American Public University System

The Ultimate Advantage is an Educated Mind

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<th>Education</th>
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<tr>
<td>EDUC603</td>
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<td>Applied Linguistics &amp; Second Language Acquisition</td>
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<tr>
<td>Credit Hours = 3</td>
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<td>Length of Course = 8 weeks</td>
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<td>Prerequisite: EDUC503 (May be taken concurrently)</td>
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Instructor Information

Instructor: APUS Faculty

Course Description (Catalog)

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. Teachers 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.

Course Objectives

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

1. Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings (Standard 1.b)
2. Define and describe the processes that underlie the acquisition of a second language in natural and instructed settings (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 and know theoretical constructs necessary for choosing teaching strategies (Standard 3.b)
5. Use 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. Use sophisticated understanding of errors to inform classroom instruction (Standards 4.a & 4.b)
7. Develop differentiated assignments and activities based on an understanding of how learner characteristics effect 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.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by midnight (Eastern Time) on the day indicated and include Forum questions (accomplished in groups through a threaded forum), and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.
Course Materials

Required Course Textbook


Required Course 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.

Evaluation Procedures

Assignments

*Forum Participation*

Topics and questions will be posted to the Forum each week. You and your classmates will be asked to respond to the postings. Forum posts are worth 5 points per post, 15 points possible per lesson, for a total of 180 points possible for the course.

*Article Critiques*

There is one article critique due on Sunday each week. Critiques include a total of 8 assignments worth 30 points each for a total of 240 possible points.

*Reflections*

You will write five (5) reflections on topics covered in the class. Due Sunday weeks 1, 3, 5, 7, and 8 with 30 points possible per reflection, 10 points possible per peer response (2), and a total of 50 possible points.

*Activities*

You will answer 4 questions that will require you to call upon information from the course as your
formulate your responses. These activities will be shared with the class and form the basis for discussions. Activities are due Fridays Weeks 2, 3, 6, & 8 with peer responses due no later than Sunday for each respective week with 15 points possible for each activity and 5 points possible per peer response (2) for a total of 100 possible points.

**Course Project**

After engaging texts, peer comments, and instructor-provided comments, students will create their own personalized SLA from the components provided during the course. The project is due Sunday, Week 7 and worth 120 points.

**Critical Self-Narrative**

An essential aspect of teaching is self-evaluation based on new understandings of teaching practices and learner needs. At the end of this course, you will be given the opportunity to explore your own practice in light of what you have seen, done, and learned over the course. The assignment is due Thursday, Week 8 and worth 100 points.

**Final Evaluation**

Due on Sunday, Week 8, you will write a short paper intended to provide reflection on the course.

**APA Formatting**

For all projects use APA formatting. For those not familiar with APA forma for writing and publishing, please review the following website: [http://apastyle.apa.org](http://apastyle.apa.org)

You may also consider purchasing the APA Publications Manual, currently in its 5th edition, at [http://www.apastyle.org/pubmanual.html](http://www.apastyle.org/pubmanual.html)

**Due Dates**

For the purposes of this course, all forum postings and assignments are due no later than midnight U.S. Eastern time zone on the day/date due.

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Forum Participation (12 @ 15 points each)</td>
<td>180</td>
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<tr>
<td>Article Critiques (8 @ 30 points each)</td>
<td>240</td>
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<td>Reflections (5 @ 50 points each)</td>
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<td>Activities (4 @ 25 each)</td>
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<td>Course Project</td>
<td>120</td>
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<td>Critical Self-Narrative</td>
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<td>Reflection</td>
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<td><strong>Total</strong></td>
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The success of this course depends on our ability to have read the assigned readings closely, to have
thought carefully about the points raised or ignored by author, and to bring to the group your questions and concerns about their theses and positions into the discussions groups. Prior to each class I will post Announcements and outline the focus of the subsequent session and direct your reading. Having prepared the readings prior to class ensures your productive participation.

Classes will typically begin with a question I have posed the previous week. We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings. In all participation and assignments I am looking for evidence of:

- demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- critical contemplation, i.e., "grapple" with issues and topics;
- appropriate use of knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- exploring underlying assumptions about the lifelong value of education and classroom management of schooling;
- clarity of expression and logical connection among ideas expressed;
- writing that reflects precise and concise thinking;
- excellent grammar, syntax, and spelling.

Please be aware of the new requirement for first post in the forum. As of July 1, 2011, the first post must have at least 250 words. These posts will be submitted through word count software by the Technology Department for compliance. If the minimum 250 word count is not met, you will be dropped from the course by the end of the first week. Thank you for your attention to this very important matter.

The following paragraph is wording from the APUS Student Handbook:

All students are required to log into each of their courses during Week One and to submit a class discussion board post of at least 250 words. Students who do not submit this assignment during the first week of class will be automatically dropped from any courses in which this assignment has not been completed. The first week of classes runs from the day the course opens until 11:59 p.m. (Eastern Time) on the first Sunday of that week. At the beginning of Week Two, students who did not submit this assignment during Week One and did not submit an official online form to voluntarily withdraw from the course will be dropped. Students who are dropped for lack of academic activity will receive a tuition credit for the course on their student account. Those who wish to continue taking classes with us may register for courses in a future session. Detailed information on course drops is located in the Drop/Withdrawal Policy section of the Student Handbook.
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<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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<tr>
<td>1</td>
<td>What do we Know About Second Language Acquisition (SLA)?</td>
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<td><strong>File Download:</strong> The Observable Phenomena of Second Language Acquisition</td>
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<td><strong>Review</strong> the Additional Resources to supplement your learning.</td>
<td>• Article Critique 1</td>
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<td>Language Teaching for Communicative Competence</td>
<td>#1, 2, 4, 8</td>
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<td>Cross-Cultural and Linguistic Factors in SLA</td>
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<td>A Review of Interlangauge Syntax: Language Transfer and Language Universals</td>
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<td>Stages of SLA (Cummins)</td>
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<td><strong>Review</strong> the Additional Resources to supplement your learning.</td>
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<th>Summing Up the Experience #1, 2, 3, 8</th>
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<td><strong>Final Evaluation</strong></td>
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SELECTED BIBLIOGRAPHY

EDUC603 Applied Linguistics and Second Language Acquisition


First Language Acquisition (http://www.csun.edu/~galasso/lang1.htm)


Southeast Asia Training Program (http://images.google.com/imgres?imgurl=http://jillrobbins.com/gwu/brown_eco.jpg&imgrefurl=http://www.jillrobbins.com/gwu/sattp.html&usg=__qEEb2qjh2HoQurFaZZ14ksl42PQ=&h=1086&w=1611&sz=167&hl=en&start=30&um=1&tbnid=G3Xix0bJDZmz4M:&tbnh=101&tbnw=150&prev=/images%3Fq%3Dkrashen%2527s%2Bmonitor%2Bhypothesis%26ndsp%3D18%26hl%3Den%26rls%3Dcom.microsoft:*:IE-SearchBox%26rlz%3D1I7A7DBR_en%26sa%3DN%26start%3D18%26um%3D1)


Timothy Mason’s Site (http://www.timothyjmason.com/WebPages/LangTeach/Licence/CM/OldLectures/L1_Introduction.htm)


A. Deep Web—Licensed Materials

- **Journal Titles & Databases Available**
  - *Applied Linguistics* from 03/01/1999 to 1 year ago in ProQuest
  - *Bilingual Review* from 01/01/1991 to present in EBSCO
  - *Language Learning* from 03/01/1994 to present in EBSCO
  - *Language Learning Journal* from 06/01/2006 to 1 year ago in EBSCO
  - *The Modern Language Journal* from 1916 to 2005 in JSTOR
  - *Reading Teacher* from 01/01/1988 to 1 year ago in ProQuest
  - *Second Language Research* from 01/01/1997 to present in EBSCO

- **Online Catalog (or, titles available electronically)**


• Textbooks (Licensed to Students—CMM adds)
  o Citation with book cost
  o Citation...
Specific Suggestions—Articles, Case Studies, etcetera


B. Open Web

- Trusted Web Sites (Open Web, include Associations, Universities…)
• Second Language Acquisition and Second Language Learning / Krashen
  http://www.sdkrashen.com/SL_Acquisition_and_Learning/index.html or

• Stephen D. Krashen’s Web Site, http://www.sdkrashen.com/

• Stephen Krashen’s Theory of Second Language Acquisition
  http://www.sk.com.br/sk-krash.html

• Sample Syllabuses
  o First and Second Language Learning: From Childhood through
    Adolescence, San Diego, http://idiom.ucsd.edu/~goodall/119syllabusw09
  o Language Acquisition, California State,
  o Language and Culture Acquisition, Trinity Western University,
    http://www.canil.ca/programs/syllabi/ling470-fall.pdf
  o Linguistics and the Teaching of English as a Second/Foreign Language,
  o Second Language Acquisition and Teaching, Queens College,
    http://qcpages.qc.edu/~efernand/efhome/teaching/740_syll_f06.pdf
  o Second Language Acquisition, Hawaii at Manoa,
    http://www2.hawaii.edu/~lortega/SLS650syll.pdf
  o Second Language Acquisition, Kansas, http://soe.ku.edu/uploads/faculty-
    staff/syllabi/P_MarkhamT&L817.pdf
  o Second Language Acquisition: Theory I, Utah,
    http://www.humis.utah.edu/humis/syllabi/Syllabus1226692469.pdf
  o Second Language Acquisition, Wisconsin,

• Listserves/Discussion groups/Blogs/Social Networking
  o ESL Discussion Center, http://www.daveseslcafe.com/discussion/#teacher
  o ESL@LISTSERV,
    T.NET
  o TESL-L Discussion List, http://www.hunter.cuny.edu/~tesl-l/