

**RHODE ISLAND COLLEGE**  
**Feinstein School of Education and Human Development**  
**Department of Special Education**  
**Special Education 552**  
**DUAL LANGUAGE DEVELOPMENT AND INTERVENTION FOR ENGLISH**  
**LANGUAGE LEARNERS WITH SPECIAL NEEDS**

Spring, 2010

Professor: Veronika Komonczy  
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Monday, 4:00-7:50 p.m.  
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Office Hours: by Appointment, HM 051, Wed. PM

**Course Description:** Linguistic theories of first and second language development are examined with consideration of disability. Assessment procedures for distinguishing speech and language differences from delay/disorders are explored. Intervention techniques are studied. **3 Credits.** *Taken concurrently with SPED 651.*

**Prerequisite:** *SPED 551.*

**Relationship to the Professional Program:**

This course provides students the opportunity to analyze first and second language acquisition and the issues that surround dual language development in learners with and without disabilities. It promotes an understanding of the basic elements and properties of language and of the theories of first and second language acquisition by outlining the factors that affect these processes, including those related to the learner and the learning context. Students learn how to distinguish language differences from language disorders, how to plan responsive intervention programs, and how to work effectively with families to promote language development in children.

**Course Texts:**

Ariza, E.N., Morales-Jones, C.A., Yahya, N., & Zainuddin, H. (2006). *Why TESOL? Theories and Issues in Teaching English as a Second Language for K-12 Teachers.* (3<sup>rd</sup> Ed.) Dubuque, IA: Kendall/Hunt Publishing Co.

Roseberry-McKibbin, C. (2008). *Multicultural students with special language needs: Practical strategies for assessment and intervention.* (3<sup>rd</sup> Ed.). Oceanside, CA: Academic Communication Associates.

**Course Outcomes:**

*Students will be able to:*

1. Understand language structure and variation as it applies to dual language development in children with and without disabilities. **CEC 6 Communication: ICC6K1, ICC6K2, ICC6K3; Knowledge: Domain-Specific Knowledge,**

**Contextual Perspective; RIPTS 1, 3, 4; TESOL Standards: 1.a, 1.b. & 2.a.**

2. Delineate the major theories of language acquisition. **CEC 2 Development and Characteristics of Learners: ICC2K1; CEC 6 Communication: ICC 6K1, ICC6K2; Knowledge: Domain-Specific Knowledge; RIPTS 1, 5; TESOL Standards: 1.a, 1.b. & 2.a.**
3. Explain the factors that influence language acquisition, including the biological, neurological, cognitive, affective, linguistic, and psychological characteristics of learners and those related to the learning conditions (sociocultural and educational factors). **CEC 2 Development and Characteristics of Learners: ICC2K1; CEC 6 Communication: ICC 6K1, ICC6K2; CEC 6 Communication: ICC6K2; Knowledge: Domain-Specific Knowledge; RIPTS 1, 4; TESOL Standards: 1.a; 1.b. & 2.a.**
4. Distinguish speech and language differences from disabilities; accurately identify language delay/disorder in bilingual/multilingual populations. **CEC 1Foundations: ICC1K4, ICC1K5, ICC1K8, ICC1K10, GC1K7; Knowledge: Domain-Specific Knowledge; RIPTS 1, 4; TESOL Standards: 2.a. & 4.a.**
5. Explain the considerations that need to be taken into consideration in evaluating the language development of an English language learner or learner who speaks a variety or dialect of English. **CEC 1Foundations: ICC1K4, ICC1K5, ICC1K8, ICC1K10, GC1K7; Knowledge: Domain-Specific Knowledge; RIPTS 1, 4, 9; TESOL Standards: 4.a. & 5.a.**
6. Explain the considerations that need to be taken into consideration in planning language programs for an English language learner or learner who speaks a variety or dialect of English. **CEC 1Foundations: GC1K3, GC1K4, GC1K5, GC1K9; Knowledge: Domain-Specific Knowledge, Contextual Perspective; RIPTS 1, 2,4; TESOL Standard 1.b. & 3**

### **Course Assignments:**

1. ***Language Group Specific Fact Sheet (see next page):*** Select a language group you work with and produce a 4-page fact sheet providing important information about that language and the linguistic features of English that will present the most difficulty for members of this language group, and important facts regarding the group's communication style. For this project you will use Roseberry-McKibbin's (2008) *Multicultural students with special language needs: Practical strategies for assessment and intervention*, Swan & Smith's (2001), *Learner English* and your own on-line and library-based research. [Course Outcomes 1, 2,3,4,5];
2. ***Language Learning Autobiography/Biography:*** Write a 3-page autobiography or biography which you reflect on key course concepts from a personal perspective. In it you will consider the factors that have contributed to your (or their) current stage of development in the second language. You must relate to key concepts presented on second language acquisition and the factors that contribute to it in discussion (e.g. opportunity, motivation, input, etc.) [Course Outcomes 1,2,3]

3. ***A Learning Log Outlining What You Have Learned About Dual Language Development as Well as Related Pedagogical Implications*** (In lieu of a midterm and final): Chronicle your learning on a weekly basis with specificity. You are to answer the question:

• What did you learn about today's topic from your reading as well as from the class session? You may also choose/include readings:

1. Genesee, F., Paradis, J., and Crago, M.B. (2004). *Dual language development and disorders: A Handbook on bilingualism and second language learning*. Baltimore, MD: Paul H. Brookes Publishing Co.
2. Goldstein, B.A. (2004). *Bilingual language development & disorders in Spanish-English speakers*. Baltimore, MD: Paul H. Brookes Publishing Co.

*[All Course Outcomes]*

### **Grading:**

*Your course grade will be based on:*

<b>1..Attendance and Class Participation</b>	<b><i>Ongoing</i></b>	<b>10 points</b>
<b>2..Language Group Specific Fact Sheet</b>	<b><i>Due: 2/24</i></b>	<b>20 points</b>
<b>3..Learning Log/Midterm</b>	<b><i>Due: 3/10</i></b>	<b>25 points</b>
<b>4..Language Learning Autobiography/Biography</b>	<b><i>Due: 3/31</i></b>	<b>20 points</b>
<b>5..Learning Log/Final</b>	<b><i>Due: 5/5</i></b>	<b>25 points</b>

*Additional information concerning these assignments will be given in class.*

A = 94-100	B+ = 87-89	C+ = 77=79	D+ = 67-69
A-= 90-93	B = 84-86	C = 74-76	D = 64-66
	B- = 80-83	C- = 70-73	D- = 60-63

*\* The reserved books in Adam Library*

Genesee, F., Paradis, J., and Crago, M.B. (2004). *Dual language development and disorders: A Handbook on bilingualism and second language learning*. Baltimore, MD: Paul H. Brookes Publishing Co.

Goldstein, B.A. (2004). *Bilingual language development & disorders in Spanish-English speakers*. Baltimore, MD: Paul H. Brookes Publishing Co.

Swan, M. & Smith, B. (2001). *Learner English: A teacher's guide to interference and other problems*. Second Edition. New York: Cambridge University Press.

### Topics, Required Readings and Assignments by Week

- 1/24 Introduction to the Course (Objectives; Requirements)  
**Part I: Learning About Language**  
Language Universals, Phonology, Morphology & Syntax
- Ariza* *Chps. 5-8*
- 1/31 Semantics and Pragmatics  
Language as an Expression of Culture and Worldview  
Cross-cultural Dimensions of Language
- Ariza* *Chps. 9-10*
- \*2/5 RI Special Interest Group of MATSOL Workshop on *Implementing the WIDA ESL Standards*; Student Union, Student Ballroom (3<sup>rd</sup>. Floor)  
*Pearson Education Publisher's Display of ESL Materials*  
9:00-12:30—Attendance at This Session is Highly Encouraged
- 2/7 Non-Verbal Communication and Discourse  
Cross-Cultural Conversation Patterns  
Communicative Competence and Language Functions
- Ariza* *Chps. 11-12*  
*\*Brown* *Chp. 9*  
*TESOL Standards K-12 Handout*
- 2/14 Sociolinguistics; Language Variation and Change  
Dialects, Pidgins, Creoles, and Regional Varieties  
Understanding Communication Styles Across Languages
- Ariza* *Chps. 13-14*  
*McKibbin* *Chps. 4-10; pg. 221-222*  
*Handouts*
- 2/21 **Part II: Learning About Language Acquisition**  
Stages and Phases of Primary and Second Language Development
- Ariza* *Chapter 15*  
*\*Brown* *Chapter 2*

- 2/28 Factors Affecting Language Acquisition: Age, Cognitive Style, Personality and Social Factors  
Effect of the Primary Language on Second Language Acquisition
- Ariza* Chapter 16  
*\*Brown* Chps. 3, 5, 6, 7
- 3/7 Second Language Acquisition Theories and Models  
Understanding the Impact of Disability on Language Learning  
Krashen, Cummins, Spolsky and Others
- Ariza* Chapter 17  
*\*Brown* Chps. 1, 10; Also Spolsky Reading
- 3/14 RIC Spring Break—Class Will Meet--Check Meeting Place  
Understanding Bilingualism: An Overview  
Bilingual Classification Systems, Levels of Bilingualism;  
Language Shift and Language Loss, Language Status; Diglossia  
Interlanguage I & II (Contrastive Analysis Hypothesis)
- McKibbin* Chapter 11  
*\*Brown* pages 66-68  
*Handouts*
- 3/21 **Part III: Assessing Language Development**  
Distinguishing Speech and Language Differences from Disabilities  
Identifying Language Delay/Disorders in Bilingual/Multilingual  
Populations; Procedures for Conducting a Language History
- McKibbin* Chp. 12  
*Brice and McKibbin Article*
- 3/28 Guest Lecturer: Assessing Language Proficiency  
Overview of Informal and Formal Assessment Techniques  
Assessing Language Use, Preference and Proficiency  
Working with Translators
- Ariza* Skim Chps. 22-26  
*See Rubrics on pages 359, 360, 366-369*  
*McKibbin* Chp. 13
- 4/4 **Part IV: Promoting Language Acquisition in the Classroom**

Setting Up Ideal Conditions for Language Learning  
Understanding Language Diversity and the Legal Responsibilities in  
Serving ELLs: Conducting Home Language Surveys  
Placing Students in Programs

*Ariza* *Chps. 1-4*

4/11 Determining the Language of Instruction  
Working with Families; Setting Language Use Policies at Home  
Writing IEPs

*Handouts to Be Provided*  
*McKibbin* *Chp. 14*

4/18 **No Class—Public School Vacation**

4/25 Planning Language Intervention and Oral Language Instruction  
Aligning Intervention and Instruction to the WIDA ESL Standards  
Developing Communication Strategies; Primary Methods of Instruction

*Ariza* *Chps. 18-19, 21*  
*McKibbin* *Chp. 15*  
*\*Brown* *pp. 130-139*

5/2 Planning Language Intervention: Continued  
Error Correction and Feedback; Understanding Learner Language

*\*Brown* *Chp. 8*  
*See Also: Swan and Smith, Learner English*

## **RIC Policies**

- For Information Regarding Criminal Background Check Policies of the Feinstein School of Education:  
<http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/bci.php>
- Academic Dishonesty Policy (Rhode Island College Handbook of Policies, Practices, and Regulations (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):  
[http://www.ric.edu/administration/pdf/College\\_handbook\\_Chapter\\_3.pdf#28](http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28)
- Request for Reasonable Accommodations for Students with Disabilities:  
<http://www.ric.edu/disabilityservices/faq.php>

