ID factors
• Work in groups to discuss what each part of the questionnaire or each question measures
Strategy questionnaire activity

- Strategy Inventory for Language Learning (SILL) (Oxford, 1990)

<table>
<thead>
<tr>
<th>Table 6.3</th>
<th>Sample items for Oxford’s (1990) Strategy Inventory for Language Learning (SILL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memory strategies</td>
<td>“I use a combination of sounds and images to remember the new word.”</td>
</tr>
<tr>
<td>Cognitive strategies</td>
<td>“I look for patterns in the new language.”</td>
</tr>
<tr>
<td>Compensation strategies</td>
<td>“I make up new words if I do not know the right one.”</td>
</tr>
<tr>
<td>Metacognitive strategies</td>
<td>“I arrange my schedule to study and practice the new language consistently, not just when there is the pressure of a test.”</td>
</tr>
<tr>
<td>Affective strategies</td>
<td>“I try to relax whenever I feel anxious about using the new language.”</td>
</tr>
<tr>
<td>Social strategies</td>
<td>“I work with other language learners to practice, review, or share information.”</td>
</tr>
</tbody>
</table>

(Dörnyei & Ryan, 2015, p. 157)
Strategy questionnaire activity

Complete the questionnaire

Work in groups to determine the type of strategy each part measures.

How effectively do you think each strategy type is measured by the questions?

How would you score the responses?
Thanks!
PLANNING A RESEARCH EXPERIENCE FOR AN UNDERGRADUATE INTRODUCTION TO SLA

Kathleen Bardovi-Harlig
SLST-S301
Goals for a research experience

Provide students experience with
- Learners (scheduling, talking to learners)
- Collecting data
- Analyzing data
- Reflecting on the process
- Guaranteeing student success
Students (undergraduates!)

• May have not had a linguistics course
• First time collecting/analyzing data
• Haven’t had teaching experience
Grad Students (532)

- Individual learners
- Four meetings
- Four research reports
- Design own elicitation tasks
- Analyze data individually
- High individualized assignments
- Generate office hours
Grad Students (532)

- Individual learners
- Four meetings
- Four research reports
- Design own elicitation tasks
- Analyze data individually
- High individualized assignments
- Generate office hours

Undergrads (301)

- Individual learners
- Three meetings
- Three research reports
- Pre-designed elicitation tasks (published)
- Analyze data individually
- Compile data as a group to build a cross-sectional study
4 basic assignments

1. Learner background questionnaires
   In class completion of LCP (SSLA, 2004)
   Interview each other
   Write their own learner biography
   → Interview their learners and write up including information that is crucial to the cross-sectional study (Standardized test scores, TOEFL, IELTS; LOR; years of studying English etc)

Instructor: set up an Excel spreadsheet and have students enter their learner variables (with pseudonym into the spreadsheet)
## Learner-background spreadsheet (A-1)

<table>
<thead>
<tr>
<th>Subject #</th>
<th>Pseudonym</th>
<th>Age</th>
<th>L1</th>
<th>Length of Stay (LOR) (mos)</th>
<th>Years of English Study</th>
<th>TOEFL</th>
<th>IELTS</th>
<th>Other Tests</th>
<th>College level instruction (mos)</th>
<th>English medium instruction (mos)</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1</td>
<td>Esma</td>
<td>27</td>
<td>Turkish</td>
<td>19</td>
<td>4</td>
<td>93</td>
<td>N/A</td>
<td>N/A</td>
<td>19</td>
<td>N/A</td>
<td>Learner had taken English classes before the four years, but learned very little and only knew a few words.</td>
</tr>
<tr>
<td>2</td>
<td>Tiantian</td>
<td>18</td>
<td>Mandarin</td>
<td>4</td>
<td>12</td>
<td>80</td>
<td></td>
<td>TOEIC 984</td>
<td>2</td>
<td>144</td>
<td>intl prep school in English</td>
</tr>
<tr>
<td>3</td>
<td>Alice</td>
<td>20</td>
<td>French</td>
<td>0*</td>
<td>11</td>
<td>115</td>
<td></td>
<td>SAT composite 1115 (2016)</td>
<td>4 sem. (~12 mo.)</td>
<td>3 mo.</td>
<td>Has never been to an English-speaking country for the purpose of learning English. 11 years of formal study, but towards the end, lots of self-studying was performed as well.</td>
</tr>
<tr>
<td>4</td>
<td>Sofia</td>
<td>45</td>
<td>Spanish</td>
<td>396 (33 years)</td>
<td>33 years</td>
<td></td>
<td></td>
<td>4 years</td>
<td>132 months (11 years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Daiyu</td>
<td>18</td>
<td>Chinese</td>
<td>2</td>
<td>11</td>
<td>95</td>
<td></td>
<td>2</td>
<td>2</td>
<td>2 Attended international high school</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Jeanie</td>
<td>19</td>
<td>Mongolian</td>
<td>48</td>
<td>8</td>
<td>100</td>
<td></td>
<td>SAT composite 1115 (2016)</td>
<td>26</td>
<td>48 Attended a Russian-medium school aged 6-15 (75% of precollege education)</td>
<td></td>
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<tr>
<td>7</td>
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<td></td>
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<tr>
<td>8</td>
<td>Jae-suk</td>
<td>23</td>
<td>Korean</td>
<td>38</td>
<td>15</td>
<td>105</td>
<td></td>
<td>38</td>
<td>86 intl prep school in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Sebastian</td>
<td>21</td>
<td>Spanish</td>
<td>0</td>
<td>12</td>
<td></td>
<td></td>
<td>0</td>
<td>lives in Santiago, Chile; studied English throughout elementary to high school</td>
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<tr>
<td>10</td>
<td>Lian</td>
<td>19</td>
<td>Chinese, Mandarin</td>
<td>2</td>
<td>14</td>
<td>86</td>
<td></td>
<td>2</td>
<td>2 int prep school</td>
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<td>11</td>
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<td></td>
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<tr>
<td>12</td>
<td>Lixia</td>
<td>52</td>
<td>Chinese</td>
<td>360</td>
<td>72</td>
<td>550+</td>
<td></td>
<td>48</td>
<td>96 grad school in the US/MA/PhD</td>
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<td>13</td>
<td>Sahir Lasi</td>
<td>18</td>
<td>Urdu</td>
<td>62</td>
<td>8</td>
<td></td>
<td></td>
<td>12</td>
<td>53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Tao</td>
<td>18</td>
<td>Mandarin/Cantonese</td>
<td>3</td>
<td>80</td>
<td>1 1/2</td>
<td>1 1/2 intl prep school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Yuewei</td>
<td>19</td>
<td>Chinese</td>
<td>2</td>
<td>6</td>
<td>82</td>
<td></td>
<td>2</td>
<td>38 intl prep school in English</td>
<td></td>
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Assignments 2 and 3

• Replication of two published papers with accessible tasks
• Read and discuss the study/ies in class
• Each student works with their one learner
• Class compiles a cross-sectional study out of their individual learners
• Data (for each study) are added to the learner background information
• Learners use the information to discuss variables
• To graph the data
• To decide what the “best” fit is
• And to compare their composite data to the original study
Form & Meaning (Bardovi-Harlig, 1992)

- 14 item cloze passage from a learner essay (written)
- Tense-Aspect Morphology, scored once for “form” (well-formedness) and once for “meaning” (use)

- Research report
- Method
- Results
- Reflection on being a researcher
- Provide a “row” for our class spreadsheet
Life has changed quite a bit since my grandmother’s time. My grandparents, like most people at that time, (*live*) __________________ on a farm. My grandmother (*work*) __________________ on the farm and she (*take*) __________________ care of her family without any help. I think that she (*be*) __________________ more of a slave than a wife. By the time that she was thirty she (*be*) __________________ married for 15 years and she (*raise*) __________________ six children! The women of my grandparents’ generation usually (*stay*) __________________ home and had little entertainment. My grandmother once (*tell*) __________________ me that she never (*go*) __________________ to a wedding or a party until my grandfather (*die*) __________________.
Data by TOEFL scores (% scores) (N=10)
Form & Meaning by Years of English Study (% scores)
Conventional Expressions in Pragmatics (Bardovi-Harlig, 2009)

- Evaluate “appropriateness” of response (in class)
- Evaluate match/no match of conventional expressions such as *Nice to meet you, Sorry I’m late, and I’m just looking*
- Original task is a computer-delivered conversation simulation. I provide a researcher script and a learner script
You give your classmate a ride home. He lives in the building next to yours. He gets out of the car and says, “Thanks for the ride.”

You say:
• Analyzed on an item-by-item basis with an overall score
• Appropriate response
• Exact match
Have practice analysis sessionS in class! (Professor Friedman, Spring 2018)

• Students need to practice their morphological identification

• May also need to become familiar with unique concepts like form vs meaning

• In the case of the pragmatics study, they really (really, really) wanted to give credit for ‘good’ answers (I wanted them to focus on conventional expressions),

• So we did one analysis for “appropriate response” as a class, so they got to discuss what appropriateness is and a second analysis for “exact response”
Final project

Students may either

• Write up ONE of the cross-sectional projects (all data is posted on Canvas) as a research report as though they collected the data and were responsible for the whole thing. They add new observations where possible.

OR

• Write up a case-study of their learner, exploring the difference/similarity of the learner’s performance on TWO different types of tasks. Discuss the outcome and reflect on the possible reasons.
Insider’s scoop

- You don’t know what learners your students will find
- Fall 2017 has “traditional” learners, wide spread, grouped into 4 proficiency groups
- Fall 2018 chose advanced learners, two proficiency groups but wide variation in LOR and years of study compared to proficiency…one learner in France had never been to an English speaking country
- Learners go missing (at least 1 per semester, same w/grads). Not a problem. Skype or supply new learner
- You get to lead the exploration (it’s fun!)
Data by TOEFL scores (% scores) (N=10)
2017 Form-Meaning (TOEFL)

Form and Meaning by TOEFL Scores

% Production

TOEFL ibT Scores

37-53, low
64-77, precollege
81-99, college
102-107, high

Form
Meaning
Data by TOEFL scores (raw scores) (N=10)