

TESL 580 Outcome 4:

Hi Savannah, please see my comments on your DRA. Under each statement, I provided suggestions and examples of different approaches to consider under each statement. I called out specific sentences to focus your attention. I hope you find them helpful.

Description:

The Language Learner Profile was created for Dr. Richard Robinson's (TESL 505) course Second Language Acquisition in the Fall of 2020. It demonstrates my understanding and insight into the journey of a second language learner, including the various variables that affect the second language learner, such as cognitive, social, and spiritual factors.

Comments:

- Always check the correct spelling of each Professor names Professor *Robison*, not *Robinson*

Reflection:

I was unaware of the various factors that play a role in second language acquisition. I believed that it was enough to want to learn a new language. I did not realize that an individual must possess intrinsic motivation through cognitive, spiritual, social, and linguistic variables. The individual will need to open themselves to these variables and implement them into their second language acquisition process. In my own experience learning Spanish, I have found that I must rid myself of shyness and acquire the confidence to speak Spanish. I must not doubt myself. Stephen Krashen and his affective filter theory have intrigued me and my insight into the process of second language acquisition.

Comments:

- Change unaware to 'awareness' Why? Most of the information is new to all of us. Speak to what brought the awareness and its role in SLA – As an example – "*You once believed wanting to learn a new language was enough to keep a learner interested in pursuing a new language. Through your studies, your awareness is broader of the critical role of variable factors (Specific variables) for learners to pursue, learn, and continue in their SLA.*"
- Not to hi-jack your words, consider a more robust statement when you speak about your experience of shyness and confidence. Something like, "*Reflecting on my own experiences learning Spanish, I understand the challenges with shyness and lack of confidence to practice speaking a new language. I realize overcoming self-doubt is a critical factor that hinders me from engaging more in the language. It will require establishing a safe environment/community of practice/ for my learners to build confidence*".
- This speaks directly to one of the affective variables that impact learners SLA mentioned in your Description statement,
- Remember to cite Krashen. Write the quote or summarize Krashen's theory to give the reader insight into the theory that intrigued your referenced understanding.

Application:

When I become a teacher, I will remind myself that learning another language is hard. My students will require that I present the lesson in different ways and cater to their learning styles. Therefore, I will present authentic materials during the class. Materials my students can manipulate. The activities I will prepare will be interactive, for instance, an activity that requires total physical response. Small groups will encourage students to speak to one another socially and communicate their ideas while practicing their English skills. I will make myself available to students and show my understanding and patience when needed. My teaching techniques will provide my students with comprehensible input and functional text that will scaffold their learning. At the same time, they build on their confidence and independence when working alone or with one another. I will encourage my students and praise them for their efforts.

Comments:

Opening Statement: *When I become a teacher, I will remind myself that learning another language is hard*

- How will you remind yourself that language learning is hard? It is too complex and not measurable. Instead, perhaps use a statement such as "Learning a new language is hard, and as the teacher, it is my responsibility to find ways to do what?"
- i.e., Incorporate/create/develop lessons that cater to students' different learning styles to lessen the difficulties

Comments:

Statement: *My students will require that I present the lesson in different ways and cater to their learning styles.*

- Consider a stronger position? It currently reads as if the students are dictating to the teacher.
- Flip it to show a more substantial teacher presence, and understanding of what is required and the methods the teacher intends to promote learning in those different learning styles.
- For example, As the teacher, I intend to research methods to understand different strategies better to meet student learning styles by integrating various techniques to aid students with comprehensible input and functional text...

Comments:

Statement: *Therefore, I will present authentic materials during the class. Materials my students can manipulate.*

- Your intent and use of authentic materials are on-point. The second sentence material that your students can manipulate is ambiguous.
- For more clarity, provide the need for presenting "authentic materials," or did you mean to say "authentic lessons"?
- Consider identifying information on why either is essential to promote and help the student in what area of learning?
- Explain how best to identify what type of authentic material is appropriate or is of interest to students

- As the teacher, I will utilize students' questionnaires to develop authentic material that encourages class discussions and maintains student engagement.

Comments:

Statement: *The activities I will prepare will be interactive, for instance, an activity that requires total physical response. Small groups will encourage students to speak to one another socially and communicate their ideas while practicing their English skills*

- I am not sure if I followed the complete thought of the first sentence, especially 'total' physical response
- Expand the idea here concerning the application of a small group and how it encourages students to speak
- Here is an excellent place to segway and tie in your reflection statement about the challenges of shyness, overcoming doubt learning an L2
- Speak to how your suggestive activities assist the learner through such activities to encourage them
- i.e., I will use Interactive activities that take the form of small groups. This event helps reduce anxiety levels, creates a social setting for those students who are shy and reluctant to engage, giving these learners more opportunities to speak and practice their English skills
- Perhaps explain how specific activities assist the learner in your future goal or expectation for them?

Comments:

Statement: *I will make myself available to students and show my understanding and patience when needed.*

- I like how you see the importance of teacher availability. If it is a key component to your belief for L2 learners, explain how, when, and why making yourself available to your students is vital to their learning experience. Inform the reviewer/reader of what you want to promote. For example,
 - what are the benefits of your availability
 - what does the student gain with access to the teacher
 - what knowledge do you learn during this reciprocation as the teacher to assist the learner

Comments:

This statement, "My teaching techniques will provide my students with comprehensible input and functional text that will scaffold their learning",

- In following your train of thought, this seems out of place—perhaps combined with the types of activities you want to accomplish to target your goal
- Notice I incorporated it when discussing learning styles

Comments:

Statement: *At the same time, they build on their confidence and independence when working alone or with one another.*

- This statement appears to be your expected goal
- I would recommend using this statement with the following statements listed under expected outcome of what you expect from applying these teaching methods to teach the learner.

Comments:

Statement: *I will encourage my students and praise them for their efforts.*

- Consider broadening this statement for a more impactful message that supports the need for motivation in SLA. It seems like “fluff” if allowed to remain standing as a lone sentence.

Comments:

Here are some expected outcomes to consider -

- Learners will receive encouragement and praise for their efforts to maintain a level of positive motivation needed through the SLA process.
- Students build a community to practice their English and communicate their ideas through social interaction.
- As the teacher, my commitment is to ensure learners will receive encouragement and praise for their efforts to maintain a level of positive motivation needed through the SLA process. I will establish a classroom that promotes social interaction activities to support communication practice. At the same time, they use skill exercises to build on their confidence and independence when working alone or with one another.

Comments:

Summary

In the DRA statements, perhaps, think about it from this perspective. The description is the moving trailer to market the movie, and reflection recalls how the story may apply or be impactful to your own belief system. Lastly, the application explains the steps you intend to use the new awareness and apply it to assist the learner in their process of SLA.