RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

TESL 539

Instructors: Nancy Cloud, Ed.D.

Department: Educational Studies, Ellen Bigler, Chair, 456-8170; Fax 456-8284

1. ## COURSE INFORMATION

Theory and research relating to first- and second-language acquisition and learning are examined from a pedagogical perspective. Emphasis is on variables affecting language learning and teaching. *Prerequisite: admission to a teacher preparation program or consent of department chair. Offered spring and summer.*

Extended Description: This course is part of the M.Ed. in Teaching English as a Second language and required for the ESL endorsement. *This course is designed to encourage classroom teachers to reflect upon and analyze first and second language acquisition and learning and the issues that surround these developmental processes in children, youth and adults. It promotes an understanding of the major theories of first and second language development, describes developmental similarities and differences in the process, and accounts for the impact of the social environment. It also considers the effect of primary language and culture and of level of prior education on second language acquisition. It prepares classroom teachers to teach ESL students by understanding the learner and contextual variables that directly impact language development. Finally, it assists practicing teachers to consider the pedagogical implications of current research on language acquisition as well as consider principles to guide their instructional efforts with ESL students.*

Special note: Participants must apply for the M.Ed. in TESL before they complete three of the TESL courses if they plan to transfer the courses into the graduate program.

Course Outcomes (<u>Shows Relationship to Professional Program and to the FSEHD Conceptual Framework</u>) Cross-referenced to the TESOL/NCATE Standards for P-12 Teacher Education Programs, the Advanced Competencies of the FSEHD and the Rhode Island Professional Teaching Standards:

By the end of the course candidates will be able to:

1. describe the processes of first and second language acquisition as well as delineate the major theories of language acquisition and learning. *[TESOL Standards 1b, 2; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge, 2. Information Literacy, 3. Contextual Perspective; RIPTS 2, 3, 4]*
                                                    Assessed by the Language Teacher's Notebook

2. refute widely-held myths and erroneous beliefs about second language learning and second language learners. *[TESOL Standards 1b; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; RIPTS 2, 3, 4]*

                                                    Assessed by class participation

3. explain the factors that influence language acquisition, including the biological, neurological, cognitive, affective, linguistic, and personality characteristics of learners and those related to the learning conditions (sociocultural and educational factors). *[TESOL Standards 1b; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; RIPTS 2, 3, 4]*

Assessed by classroom participation, the Language Teacher's Notebook and the Classroom Investigation

4. define key terms, concepts and issues related to second language acquisition (e.g. social language, academic language, communicative competence, interlanguage, fossilization, language variety, speech community, error correction/feedback, etc.) *[TESOL Standards 1b; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; RIPTS 2, 3, 4]*

Assessed by class participation and the Language Teachers Notebook

5. understand the components of the language system (phonology, morphology, syntax, semantics, pragmatics) as well as discourse varieties, aspects of social and academic language, and apply this knowledge in analyzing the instructional needs of ESL students. *[TESOL Standards 1a, 1b; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice: 1. Evidence-based Decision Making, 3. Diversity of Practice; RIPTS 2, 3, 4]*

Assessed by the Language Group Specific Information Report

6. analyze the research literature on first and second language learning through the production of a second language learning biography for a case study student. In the biography, candidates will reflect upon and explain the particular student's second language learning experience using the various theories of second language acquisition and major concepts studied in the course. *[TESOL Standards 1b, 2; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice: 1. Evidence-based Decision Making, 2. Technology Use, 3. Diversity of Practice; RIPTS 2, 3, 4]*

Assessed by the Second Language Learning Biography

7. present information in a professional manner using appropriate technology; in the case of this course Microsoft Office Suite Applications (Word, PowerPoint). *[TESOL Standards 1.a.4; FSEHD Advanced Competencies: Practice: 2. Technology Use; RIPTS 10]*

Assessed by the Language Group Specific Information Report

8. identify learning principles for developing effective instruction that supports second language development. *[TESOL Standards 1b; 2, 3a; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 3. Contextual Perspective; Practice: 1. Evidence-based Decision Making, 3. Diversity of Practice; RIPTS 2, 4]*

Assessed by the Classroom Investigation Project

9. increase their professional skills by reading key professional journals and learning about Internet-based resources that are designed to support educators working with second language learners. *[TESOL Standards 5b; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice: 4. Professional Identity Development; RIPTS 2, 10]*

Assessed by class participation

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2. COURSE TEXTS AND MATERIALS

Course Texts and Materials

Brown, H.D. (2007). Principles of language learning and teaching. Fifth edition. White Plains, NY: Pearson/Longman Education. *(Hereafter, referred to as **Brown**)*
ISBN# 0-13-199128-0

Lightbown, P.M. & Spada, N. (2006). How languages are learned. Third Edition. New York: Oxford University Press. *(Hereafter, referred to as **Lightbown & Spada**)*
ISBN# 978-0-19-442224-6

3. COURSE CALENDAR/TOPICS

Week 1:   Introduction to the Course (Overview; Objectives; Requirements)
           Language, Learning and Teaching
           Beliefs and Practice

Brown	*Chp. 1*
Lightbown & Spada	*Pre-test; xvii;* Chp. 2

Week 2   First Language Acquisition: Review of the Components of Language
           Phonology, Morphology, Syntax, Semantics, Pragmatics

Brown	*Chp. 2*
Lightbown & Spada	*Chp. 1*

Week 3   Age and Acquisition
           Understanding Bilingualism: An Overview
           Bilingual Classification Systems, Levels of Bilingualism;
           Language Shift and Language Loss, Language Status; Diglossia

Brown	*Chp. 3*
Lightbown & Spada	*Chp. 3, pp. 67-75; Chapter 1, pp. 25-26*

Week 4   Principles of Human Learning
           Cognition and Language Learning

Brown	*Chp.4*
Lightbown & Spada	*Chp. 3, pp. 53-59(top); 67 (bottom)-75*

Week 5   Learning Styles and Strategies

Brown	*Chp. 5*
Lightbown & Spada	*Chp. 3, pp. 59-60*

Week 6   Personality Factors
           Motivation

Brown	*Chp. 6*
Lightbown & Spada	*Chp. 3, pp. 60-65*

Week 7   Sociocultural Factors
          Sociolinguistics; Language Variation and Change
          Dialects, Pidgins, Creoles, and Regional Varieties

          Brown   *Chp. 7 (to page 208)*
          Lightbown & Spada   *Chp. 3, pp. 65-67*

Week 8   Cross-Linguistic Influence and Learner Language
          Error Correction and Feedback

          Brown   *Chp. 9*
          Lightbown & Spada   *Chp. 4; Chp. 5, pp 125-130(top)*

          See Also: Swan and Smith, Learner English (2nd Edition, 2001); Cambridge U. Press

Week 9   PowerPoint Presentations
          Non-Verbal Communication
          Cross-Cultural Conversation Patterns/Communication Styles
          Culture: Language as Expression of Culture and Worldview

          Brown   *Chp. 7 (208-214), Chp. 8 (237 bottom-240)*

Week 10   PowerPoint Presentations (Continued)

Week 11   Communicative Competence; Communicative Functions
          Structural Functional Linguistics Understandings About Language
          Connection with WIDA ELP Standards and With Second Language
          Learning in the Classrooms; Acquiring Academic English in School

          Brown   *Chp. 8 (to page 237); 241-243*
          Lightbown & Spada   *Chp. 6*

Week 12   Theories of Second Language Acquisition
          Setting Up Ideal Conditions for Language Learning in the Classroom

          Brown   *Chp. 10*
          Lightbown & Spada   *Chp. 5 (pp. 109-125; 130-135); Chp. 6*

Week 13   Identifying Delay/Disorder in Bilingual Students

          Lightbown & Spada   *Chp. 7*

Week 14   Promoting Language and Literacy in Students with Limited Formal Schooling
          Course Wrap-Up

          Assigned Readings

4. REQUIREMENTS

Course Requirements: *[All Assessments Are Aligned to the FSEHD Advanced Competencies, the RIPTS and TESOL Standards on the Project Scoring Rubrics]*

Grading:

A. The completion of all assigned readings from the required text and additional required readings to be distributed.

B. Attendance at and participation in all class sessions.

C. Completion of the following assignments:
   1. Language Group-Specific Informational Report As a PowerPoint Presentation. Select a language group from the list of languages provided and produce a short *PowerPoint Presentation* providing important facts about that language and the linguistic features *of English* that will present the most difficulty for members of this language group, as well as important facts regarding the group's communication style. For this project you will use the McKibbin book, Swan and Smith, Learner English and your own on-line and library-based research.

   2. Second Language Analysis Project: Part I—Second Language Learning Biography to reflect on key course concepts and second language research from a individual learner perspective, using a case study (L2 learner). *Must be Presented Electronically in Microsoft Word; Must Include Graphics, Tables, Charts, Timelines, or Graphic Organizers.*

   3. *An Investigation in An ESL Classroom to Evaluate the Language Learning Opportunities Provided to Students*--a protocol for analysis will be provided. One classroom visit required to complete this project.

   4. *Language Teacher's Notebook/Learning Log Outlining What Has Been Learned About Language Acquisition as well as the Pedagogical Implications*--to be turned in half at mid-semester and the other half at the final class session.

Course Grading

Your course grade will be based on:

1. Attendance and Class Participation   10 points

2. Language Learning Biography   25 points
   Presented Electronically in Microsoft Word; Must Include Graphics

3. Language Group Specific Informational Report   25 points
   Presented as a PowerPoint Presentation

4. Classroom Investigation   10 points

5. Language Teacher's Notebook/Learning Log   30 points
         In two parts (15 points each)

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

5. 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
- Request for Reasonable Accommodations for Students with Disabilities:
  http://www.ric.edu/disabilityservices/faq.php
  Any student with a documented disability is encouraged to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please contact Disability Services for Students in Craig Lee 127 (phone 456-8296 or 456-8061).
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.