Course Objectives: This course focuses on the differences and similarities in first and second language acquisition, historical and current theories of acquisition, common myths about language learning both in and outside of the classroom, factors affecting SLA like age and personality factors, and other related topics concerning language acquisition. This will be accomplished via homework assignments, blackboard discussion board postings, exams, and a final paper. Specifically, in homework assignments, students analyze authentic samples of child language development in light of current theories of first language development; support/refute specific theories of second language development and their applicability in the ESL classroom; and explain/defend the social, psychological, and cognitive foundation of bilingualism. These assignments require students to utilize articles, class handouts, and audio files found on Blackboard. Students are also required to write ESL lessons based on current theories of SLA and state/national teaching standards. In addition, they are required to observe ESL classes and reflect on the linguistic and pedagogical elements contained in them.


Additional Readings: Other required readings will be posted on Blackboard web site.

Class Format: Because this is an on-line class, the opportunity for interaction will be limited to email and the class discussion board (on the Blackboard website). Your experiences as classroom teachers or language learners will enrich the other students. We’ve all got something to share, challenge or question. Your participation in the discussion board is mandatory and will be reflected in your grade.

Evaluation:
- homework assignments: 25%
- discussion board: 20%
- exams (2): 30%
- classroom observation assessment: 5%
- final paper: 20%

Grades will be given in percentages. Final grades will be based on the following scale:
- A = 90-100%
- B= 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

Assignments: For most weeks, there will be a set of questions you will be required to answer for homework and on the discussion board. You are expected to use academic English in both formats. You are required to proofread your submissions for grammar, punctuation and spelling. Type off line in MS Word and paste into Blackboard, if you are more comfortable doing it that way.

Some of the questions may be answered successfully from the readings; others will require you to go beyond the readings a do a bit of research. If you are not on campus, not to worry – there are plenty of materials available on-line via the library website that you can use to be successful in this course.

Homework must be turned in on time. There will be a penalty for late homework. Exams will be taken when scheduled; there are no make-up exams except under the most dire and documentable circumstances.

Final Paper: You will be required to pick a topic on second language acquisition and produce a 10 page final paper based on academic research using print library sources, electronic databases, and professional linguistic websites. (At least 6 academic sources, not including the text). Formatting requirements and other specifics will be given later. Note, however, that the use of APA style is required on the final paper.
Topics that students may select include analyzing the effect of the first language on second language development, reviewing theories of Error Analysis and Correction, and discussing the theoretical bases and instructional components involved in focus on form instruction and other topics directly related to second language theory. ALL TOPICS MUST BE APPROVED.

**Academic Theft:** Copying from other students or from other materials will not be tolerated. This includes material found on the internet. Students will receive failing grades on any assignments with ANY plagiarized sections. This is a senior level class. If the behavior is repeated, a failing grade will be received in the course, and you may be reported to university judiciaries.

**Kentucky Teacher Standards/TESOL Standards:** The course addresses Kentucky Teacher Standards I: Designs and Plans; V: Reflection; VIII: Content Knowledge; and IX: Technology. It also address TESOL Standards I: Language: Describing Language, and Language Acquisition and Development; 2: Culture: Nature and Role of Culture, and Cultural Groups and Identity; 3. Instruction: Planning for Standards-Based ESL and Content Instruction; and 5: Professionalism: ESL Research and History.

**Student Disability Services:** In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004.

Please DO NOT request accommodations directly from the professor without a letter of accommodation from the Office for Student Disability Services.

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**Class Calendar**

**ENG 469/On-line**

**Week 1: General Intro to Linguistics and Language Acquisition**

**Readings:** On Blackboard. 1) Intro to Linguistics; 2) Intro to Language Acquisition  
**Homework:** 1) Biography; 2) Survey

**Week 2: First Language Acquisition (FLA)**

**Readings:** Blackboard: 1) Language Explosion; 2) Babies Babbling  
**Listening Assignment:** How do Babies Learn their Mother Tongue?  
**Homework:** to be posted

**Week 3: FLA cont.**

**Readings:** Lighbown & Spada (from now on L & S) p. 2-27  
**Homework:** to be posted

**Week 4: Second Language Acquisition Theory (SLA)**

**Readings:** L & S p. 30-51, Blackboard: Why Learn a Second Language?  
**Listening Assignment:** What's the History of Study of Language in the United States?  
**Homework:** to be posted

**Week 5: SLA Theory & Bilingualism**

**Readings:** Blackboard: 1) Bilingual Children; 2) Raising Bilingual Children; 3) Learning a 2nd Language  
**Listening Assignments:** 1) Should we teach languages in the elementary school? 2) What does it mean to be bilingual?  
**Homework:** to be posted

**Week 6: Individual Differences: Effect of Age on Acquisition**

**Readings:** L & S p. 53-76  
**Listening Assignments:** 1) What does it take to learn a second language? 2) What causes foreign accents?  
**Homework:** to be posted
Week 7: Individual Differences: Personality Factors
Readings: Blackboard: Motivation and SLA
Listening Assignments: 1) Why study abroad? 2) How many languages is it possible to speak?
EXAM ONE

Week 8: Learner Language
Readings: L & S p. 77-108
Homework: to be posted

Week 9: Learner Language cont.
Readings: to be posted
Homework: to be posted

Week 10: Observing Learning and Teaching in the SLA Classroom
Readings: L & S p. 110-136
Homework: to be posted

Week 11: Learner Feedback: Correction and Modeling
Readings: Blackboard: Culture and Language Teaching
Homework: to be posted

TOPICS MUST BE SELECTED BY Week 12. SUBMIT ABSTRACT Week 13.

Week 12: Sociocultural Factors & World Englishes
Readings: Blackboard: 1) World Englishes I; 2) World Englishes II
Homework: to be posted

Week 13: (Thanksgiving Break 3 days): Interlanguage Pragmatics
Readings: Blackboard: Banks, Miscommunication

Week 14: Interlanguage Pragmatics Cont.
Homework: to be posted

Week 15: Six Proposals for Classroom Teaching
Readings: L & S p. 137-182
Homework: to be posted