

Professional Development Monthly Advisor and Planner (PD MAP)

Theme: Second Language Acquisition (SLA) and Learning

February 2011

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Welcome to the February Professional Development MAP!

Each year in Colorado, about 65% of the learners enrolled in our AEFLA-funded adult education programs have come to learn or improve their English. This issue of the PD MAP focuses on how a second language is learned and the factors that influence that process. Researchers and teachers understand that SLA is a long and very complex process. Hence, decades of investigation and debate have focused on the influences resulting from the learner's immersion in the English-speaking environment and the influences resulting from classroom instruction. The articles in this PD MAP address both aspects of second language acquisition and learning.

If you are an ABE or ASE/GED teacher, you may or may not be instructing second language learners. Before setting this PD MAP aside, please review the resources listed in Collaboration with Colleagues, Workshops/Conferences, and Courses for Credit. There are many workshops, facilitated online courses, and EDU courses taking place in February that are not on the topic of SLA. So don't miss out on these opportunities!

New this month, the CDE/AEFL office is offering a second opportunity for teachers and directors to participate in a state-wide follow-up phone conference on the topic of SLA. In addition to the Friday morning call on March 4th, we'll have a Thursday afternoon call on March 3rd to accommodate people who have not been able to join us on Fridays. See the last page of the PD MAP for registration details.

Best Regards,

Jane C. Miller, Facilitator
CDE/AEFL PD Advisory Group
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303-866-6611

Self-Study:

Glossary of Second and Primary Language Acquisition Terms

<http://earthrenewal.org/secondlang.htm>

This glossary defines over three dozen SLA terms.

Beginning to Work with Adult English Language Learners: Some Considerations

Cunningham Florez, M., and Burt, M. National Center for ESL Literacy Education, Center for Adult English Language Acquisition, 2001

http://www.cal.org/caela/esl_resources/digests/beginQA.html

This digest discusses instructional implications of four topics: the application of principles of adult learning in ESL contexts, eight key factors of second language acquisition, culture and working with multicultural groups, and ten instructional approaches that support language development in adults.

Looking Closely at Second Language Learning, An Interview with Shattuck Professor Catherine Snow

Bucuvalas, A., Harvard Graduate School of Education, October 1, 2002

<http://www.gse.harvard.edu/news/features/snow10012002.html>

In this interview, Snow examines age differences (child vs. adult) in SLA. She identifies advantages and disadvantages that adults bring to second language learning. Snow dispels the notion of a “critical period” for language learning.

Contextual Factors in Second Language Acquisition

Walqui, A., West Ed, Center for Applied Linguistics (CAL), 2000

<http://www.cal.org/resources/digest/0005contextual.html>

This article describes 14 individual, social, and societal factors that impact the second language acquisition process. The factors are categorized by language, learner, and the learning process. Some factors included are: language distance, first language proficiency, language attitudes, peer groups, motivation, and classroom interaction.

Principles of Instructed Second Language Acquisition

Ellis, R. University of Auckland, Center for Applied Linguistics (CAL), 2008

<http://www.cal.org/resources/digest/instructed2ndlang.html>

This article describes 10 fundamental principles of adult SLA and suggests ways that teachers can design lessons and plan classroom activities that align with the principles.

Second Language Acquisition in Adults: From Research to Practice

Moss, D., and Ross-Feldman, L., Center for Adult English Language Acquisition (CAELA), 2003

http://www.cal.org/caela/esl_resources/digests/SLA.html

This article describes the current understanding of SLA for adults and suggests types of classroom activities teachers can implement that align with SLA research. Research results in three areas of second language acquisition are discussed: (1) the effect of learner motivation, (2) the role of interaction, and (3) the role of vocabulary. This article’s list of references is extensive.

Evidence-Based, Student-Centered Instructional Practices

Peyton, J. K, Moore, S.C., Young, S., Center for Adult English Language Acquisition (CAELA), April 2010

<http://www.cal.org/caelanetwork/pdfs/EvidenceBasedFinalWeb.pdf>

This article describes four learner-centered instructional approaches for ESL adults that are supported by research on second language learning: the promotion of interaction among learners, the judicious use of native language when possible and appropriate, the connection of instruction with learners’ lives, and the explicit teaching of learning strategies. Over five dozen research articles are cited.

The Older Language Learner

Schleppegrell, M., National Teaching and Learning Forum, ERIC ED287313 Sep 87

<http://www.ntlf.com/html/lib/bib/87-9dig.htm>

This article explores the topics of aging and learning ability and dispels stereotypes of older language learners. Teaching practices that are effective and ineffective for older language learners are identified.

Reading and Adult English Language Learners: The Role of the First Language

Burt, M. and Peyton, J., Center for Adult English Language Acquisition (CAELA), 2003

http://www.cal.org/caela/esl_resources/digests/reading.html

This article describes five types of first language literacy and their impact on English language learners’ development of English language literacy. The types are: preliterate, non-literate, semi-literate, non-Roman alphabet literate, and Roman alphabet literate.

Lexical Approach to Second Language Teaching

Moudraia, O., Center for Applied Linguistics, 2001

<http://www.cal.org/resources/digest/0102lexical.html>

This article explains the ESL teaching approach that concentrates on developing learners’ proficiency with using words and word combinations as unanalyzed wholes, or “chunks”.

Social Identity and the Adult ESL Classroom

Ullman, C., University of Arizona, Center for Adult English Language Acquisition (CAELA), 1997
http://www.cal.org/caela/esl_resources/digests/socident.html

This article explores how theories of social identity and language learning have developed. It discusses six classroom activities teachers can use to support learners in their process of self re-creation that occurs during the process of second language learning.

Brain Research: Implications for Second Language Learning

Genessee, F., McGill University, Center for Applied Linguistics (CAL) and ERIC, 2000
<http://www.cal.org/resources/digest/0012brain.html>

This brief summarizes current research on brain development, particularly in adults, and discusses what happens neurologically during language learning. Several implications of the findings for language teaching are described.

Strategy Training for Second Language Learners

Cohen, A., Center for Advanced Research on Language Acquisition
<http://www.cal.org/resources/digest/0302cohen.html>

This digest describes strategy training – explicit instruction in how to apply language learning and language use strategies. The digest discusses the seven goals of strategy training, highlights three approaches to such training, and lists seven steps for designing strategy training programs.

Reading and Adult English Language Learners: A Review of the Research

Burt, M., Kreeft Peyton, J. & Adams, R., Center for Applied Linguistics, 2003
<http://www.cal.org/caela/research/RAELL.pdf>

Section 1 of this report discusses factors influencing adult literacy development in English. Section 2 describes the process of learning to read in a second language. It covers four models of reading and four reading skills. The fourth section explores personal factors that impact literacy acquisition in adults.

Collaboration with Colleagues:***Locally facilitated staff discussion***

To conduct a 60-90 minute staff discussion of any articles in the Self-Study strand, use the following resource: *Guidelines for Facilitating Discussion Groups*
<http://www.calpro-online.org/pubs/DiscussionGuidelineforResearchPublications.pdf>

College Readiness for Adults: Beyond Academic Preparation!, online facilitated course

World Education, Feb. 10–March 30, 2011, course fee: \$249

Course description and to register: <http://professionalstudiesae.worlded.org/index.html#ctreadi>

This course assists educators, administrators and postsecondary partners to better prepare their students for postsecondary education. Participants identify, organize, and reflect on the broad array of readiness skills and abilities that adults need to be successful in postsecondary education and training.

Online Study Circle: Research-based Adult Reading Instruction, online facilitated course

World Education, Course dates: Feb. 17–April 20, 2010, course fee: \$249

Course description and to register: <http://professionalstudiesae.worlded.org/index.html#read>

This course, developed by the National Center for the Study of Adult Learning and Literacy, explores differing theories of the reading process, the four major components of reading and the implications for teaching, the development of learners' reading profiles, and the Equipped for the Future framework. It is based on a review of adult reading research published in a report by John Kruidenier, *Research-Based Principles for Adult Education Reading Instruction*.

Geometry: Teaching About Shapes and Their Measures, online facilitated course

World Education, Feb. 21–April 1, 2011, course fee: \$179

Complete course description and to register:

<http://www.newreaderspress.com/Items.aspx?hierId=6511>

Participants explore key topics in geometry, such as area, perimeter, and volume, and their importance in learners' everyday lives. Numerous instructional activities are explored for teaching about angles, spatial relationships, similarity, and figure transformations on a coordinate graph system.

Introduction to College Transition Math, online facilitated course

World Education, February 28–April 25, 2011, course fee: \$249

Complete course description and to register:

<http://professionalstudiesae.worlded.org/index.html#ctmath>

Through the readings and activities in this course, participants will reflect on their own and their students' math backgrounds, examine and experience the college placement test entering students take, try out math activities and exercises for use in the adult classroom, and explore the math knowledge and skills to present to college transition students.

Making Second Language Acquisition Come Alive - Study Circle

Miller, J., Davis, C., Lambott, N., (expanded from the CAELA Study Circle below) 2007

In this 2-part study circle teachers read two articles which explore the meaning and applications of SLA research to adult ESL instruction. Participants review twelve research- or theory-based strategies, and implement at least one of them in their teaching. Participants receive over four dozen resources explaining how to implement the strategies with adult learners. The study circle can be facilitated by CDE/AEFL professional development staff upon request. Contact Jane Miller, miller_j@cde.state.co.us or 303-866-6611.

Second Language Acquisition - Study Circle

The CAELA Guide, Section IV-B, Center for Adult English Language Acquisition (CAELA), 2006, 2 sessions, 3-1/2 hours total time

http://www.cal.org/caela/scb/IV_B_SecondLanguageAcquisition.pdf

In this 2-part study circle teachers read two articles about SLA, explore the meaning and applications of SLA research to adult ESL instruction, implement at least one new research- or theory-based strategy in their teaching, and reflect on the impact of that experimentation on their thinking and practice. A Trainer Guide with complete step-by-step instructions, participant handouts, and materials list is available. The study circle can be facilitated locally by using the Facilitator Guide.

Workshops, Trainings, Conferences:

Learning to Achieve Training

Learning to Achieve is a national training program that helps adult education practitioners improve their knowledge of learning disabilities (LD) in adults. The training offers instruction on how to actively support adults with LD in educational and workplace settings. All trainings cover the definition of learning disabilities and explicit instructions for strategy learning. Trainers also present two of the following topics: self-determination, legal issues, reading disabilities, written expression disabilities, content learning, and workforce preparation strategies. Contact individual trainers for details.

Trainings are free of charge. Dates and locations vary as follows:

- **Commerce City**, Feb. 2 and Feb. 3, 5:00 pm – 8:30 pm. To register: contact Sherry Romero sromero@ascd14.k12.co.us
- **Glenwood Springs**, Feb. 4, 8:30 am – 4:30 pm. To register: contact Christine Tinner ctinner@coloradomtn.edu
- **Longmont**, Feb. 11, 8:30 am – 5:00 pm. To register: contact Connie Davis, ncpdc@stvrain.k12.co.us
- **Denver**, Feb. 25, or **Lakewood** Feb. 26, 9:00 am – 5:00 pm. (Workshop content is the same at both locations.) To register: contact Nita Bratt nita@coloradoliteracy.org

Communication Learning Differences, Webinar

Feb. 3, 2011, 2:00 – 3:00 pm Mountain Time, Fee: \$40 non-members, \$20 members

Sponsor: National Assoc. of Adults with Special Learning Needs (NAASLN)

Register online at: www.naasln.org/webinars.htm

In the third of this 4-webinar series Dr. Richard Cooper discusses the extremes of the communication range such as high verbal skills, mispronunciations, creative ideas, poor writing skills, good drawing ability and poor spelling. He explains how a person can have a clear mental idea that he cannot express in words or can have so many thoughts that they overlap as he tries to explain them. Cooper demonstrates how to assist these different learners to improve their communication skills by tapping their strengths and providing lots of practice.

Social and Life Skills Learning Differences, Webinar

Feb. 17, 2011, 2:00 – 3:00 pm Mountain Time, Fee: \$40 non-members, \$20 members

Sponsor: National Association. of Adults with Special Learning Needs (NAASLN)

Register online at: www.naasln.org/webinars.htm

In the final of this 4-webinar series Dr. Richard Cooper discusses how the learning differences in perception, processing and communication result in problematic patterns in social and life skills. The person who hears too many sounds may become over-stimulated and withdraw from a social gathering at an inappropriate time. Limited vocabulary caused by blurred hearing can cause frequent misunderstandings in relationships. These and many others examples are detailed and analyzed with suggestions about how to help adults self-monitor their behavior and improve their life and social skills.

Annual Adult Education Mini-Conference

Literacy Coalition of Colorado and Colorado Dept. of Education, Adult Education and Family Literacy

Friday, Feb. 25, 8:00 – 1:30 pm, Free

Repeated Saturday, Feb. 26, 8:00 – 1:30 pm, Free

Red Rocks Community College, 13300 W. 6th Ave., Lakewood, CO 80226

To register, contact: Kim Hosp, Kimberly_hosp@dpsk12.org

Workshops for teachers and tutors on a variety of topics pertinent to ABE, ASE, ESL, family literacy, GED preparation, and citizenship instruction for adult learners.

Learning Disabilities Association of America 48th Annual International Conference

Feb. 23-26, 2011, Jacksonville, FL

For information and to register: <http://www.ldanatl.org>

Courses for Credit:

Morgan Community College, www.morgancce.edu or 970.542.3270

EDU 131 Introduction to Adult Education

Class Format and Dates: February 5 through May 9 as a hybrid with face-to-face classes on February 5, March 5, and April 2, 9am to 4pm

EDU 133 Adult Basic Education (ABE)/Adult Secondary Education (ASE/GED)

Class Format and Dates: February 19 through May 9 as a hybrid with face-to-face classes on February 19, March 19, and April 16, 9am to 4pm

The CDE /AEFL office supports three professional development resource centers from which teachers in AEFLA-funded programs can check out books. Check out is free and the books are mailed to the teacher's home for review. It is the teacher's responsibility to mail the books back to the center.

The following books about second language acquisition were recommended by the State and Northern Colorado Professional Development Centers. Use the link below to access the online catalog for the three centers. Enter the AUTHOR name, or enter Second Language Acquisition as a KEYWORD.

https://athena.cde.state.co.us/screens/opacmenu_s2.html. Contact the appropriate resource center coordinator for information about the check out process:

- State PDR Center (Denver): Debra Fawcett, Fawcett_D@cde.state.co.us
- Northern Colorado PDR Center (Longmont): Connie Davis, ncpdc@stvrain.k12.co.us
- Southern Colorado PDR Center (Trinidad): Susan Harris, susan.harris@trinidadstate.edu

Teaching Adult ESL, A Practical Introduction

Parrish, B. (2004) McGraw Hill

Parrish includes very readable sections on how learners attain L2 competence, Krashen's model of L2 acquisition, age and L2 acquisition, and the implications for the ESL classroom.

From Input to Output: A Teacher's Guide to Second Language Acquisition

VanPatten, B., (2003) McGraw-Hill

This book provides an accessible overview of research on SLA, incorporating concepts from linguistics, psychology, and psycholinguistics. The book begins with five "givens" about SLA, and then describes language input and the development of spoken output. One chapter provides thorough explanations to 17 frequently asked questions about SLA. The book concludes with five implications for teaching.

How Languages are Learned

Lightbown, P & Spada, N. (2003), Oxford: Oxford University Press.

These authors provide chapters on the theories of first and second language acquisition and relate these theories to SLA methodology and practice. They include practical activities and projects.

Principles of Language Learning and Teaching (4th ed.)

Brown, H.D. (2000), White Plains, NY: Pearson Education.

Brown presents an overview of the study of second language acquisition. He discusses a broad range of topics including first language acquisition, theories of second language acquisition, sociocultural factors, individual factors, and communicative competence.

Explorations in Language Acquisition and Use

Krashen, S. (2003) Heineman

Krashen reviews the fundamentals of second-language acquisition theory, presents some of the original and recent research supporting the theory, offers counterarguments to criticisms, and explores new areas in theory and application. Includes topics such as the comprehension hypothesis, voluntary reading, teaching grammar, and how we grow intellectually.

Second Language Acquisition

Ellis, R. (1997), New York: Oxford University Press, Inc.

This book is part of a series designed to introduce language study to readers who are new to the topic. The book includes an overview of SLA, readings on specific topics in SLA, a selection of annotated references, some teaching strategies and a glossary of terms.

Input Enhancement, from Theory and Research to the Classroom

Wong, W. (2005) McGraw-Hill

Wong discusses ways that instruction can enhance what learners get out of input and demonstrates how far the field of instructed SLA has moved in the past 30 years. She unites theory, research, and practice in a reader friendly format. She includes some techniques, activities, and tasks for teaching.

Teaching by Principles (2nd ed.)

Brown, H.D. (2001), White Plains, NY: Pearson Education.

This book discusses teaching practices that are grounded in principles of language learning. The book covers topics such as the history of language teaching; cognitive, affective, and linguistic principles of language learning; designing and implementing classroom lessons; and assessing language skills.

Additional Professional Development Resources:**An Annotated Bibliography of SLA in Adult English Language Learners**

Johnson, D., National Center for Adult ESL Literacy Education (NCLE) at Center for Adult English Language Acquisition (CAELA), 2001

http://www.cal.org/caela/esl_resources/bibliographies/sla.html

This resource is appropriate for the experienced ESL teacher who wants to dig deeper into narrowly-targeted aspects of SLA. The author provides lengthy annotations of L2 research studies that represent approaches being used by researchers to study adult language learners.

CDE/AEFL Professional Development Hours

All professional development options listed on this PD MAP earn CDE/AEFL PD Hours as described in the *Guide to Professional Development Reporting* at <http://www.cde.state.co.us/cdeadult/download/PD/Policy/GuideToPDReporting0110.pdf>

For annual AEFLA reporting, teachers completing Self-Study or Collaboration with Colleagues options simply confer with their program director and record the number of PD Hours earned on their *Teacher's Annual Professional Development Activity Record*. Teachers completing workshops, training, or courses for credit receive certificates with PD Hours or transcripts.

<http://www.cde.state.co.us/cdeadult/download/pdf/AnnualPDActivityRecordFY09v3.pdf>

The PD options listed under the Self-Study strand are not acceptable for the LIA Portfolio training hours or for renewing a LIA. <http://www.cde.state.co.us/cdeadult/LIAIndex.htm>

Follow-up to This Month's Professional Development

The CDE/AEFL office is hosting **two** 1-hour discussions on Thursday, **March 3rd** at 3:00 pm and Friday, **March 4th** at 9:00 am to follow-up with teachers who complete any of the PD options listed in this month's PD MAP. The conference call allows teachers across the state to connect with each other to ask and answer questions about this month's theme of *Second Language Acquisition and Learning* and to share successful strategies and ask for advice regarding challenges. Teachers who participate in either conference call earn 1 additional PD Hour. Please register online by Tuesday, March 1, 2011 at <http://spreadsheets.google.com/viewform?formkey=dFlnem5sQUlaVHU3UTNsajNpWVN6eHc6MA>

March 2011 PD Monthly Advisor & Planner

Theme: Teacher Behaviors in the Adult Education Classroom

PD Advisory Group Mission Statement

To create an integrated, accessible, and flexible system of professional development for adult education teachers in Colorado.

Second language acquisition is generally viewed as a multifaceted process that occurs spontaneously in communicative situations.

Second language learning is generally considered a conscious, knowledge-accumulating process that usually takes place through formal education.

From *An Annotated Bibliography of Second Language Acquisition in Adult English Language Learners*, compiled by Dora Johnson, 2001
http://www.cal.org/caela/esl_resources/bibliographies/sla.html

CDE/AEFL Professional Development Advisory Group members:

Jane Miller, CDE/AEFL

Mary Jo Sobocinski, McLain Community High School, Lakewood

Connie Davis, Northern Colorado Professional Development Center, Longmont

Dave Askeland, CMC Adult Education, Breckenridge

Karin Hostetter, Summer Scholars, Denver

Carmen Collins, SD-11 Adult and Family Education, Colorado Springs