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

Instructor: Kenza Glass, M.S. Ed.
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Office hours: 8:30am – 4:30pm and before class by appointment

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:**


**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.

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<tr>
<th>Book Club</th>
<th>30%</th>
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<tbody>
<tr>
<td>Learning Exps.</td>
<td>20%</td>
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<tr>
<td>Ann. Biblio.</td>
<td>40%</td>
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<td>Discussion/Part.</td>
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**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.
<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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| Week 1 | Review syllabus.  
Intro to concept of language learning and the learner. | Start looking for a book for facilitation.  
Begin Agar book.  
Video: American Tongues |
| 1/21   | How does language learning work?  
What are the challenges we face as teachers and learners? | Text: L2A 1  
Video: Human Language Series #1 |
| Week 2 | 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. |
| 1/28   | Basic linguistics  
Current theories                                                          | Text: L2A 3  
Article: “What Teachers Need to Know about Language” |
| Week 3 | Psychology of language learning  
Language Development Models                                                   | Text: L2A 4 |
| 2/4    | Sociolinguistics  
Bilingual Education theory                                                   | Text: L2A 5 |
| Week 4 | How do students learn L2?  
L2 Acquisition in competency areas                                             | Text: L2A 6 |
| 2/11   | SPRING BREAK                                                            | NO CLASS |
| Week 5 | Agar Book Discussion                                                     | Language Shock |
| 2/18   | Linguistic implications for teaching and learning                         | Text: L2A 7 |
| Week 6 | Understanding role of culture in L2 acquisition                           | |
| 2/25   | Language planning and policy                                             | |
| Week 7 | Ethnographic techniques                                                  | Learning Experiences Due |
| 3/4    | Intercultural communication  
Gender/Class                                                                     | |
| Week 8 | In the classroom  
Role of the instructor                                                        | Final Papers Due |
| 3/11   |                                                                               | |
| Week 9 |                                                                               | |
| 3/18   |                                                                               | |
| Week 10|                                                                               | |
| 3/25   |                                                                               | |
| Week 11|                                                                               | |
| 4/1    |                                                                               | |
| Week 12|                                                                               | |
| 4/8    |                                                                               | |
| Week 13|                                                                               | |
| 4/15   |                                                                               | |
| Week 14|                                                                               | |
| 4/22   |                                                                               | |
| Week 15|                                                                               | |
| 4/29   |                                                                               | |
| Week 16|                                                                               | |
| 5/6    |                                                                               | |
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.


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


