EDUC603

Course Summary

Course : EDUC603 **Title :** Applied Linguistics in TESOL Education
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: Through this course, participants will become knowledgeable about the nature and structure of language and how first and second languages develop. Participants will explore language teaching strategies consistent with the current understanding of the nature, structure and development of language. By developing a repertoire of effective strategies, participants will become more proficient at supporting students' second language development. Educators will investigate best practices and current research and consider how to adapt and integrate these principles into their own educational practice.

Course Scope:

This course explores the underlying principles that provide the foundations for effective language teaching, especially with regard to second language acquisition (SLA) theories. Through readings, discussions, and other activities, students will gain insight into their own assumptions about language acquisition in natural and instructed settings and begin conversations. Students will exit the course with a general understanding of important Second Language Acquisition theories as they relate to language teaching and will discover approaches to language teaching that promote successful language acquisition.

Objectives

After successfully completing this course, you will be able to:

1. Develop the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings (Standard 1.b)
2. Evaluate factors that impact language development (Standards 1.b and 5.a)
3. Demonstrate an understanding of how second language acquisition theory effects practice and daily classroom instruction (Standards 1.b and 3.a)
4. Identify theoretical constructs necessary for choosing teaching strategies (Standard 3.b)
5. Apply sophisticated understanding of second language acquisition theory in the creation of effective listening, reading, writing, speaking, and cultural activities to inform discussion concerning ESL instruction and curriculum design (Standards 1.b, 2.a, 3.a, 3.b, and 3.c)
6. Analyze SLA errors to inform classroom instruction (Standards 4.a & 4.b)
7. Create differentiated assignments and activities based on an understanding of how learner

characteristics affect learning outcomes (Standards 1.b, 4.a, and 4.b)
8. Identify processes and procedures for professional development and continued pedagogical growth (Standards 5.a, 5.b, and 5.c)

Standard 1.b. Language acquisition and development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

Standard 2.a. Nature and Role of Culture. Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Managing and Implementing Standards-Based ESL and Content

Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

Standard 3.c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Standard 4.a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

Standard 4.b. Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

Standard 5.a. **ESL Research and History.** Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

Standard 5.b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

Standard 5.c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

Outline

Week 1: What do we Know About Second Language Acquisition (SLA)?

Learning Objective(s)

#1, 2, 6, 8

Reading(s)

File Download: The Observable Phenomena of Second Language Acquisition

Review the Additional Resources to supplement your learning.

Assignment(s)

• **Introductions Forum**
• **Forum 1**
• **Forum 2**
• **Article Critique 1**

Week 2: Language Teaching for Communicative Competence

Learning Objective(s)

#1, 4, 8

Reading(s)

Text:
Brown, (2007), pp. 1-22 & 218-246

File Download:
Communicative Language Teaching

Assignment(s)

• **Forum 3**
• **Homework #1**

Week 3: First Language Acquisition

Learning Objective(s)

#1, 5, 8

Reading(s)

Text:
Brown (2007), Chapter 2

File Download:
Language Acquisition in the Absence of Explicit Negative Evidence: How Important is Starting Small

File Download:
The Linguistic Environment for Language Acquisition

File Download:
The "Natural Order" of Morpheme Acquisition: A Historical Survey and Forumof Three Putative Determinants

Assignment(s)

• **Forum 4**
• **Article Critique 2**
• **Homework # 2**

Week 4: Age and Acquisition

Learning Objective(s)

#1, 2, 3, 7

Reading(s)

Text:
Brown (2007), Chapter 3

File Download:
Age Constraints on First Versus Second Language Acquisition: Evidence for Linguistic Plasticity and Epigenesis

File Download:
Age and the Critical Period Hypothesis

File Download:
Cognitive Prerequisites to Language?

File Download:
The Critical Period Hypothesis: A Coat of Many Colours

Assignment(s)

• **Forum 5**

• **Forum 6**

• **Article Critique 3**

Week 5: Human Learning

Learning Objective(s)

#1, 2, 5, 6,7

Reading(s)

Text:
Brown (2007), Chapter 4

Text:
Brown (2007), Chapter 5

Text:
Brown (2007), Chapter 6

File Download:
Learners as Individuals

File Download:
Focusing on Learning Styles and Strategies: A Diary Study in an Immersion Setting

Review the Additional Resources to supplement your learning.

Assignment(s)

- **Forum 7**

- **Article Critique 4**

- **Homework 3**

Week 6: Cross-Cultural and Linguistic Factors in SLA

Learning Objective(s)

#1, 3, 7

Reading(s)

Text:
Brown (2007), Chapter 7

Text:
Brown (2007), Chapter 9

File Download:
A Review of Interlangauge Syntax: Language Transfer and Language Universals

File Download:
The Contrastive Analysis Hypothesis

File Download:
Reconceptualizing Fossilization in Second Language Acquisition: A Review

Assignment(s)

- **Forum 8**

- **Article Critique 5**

Week 7: Toward a Theory of SLA

Learning Objective(s)

#1, 2, 4, 5, 8

Reading(s)

Text:
Brown (2007), Chapter 10

File Download:
Second Language Acquisition Theory
https://online.apus.edu/webdav/idd/educ603/resources/stages_of_sla.pdf

File Download:
Northwest Regional Educational Laboratory: Strategies and Resources for Mainstream Teachers of English Language Learners

Review the Additional Resources to supplement your learning.

Assignment(s)

• **Forum 9**

• **Course Project**

Week 8: Summing Up the Experience

Learning Objective(s)

#1, 2, 4, 6,8

Reading(s)

File Download:
The Contribution of Second Language Acquisition Research

File Download:
SLA What it Offers ESL/ EFL Teachers

Assignment(s)

Forum 10

Homework # 4

Critical Self-Narrative

Case Study (Native Accent)

Evaluation

Grading:

Name	Grade %

Materials

Book Title: Principles of Language Learning and Teaching (Hard copy not available from the APUS Bookstore, please try other sources.)

Author: Brown, H. Douglas

Publication Info: Longman, Inc

ISBN: 9780131991286

Book Title: Students will need a USB headset, compatible with MACs and PCs to use with NativeAccent product. (Recommended- Microsoft Lifechat LX 3000)

Author:

Publication Info:

ISBN: NOTE

Book Title: Carnegie Speech NativeAccent product is required for this course. Please purchase NativeAccent v3.0 18-week license through the APUS Bookstore-https://www.myedmap.com/Storefront/Home/APGSP#search)(Google Chrome is the preferred browser for NativeAccent)

Author:

Publication Info: Carnegie Speech

ISBN: NA3US-18

Carnegie Speech NativeAccent product is required for this course. Please purchase NativeAccent v3.0 18-week license through the APUS Bookstore- https://www.myedmap.com/Storefront/Home/APGSP#search (Google Chrome is the preferred browser for NativeAccent)

Students will need a USB headset, compatible with MACs and PCs to use with NativeAccent product. (Recommended- Microsoft Lifechat LX 3000)

Required Readings

Please see PDF Articles included in this course.

Additional Course Materials

Please see PDF Articles included in this course.

Websites

In addition to the required course texts the public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

Course Guidelines

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University Policies

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