

**422.23/GC5204 • SECOND LANGUAGE ACQUISITION**

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3 Credit Hours

# Syllabus

**I. COURSE DESCRIPTION**

The theories undergirding past and present methods and techniques of teaching ESOL will be covered. The nature of language, culture, second language acquisition and teaching methodologies are some of the topics to be discussed. The role of the teacher and learner will be analyzed.

**II. COURSE OBJECTIVES**

At the end of the term students should be able to do the following:

1. Be aware of and understand current theories of language and language learning.
2. Translate the essence of a theory into practical applications for the classroom.
3. Describe and critique twelve well-known language-teaching methods (principles and techniques).
4. Analyze classroom activities and course books.
5. Make personal choices concerning his/her role as an ESL teacher in the classroom.

**III. REQUIRED TEXTBOOKS**

Hedge, Tricia. *Teaching & Learning in the Language Classroom*. Oxford: Oxford University Press, 2000.

Tiessen, Gail. *Second Language Acquisition Class notes*.

**IV. CLASS SCHEDULE**

WEEK	TOPICS	CHAPTER READING [QUESTION RESPONSE]	ASSIGNMENTS & PRESENTATIONS
1	Introductions Second Language Acquisition What is Language?	(Sign up for tasks)	
2	How is Language Learned? Historical Overview Grammar Translation Audiolingualism	1 [p.39/40 #2 or 6]	
3	Approach, Design, Procedure Communicative Language Teaching	2 [p.73 #5 or 6]	<b>Interview Summary</b>

<b>WEEK</b>	<b>TOPICS</b>	<b>CHAPTER READING [QUESTION RESPONSE]</b>	<b>ASSIGNMENTS &amp; PRESENTATIONS</b>
4	Focus on the Learner Community Language Learning Growing Participator Approach Socio-Cultural Factors	3 [p.102 #1 or 2]	<i>CLL GPA</i>
5	Focus on Language Teaching Vocabulary Lexical Approach	4 [p.139 #3 or 4]	<i>Lexical</i>
6	Teaching Grammar	5 [p.180 #2 or 3]	
7	Teaching Reading Suggestopedia Brain-Based Learning	6 [p.222 #2 or 3]	<i>Suggestopedia</i>
8	Comprehension-Based Approaches Natural Approach Total Physical Response Teaching Listening	7 [p.256 #5 or 7]	<b>Group Task #1</b> <i>NA TPR</i>
9	Teaching Speaking & Pronunciation Silent Way Role of the Teacher	8 [p.295 #1 or 4 (omit <del>4</del> )]	<b>Group Task #2</b> <i>Silent Way</i>
10	Teaching Writing Computer Assisted Language Learning	9 [p.330 #1 or 2]	<b>Group Task #3</b> <i>CALL</i>
11	Focus on The Learning Process Cognitive Academic Language Learning Approach (CALLA) / Content Based Instruction	10 [p.371/372 #4 or 5]	<b>Group Task #4</b> <i>CALLA</i>
12	Task Based Teaching Assessment	11 [p.397-400 #2 or 5]	<b>Group Task #5</b> <i>TBT</i>
13	<b>Final Examination</b>		

## V. REQUIREMENTS AND GRADING

1.	Attendance and Class Participation.....	10%
2.	Weekly Readings and Responses.....	10%
3.	Leading Class Discussion .....	10%
4.	Five Group Tasks .....	25% (5%each)
5.	Interview Summary .....	5%
6.	Methods Sketches.....	20% (10% each)
7.	Methods Poster.....	10%
8.	Examination .....	10%

1. **Attendance and Participation** – students must attend and actively participate in class.
2. **Weekly Readings and Responses** – Read the chapter from Hedges as indicated in the Class Schedule. Submit a written response to one of the designated discussion questions (see Class Schedule).
3. **Leading Class Discussion** – *The purpose of this assignment is to gain experience in leading class discussions as well as learning how to start a class with review.* Sign up to lead a class discussion for the appropriate day. Prepare to lead the class in a 10-15-minute discussion of what was covered on the previous class day. The discussion needs to include both the main topics and approaches focused on in class as well as and highlights from the Hedge chapter reading of the previous week. Be creative.
4. **Five Group Tasks** – In a group of 3 or 4 learners, do the following tasks (groups do not need to stay consistent). Tasks must be completed before class and handed in on the due date.
  - Task 1  
Hedge p. 223 #6
  - Task 2  
Hedge p. 255 #2
  - Task 3  
Hedge p. 295 #5
  - Task 4  
Hedge p. 330 #5
  - Task 5  
Hedge p. 367-371 #3
5. **Interview Summary** – interview a non-native speaker about his/her experience of learning EAL *as an adult*. Write a summary of the interview in narrative form. Give background information on the language learner and insights that you gained through the interaction.

6. **Method Demonstrations** – select two of the language teaching methods from the list below and put your name on the Method Demonstration sign up sheet. Meet with the other classmates who selected the same method. Work together. Do research on the method. Use at least three resources (only one can be from the internet). With your team members plan a **demonstration (8-10 minutes)** and prepare a **one-page resource sheet** to be handed out to every student in the class prior to the demonstration.

- Community Language Learning
- Growing Participator Approach
- Lexical Approach
- Suggestopedia
- The Natural Approach
- Total Physical Response
- Silent Way
- CALL
- CALLA/CBI

Make sure the demonstration illustrates the underlying philosophy, objectives, role of the teacher, role of the students, role of materials, classroom procedures/techniques associated with the method, proponents, historical setting, etc. Do **not instruct** us *about* the method; rather give us an *experience of* the method. Rehearse the demonstration. Present the demonstration on the assigned day.

Along with each demonstration, your group will have to prepare a one-page resource sheet about the method. Include the name of the presenters, date, name of method, essential information (approach, design and procedures like above) and resources used, following standard bibliographical format. Make copies. At the time of the demonstration, distribute one resource sheet to the instructor and each member of the class.

**Criteria:** Prepared, time management, resource sheet, content, accuracy, clarity, creativity, presentation, overall impression.

7. **Methods Poster** – individually, select a third language teaching method from the list above. Consult at least three resources (only one can be from the internet). Illustrate the method clearly on a poster. This is meant to be a metaphoric, symbolic, pictorial representation of the method. Make sure you include the essentials (approach, design and procedures like above). Be prepared to present it in class on the assigned day. On the back of the poster, put your name, date and resources used following a standard bibliographical format.

**Criteria:** Prepared, explanation of poster, accuracy, clarity, content, design, balance, creativity.

## 8. Examination

A summative examination will be written.

## VI. POLICIES

### Percentage to Letter-Grade Breakdown

A+	97-100	B	84-86	C-	70-73	F	-60
A	94-96	B-	80-83	D+	67-69		
A-	90-93	C+	77-79	D	64-66		
B+	87-89	C	74-76	D-	60-63		

### Attendance Policy

How the content of this course is presented is as important as the actual content. Therefore, if you are absent for more than 3 days, you will receive an automatic failure in the course. To discourage lateness, 3 late arrivals will count as one absence.

### **Late Assignment Policy**

Every day that an assignment is late, 5% will be docked from the final grade, unless documentation can be provided proving the lateness could not be avoided. However, all in-class assignments, demonstrations, posters and discussions, must be presented on the day scheduled.

### **Academic Honesty**

I have the expectation that every assignment is done with scholastic integrity and honesty. Assignments that are plagiarized (i.e. work that is not the students' own work) will be given a grade of zero.

### **Information and Communication Technologies in the Classroom**

Student use of information and communication technologies for purposes other than class note-taking is not allowed in the classroom, as students are expected to give their total attention to class activities. Use of cell-phones or iPods is never appropriate in the classroom, and use of laptop computers to play games, chat with others, browse the internet, or engage material not related to the class is always distracting to classmates and disrespectful to the instructor. Unlike some other post-secondary institutions, Providence has not yet found it necessary to ban laptops from the classroom, or prevent wireless internet access in classrooms. Only judicious use of them will keep it that way.