

SAINT LOUIS CHRISTIAN COLLEGE

1360 Grandview Dr. / Florissant, MO / 63033

314.837.6777 x 1514

dlay@slcconline.edu

Fall 2014

SECOND LANGUAGE ACQUISITION

MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.

DESCRIPTION

This course examines a number of theories of second language acquisition, placing those theories in juxtaposition with a number of theories of first language acquisition. Cognitive, affective, and cultural factors in teaching English as a second language will be emphasized.

RATIONALE

The TESOL (Teaching English to Students of Other Languages) certificate program equips and enables students to teach English to non-native English speakers in two primary environments—in countries where English is a foreign language (EFL) and in countries where English is a second language (ESL). Teaching EFL will provide opportunities for students to supplement Christian ministries in countries outside of the United States and teaching ESL will help students with ministries among the immigrant population in the U.S. This foundational course is one in a series of three courses required for the nine-hour TESOL certification.

OBJECTIVES

Educational: This course will help the student to satisfy the educational goals of Skillful Communication (#3), Sensitive Integration (#4), and Strategic Leadership (#9).

Divisional: This course will help the student to satisfy the divisional goals to demonstrate the ability to communicate effectively (#1) and to analyze major components of culture (#2).

Course: You will be able to:

1. Explore the major theories from first and second language acquisition research.
2. Understand the significant models of second language learning.
3. Investigate the major learner factors affecting second language acquisition.
4. Discover the use of a second language in the classroom.
5. Explore the parental strategies used in second language acquisition.

TEXTBOOKS

Larsen-Freeman, Diane. Techniques and Principles in Language Teaching. 3rd ed. Oxford: Oxford U. P, 2011.

Lightbown, Patsy M. and Nina Spada. How Languages are Learned. 4th ed. Oxford: Oxford U P, 2013.

REQUIREMENTS / ASSESSMENTS

Journals: Textbook (100 pts) 33%

You are to respond to the weekly textbook readings.

1. After reading each chapter in the Lightbown textbook, take notes—summaries, paraphrases, quotations, personal—that you will be able to use in the research paper. Take notes on each of the key terms, ideas, and principles. The length of notes is to be more than just a few sentences, but less than an extensive outline summary. There are six chapters. Chapters 1-7 are valued at 5 pts each. (35 pts)
2. After reading each chapter in Larsen-Freeman, answer numerous Activities at the end of each chapter. There are thirteen chapters. Each chapter is valued at 5 pts. (Total of 65 pts)

A	5	Exceptionally answered the questions or took notes
C	4	Adequately answered the questions or took notes
F	2	Unacceptably answered the questions or took notes
F	0	No submitted

Project Journal (50 pts) 16%

You are to keep a weekly journal of your experiences from your experiences in observing and/or teaching an ESL class (6 hours). Each entry should cover the place, time, and people involved. You are to include observations about what was actually done in the class from the perspective of the teacher and the learners. You are to include your interpretation of those observations, along with additional questions you had or suggestions you might have offered. Each journal entry should be at least 200+ words. There will be a number of journals, depending on how often you observe a class. The value of all of the journals is 30 pts.

A	50	Exceptionally took notes / 200+ word average
B	45	Proficiently took notes / 180+ words average
C	40	Adequately took notes / 160+ words average
D	35	Poorly took notes / 140+ word average
F	30	Unacceptably took notes / 120+ word average
F	0	Not submitted or did not meet the F18 level

Project (150 pts) 50%

Observe an ESL classroom (to be determined) and produce a 2,000+ word reflective/research paper, incorporating your own observations from the perspective of the teacher in light of the textbook readings concerning the classroom. You are to keep a weekly journal of your observations. You are to use your sources from the Reading Journal, Project Journal, and Class Discussions. The specific location is to be discussed and approved by the professor. The project will be assessed by the Essay Assessment Guide (EAG). The value is 150 pts (Content 100 pts/ Style 50 pts / Format 0 to -8 pts / Grammar 0 to -8 pts). The oral presentation is part of this project, valued at 20 pts. See the section below:

Oral presentation/Handout (20 pts; part of the Project)

Present to the class the results of your project. Provide a one-page summary of your findings, along with your sources. You will have 10-15 minutes for the presentation, with follow-up questions from the class if time permits. The handout will be assessed by the EAG. The value is 20 points.

A	20	Exceptionally reported / handout / time frame
B	18	Proficiently reported / handout / time frame
C	16	Adequately reported / handout / time frame
D	14	Poorly reported / no handout / too short or long
F	10	Unacceptably reported / no handout / too short or long
F	0	Not presented

Class Discussions (0 to -20 pts)

Be prepared to answer questions about the text, share your personal perspectives, ask additional questions, and work in small group class work. In addition, you will be asked to bring several textbook assignments to share with the class. These discussions are focused to help you process the reading material so you may better incorporate the material into the project.

A	0	Answered questions exceptionally / Asked quality questions / Participated in discussions and class activities / Was not disruptive / 0-2 one hour absences
B	-5	Answered questions proficiently / Asked good questions / Participated in discussions and activities / Was not disruptive / 3-4 one hour absences
C	-10	Answered questions adequately / Asked ok questions / Sometimes participated in discussions and activities / Was partially disruptive / 5-6 one hour absences
D	-15	Answered questions poorly / Asked unrelated questions / Often did not participate in discussions and activities / Was often disruptive / 7 one hour absences
F	-20	Did not meet the D criteria

CLASS SCHEDULE

Aug 26: Why Study Second Language Acquisition (SLA)?

Sept 2: How Is a First Language (FL) Acquired?

- Read Lightbown, Chapter 1
- #1 Journal Lightbown Ch 1

Sep 9: How is a Second Language (SL) Acquired?

- Read Lightbown, Chapter 2
- #2 Journal Lightbown Ch 2

Sep 16: What Is The Process of Acquiring a SL?

- Read Lightbown, Chapter 4
- #3 Journal Lightbown Ch 3

Sep 23 What Factors Affect a Student Acquiring a SL?

- Read Lightbown, Chapter 3
- #4 Journal Lightbown Ch 4

Sep 30: What Is SL Teaching?

- Read Lightbown, Chapter 5
- #5 Journal Lightbown Ch 5

Oct 7: How Should SL be Taught in a Classroom?

- Read Lightbown, Chapter 6,7
- #6 Journal Lightbown Ch 6
- #7 Journal Lightbown Ch 7

Oct 14: Methods—Grammar-Translation and Direct

- Read Larsen, Chapters 1,2,3
- #8 Journal Larsen: Chapter 2 (2A, 2B, Activities A 1,2)
- #9 Journal Larsen: Chapter 3 (Activities A 1,2,3; B 1,2)

Oct 21: Methods—Audio Lingual and Silent Way

- Read Larsen, Chapters 4,5

- #10 Journal Larsen: Chapter 4 (Activities A 1,2; B 1,2)
- #11 Journal Larsen: Chapter 5 (Activities A 1,2,3; B 2,3)

Oct 28: Methods—Desuggestopedia and Community Language Learning

- Read Larsen, Chapters 6,7
- #12 Journal Larsen: Chapter 6 (Activities A 1,2; B 1,2)
- #13 Journal Larsen: Chapter 7 (Activities A 1,2)

Nov 4: Methods—Total Physical Response and Communicate Language

- Read Larsen, Chapters 8,9
- #14 Journal Larsen: Chapter 8 (Activities A 1,2; B 1,2,3)
- #15 Journal Larsen: Chapter 9 (Activities A 1,2,3; B 1,2,3)

Nov 11: Methods—Based and Other

- Read Larsen, Chapters 10, 11, 12
- #16 Journal Larsen: Chapter 10 (Activities A 1,2,3; B 2)
- #17 Journal Larsen: Chapter 11 (Activities A 1,2; B 1,2)
- #18 Journal Larsen: Chapter 12 (Activities A 1,2; B 1)

Nov 18: Strategy Training and Technology

- Read Larsen, Chapters 13,14
- #19 Journal Larsen: Chapter 13 (Activities A 1,2,3; B 2,3)
- 2#0 Journal Larsen: Chapter 14 (Activities A 1,2; B 1,2)

Nov 25: Thanksgiving

Dec 2: The Role Of Parents in SLA and Oral Reports

- Read article to be given later.
- Oral Reports

Dec 9: Oral Reports

COURSE COVENANT

As a student, I will strive to

Attend every class period and arrive on time. If I miss 4 two-hour class periods or 8 one-hour class periods, I will be dropped from the class with an F. If I am late by 20 minutes or more, I will be counted absent.

Submit all of my work on time. No late work is accepted. However, I may ask for an extension of any assignment. I must ask the professor in person and ask him before the due date. The professor may respond in one of three ways: (1) Reject the extension, (2) Accept the extension with a grade penalty, or (3) Accept the extension with no grade penalty.

Do my own work. If I commit intentional plagiarism on any assignment, I will receive an F for the class. If I commit unintentional plagiarism, I may receive any one of several consequences.

Conduct myself in a mature, respectful, and honorable manner in and outside of the class. If I engage in any disruptive or inappropriate behavior, I will be removed from the class and counted absent. I may not bring my laptop to class; only to the computer lab. I will turn off my cell phone during class.

As a professor, I will strive to

Arrive on time to class, be prepared for each class, and return work within one week.

Follow the syllabus; however, I may need to modify topics, due dates or assignments. I will not add to your work load, and I will notify you in advance of any changes.

Treat you in a fair, honest, and respectable manner as a student, as an adult, and as a Christian brother or sister.

Provide academic assistance when possible to best accommodate your learning styles and prayer for you for your spiritual development.

COURSE RESOURCES

Arenberg, L. Raising Children Bilingually: The Pre-School Years. Clevedon, Somerset: Multilingual Matters, 1987.

Ellis, R. Second Language Acquisition. Oxford: Oxford University P., 1997.

Ellis, R. The Study of Second Language Acquisition. Oxford: Oxford University P., 1994.

Larsen-Freeman, D. and M.H. Long. An Introduction to Second Language Acquisition. New York: Longman, 1991.

McLaughlin, B. Theories of Second Language Learning. London: Edward Arnold, 1987.

Oxford, R. Language Learning Strategies: What Every Teacher Should Know. New York: Newbury House, 1990.

Pinker, S. The Language Instinct. New York: William Morrow, 1994.

Ritchie, W.C. and T.K. Bhatia. Eds. Handbook of Second Language Acquisition. San Diego: Academic P., 1996.

Sanders, G. Bilingual Children: From Birth to Teens. Clevedon, Somerset: Multilingual Matters, 1988.

Wajnryb, R. Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers. Cambridge: Cambridge University P., 1992.

PROFESSOR INFORMATION

Douglas Lay

Email:	dlay@slccconline.edu
Phone:	314-837-6777 x1514
Office:	Keystone Building / Room 208
Office Hours:	Tue-Fri 8:00-10:00 a.m.
Web Site	www.proflay.com
Facebook	You can contact me also through Facebook.

ESSAY ASSESSMENT GUIDE

TRAIT	CONTENT
Topic	Engages a relevant and well thought out topic. Shows a declarative sentence—stated or implied--limiting a subject with a specific focus.
Purpose	Targets a specific audience, purpose, and point of view.
Outline	Uses a logical progression of thought with clear transitions.
Support	Contains accurate, complete, and convincing evidence that directly supports the thesis. Reveals proper primary and secondary sources, if used, and diversity yet balance of summaries, paraphrases, and quotations. Establishes appropriate and accurate use of paragraph development to present the evidence.
Introduction	Demonstrates an engaging opening that establishes purpose and direction of the topic.
Conclusion	Includes a meaningful closing that brings closure to the topic and / or a plan of action.
STYLE	
Voice	Shows the personal and genuine perspective of the author.
Paragraphs	Demonstrates unity, coherence, and completeness.
Sentences	Contains economy, varied type, different lengths, and emphasis.
Diction	Uses specific nouns, active verbs, appropriate usage, no contractions, no ambiguity, and nonbiased words.
GRAMMAR	
Structure	Demonstrates proper subject-verb agreement and pronoun-antecedent agreement; uses correct Person, Tense, Voice, and Parallelism; avoids sentence fragments, comma splices, and run-ons; and does not contain misplaced and dangling modifiers
Punctuation	Utilizes standard usage of the Period, Comma, Semicolon, Colon, Hyphen, Ellipsis, Dash, Question Mark, Quotation Marks, Italics, Parentheses, Diagonal, Brackets, Exclamation Point, Apostrophe
Mechanics	Accurately uses Capitalization, Plurals, Numbers, Abbreviations, Acronyms, Misspelled Words
FORMAT	
MLA	Properly uses MLA format including one-inch margins, double spacing, a 12-point font, one half-Inch paragraph indents, page numbers, and a title.
Layout	Properly uses the appropriate format for the type of writing.
References	Exhibits MLA Parenthetical references, author's name and page number, and quotation marks
Works Cited	Incorporates MLA works cited page in alphabetic order with all sources used Includes the minimum number of sources required.
Length	Each assignment meets the minimum length requirements. A reduction in the final grade of the assignment of up to 10% may result if the minimum is not met.

GRADING SCALE

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
0-209	210-215	216-227	228-233	234-239	240-251	252-257	258-263	264-275	276-281	282-287	288-300

