

Cedar Crest College
EDU 556 (3 credits)
Second Language Acquisition and Language Development
Thursday 6:00 – 9:00pm

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COURSE DESCRIPTION:

This course will provide education practitioners with an awareness of the process of language acquisition for first and second languages both in terms of the theoretical background and practical application in the classroom. Cognitive stages of language development, basic linguistics, and the structure of English will be introduced. Practitioners will develop competency in the integration of TESOL and PDE standards in speaking, listening, reading, and writing as well as instructional and assessment strategies to successfully increase English language learners L2 competency. Course goals will be achieved through class lecture, discussion, research, presentations, and practical application projects.

This course is required for teachers seeking the ESL endorsement by the PA Department of Education and counts toward Act 48 requirements.

Course Assumptions:

- Participants in this course will come with different agendas and varying degrees of experience and prior knowledge.
- Participants will be both teachers and learners.
- Participants will draw upon and critically evaluate their own expertise, prior experience, and assumptions as both teachers and learners.

COURSE GOALS:

1. The teacher will develop knowledge of the structure of the English language/grammar and pronunciation including phonological, morphological, semantics/lexical, syntactic and pragmatics components/systems of language.
2. The teacher will develop an in depth understanding of the processes of first and second language development from a variety of theoretical perspectives and fields of study.
3. The teacher will develop understanding of the alignment of the TESOL Standards and the PA Academic Standards for reading, writing, speaking and listening in learning and teaching.
4. The teacher will develop the ability to use strategies for facilitating ELL's development of verbal and nonverbal communication skills in English (ESL methodology).
5. The teacher will develop an understanding of psychological and socio-cultural factors that impact second language development.
6. The teacher will become familiar with the use of multiple strategies for assessing English development.
7. The teacher will develop an understanding of the rationale for and introduction to models for teaching reading, writing, speaking and listening in the English language through content-based instruction.
8. The teacher will develop an understanding of various models for collaboration between the ESOL teacher, general education teachers and support professionals towards the goal of English language proficiency at a level necessary to support equal educational opportunity;

9. The teacher will develop an understanding of intercultural communication focusing on better teacher/student communications and collaboration with parents of ELLs in the education of their students.
10. The teacher will become familiar with aspects of subsystems in specific languages that may interfere with English language or academic learning when transferred from the L1 and as well as rhetorical writing styles.

Student Outcomes:

1. The teacher will demonstrate the ability to plan, implement and assess learning experiences for ELLs designed to support their English language development and content area achievement.
2. The teacher will demonstrate the ability to engage in appropriate intercultural communication with students and their parents.
3. The teacher will demonstrate the ability to plan and implement learning experiences that integrate experiences to foster the achievement of TESOL and PA Academic Standards in Speaking, Listening, Reading and Writing.
4. The teacher will demonstrate the ability to plan learning experiences to support ELLs emergent, developmental and remedial literacy.
5. Develop a holistic approach to understanding language teaching and learning.
6. The teacher will understand the important features of sociolinguistics and the effects of international and domestic language policies.
7. The teacher will gain a deeper knowledge of a select language competency areas and convey how that knowledge applies to lesson planning and curriculum development.
8. The teacher will appreciate the global nature of language learning and teaching.
9. The teacher will develop strategies for cultural competence.

REQUIRED TEXTS:

Introducing Second Language Acquisition, 2006, Muriel Saville-Troike
Cambridge University Press, Paperback ISBN-13: 9780521794077

Language Shock: Understanding the Culture of Conversation, 1994, Agar, Michael
ISBN: 0-688-14949-9

ASSESSMENT:

Your final grade will be assessed holistically based on the quality of the work you submit with regard to the projects and papers outlined below and, in addition, on your attendance and participation.

1. Book Club Facilitation (30%) Students will be responsible for facilitating one or two class discussions of selected textbooks. Students can work in alone or in pairs to prepare a creative and effective presentation and discussion of the major topics of the readings, theoretical and methodological issues, and the implication of the information for ELL classrooms and pedagogy. Books can be selected in the first two weeks of class. A sign-up sheet will be available in class. You must check your selection with me prior to reading the book.

2. Learning Experiences (20%) Students will prepare a total of three separate lesson plans that reflect the outcomes for the course. See below:

Lesson Plan I: Plan a learning experience to teach new students the “survival” language they will need to begin to function successfully as a student in an elementary,

middle or secondary school or other setting (whichever you teach in or plan to teach in).

Lesson Plan II: Plan a learning experience focused on the communicative competence approach. Components of language knowledge (lexicon, discourse, syntax, etc) for academic competence should be clearly addressed for the activity type (S/L/R/W/G/V).

Lesson Plan III: Plan a learning experience that will prepare your elementary or high school level ELL students for process writing, addressing rhetorical issues.

3. *Language Shock Book Discussion (10%):*

Students are responsible for reading this book by mid-semester. One whole class period will be devoted to discussing the book, its interpretation, its application to real language learning experiences, and practical significance to classroom settings. A discussion worksheet will be handed out, but each student should come prepared with at least two of their own discussion points. You should certainly draw on your personal language learning/teaching experience as well as the new information you have learned this semester. Your participation in this class period will have a large impact on your participation grade.

4. *Annotated Bibliography (40%)* Students should choose one issue to explore in depth over the course of the semester and complete an annotated bibliography accessing at least 20 sources (books & journals) reflecting scholarly research. Quality, not quantity, is your aim.

Book Club	30%
Learning Exps.	20%
Ann. Biblio.	40%
Discussion/Part.	10%

CLASS POLICIES and STUDENT RESPONSIBILITIES:

- Late assignments will not be accepted and no credit will be given.
- Consistent attendance is necessary due to the interactive nature of this class. Two or more absences will have a significant impact on your final grade.
- Participation is also necessary due to the interactive nature of the class. Failure to participate in class discussions will also have a significant impact on your final grade.
- NO make-up exams or assignments are allowed without a doctor's excuse or other documentation from Student Affairs or Academic Services.
- If you have a disability that you would like to have documented in compliance with the ADA, please see the Disabilities Specialist in Academic Services.
- I fully support the Cedar Crest College Honor Code and the Classroom Protocol Code as stated in the Customs Book including the Plagiarism Statement.

Week	Topic	Assignment
Week 1 1/21	Review syllabus. Intro to concept of language learning and the learner.	Start looking for a book for facilitation. Begin Agar book. Video: American Tongues
Week 2 1/28	How does language learning work? What are the challenges we face as teachers and learners?	Text: L2A 1 Video: Human Language Series #1
Week 3 2/4	The difference between learning a first and second language.	Text: L2A 2 Video: Human Language Series #2 Sign-up for book facilitation date. Choose research topic.
Week 4 2/11	Basic linguistics Current theories	Text: L2A 3 Article: "What Teachers Need to Know about Language"
Week 5 2/18	Psychology of language learning Language Development Models	Text: L2A 4
Week 6 2/25	Sociolinguistics Bilingual Education theory	Text: L2A 5
Week 7 3/4	How do students learn L2? L2 Acquisition in competency areas	Text: L2A 6
Week 8 3/11	SPRING BREAK	NO CLASS
Week 9 3/18	Agar Book Discussion	Language Shock
Week 10 3/25	Linguistic implications for teaching and learning	Text: L2A 7
Week 11 4/1	Understanding role of culture in L2 acquisition	
Week 12 4/8	Language planning and policy	
Week 13 4/15	Ethnographic techniques	Learning Experiences Due
Week 14 4/22	Intercultural communication Gender/Class	
Week 15 4/29	In the classroom Role of the instructor	
Week 16 5/6		Final Papers Due

EDU 556

Book Club List

This is a list of possibilities to get you started. There are hundreds of other possibilities. You might also want to look at the list of “suggested readings” at the end of every chapter in your Saville-Troike text or at the end of any article we read.

Auerbach, E. 1996. *From the Community to the Community*. Lawrence Erlbaum Associates.

Boutte, G. 1999. *Multicultural Education*. Wadsworth Publishing Company.

Boyle, O and Peregoy, S. 1997. *Reading, Writing, & Learning in ESL*. Longman Publishers

Brinton, D and Snow, M. 1997. *The Content- Based Classroom*. Longman Publishers.

Connor, U. 1996. *Contrastive Rhetoric*. Cambridge University Press

Delgado-Gaitan, C. 1990. *Literacy for Empowerment: The Role of Parents in Children’s Education*. The Falmer Press.

Echevarria, J and Graves, A. 1998. *Sheltered Content Instruction*. Allyn & Bacon

Edelsky, C. 1986. *Writing in a Bilingual Program*. Ablex Publishing Corporation

Espinoza- Herold, M. 2003. *Issues in Latino Education*, Pearson Education Group

Fairclough, N. 1989. *Language and Power*. Longman Group

Frodesen, J and Holten, C. 2005. *The Power of Context in Language Teaching and Learning*. Thomson Heinle.

Gonzalez, V. 1997. *Assessment and Instruction of Culturally and Linguistically Diverse Students with or At- Risk of Learning Problems*. Allyn & Bacon

Graves, K. 2000. *Designing Language Courses*. Thomson Heinle.

Hamp- Lyons, L. 1991. *Assessing Second Language Writing in Academic Contexts*. Ablex Publishing Corporation

Hurley, S and Tinajero, J. 2001. *Literacy Assessment of Second Language Learners*. Allyn & Bacon.

May, S. 1994. *Making Multicultural Education Work*. Longdunn Press,

McKay, S. 1992. *Teaching English Overseas: An Introduction*. Oxford University Press

Mlynarczyk, R. 1998. *Conversations of the Mind*. Lawrence Erlbaum Associates.

Philips, S. 1983. *The Invisible Culture*. Waveland Press

Pridham, Francesca. 2001. *The Language of Conversation*.

Rampton, B. 1995. *Crossing: Language and Ethnicity Among Adolescents*. Longman Group Limited

Richard- Amato, P and Snow, M. 1992. *The Multicultural Classroom*. Addison- Wesley Publishing Company

Sutton, S. 1996. *Weaving a Tapestry of Resistance*. Bergin & Garvey

Tannen, Deborah. 1992. *That's NOT What I Meant!*. Ballantine Books.

Walker- Moffat, W. 1995. *The Other Side of the Asian American Success Story*. Jossey-Bass Inc.