



College of Arts & Science
The University of Memphis
Department of English

ENGL 7531

Summer 2015

Dr. Dalle/Professor of Record

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678-3742

ENGL 8/7531 History/Theory of ESL

Course Description: Survey of relation of linguistic principles to second language acquisition.

Prerequisites: None. Course is required for endorsement in ESL and required for the MA and PhD in English (concentration ESL or Applied Linguistics)

Text(s): Brown, H.D. (2014). *Principles of Language Learning and Teaching*. 6th ed. Prentice-Hall Regents.

Support of Conceptual Framework: This course provides students with a comprehensive view of the theoretical foundation of second language learning. Students see the relationship between these foundations and the linguistic approaches to ESL that have grown out of them. Beyond examining the various approaches to language teaching the student also examines the relationship between first and second language acquisition, investigates cognitive variations of language learners, considers personality and sociocultural variables, and studies the pragmatic functions of language.

Methods of Instruction:

- Readings and videos
- Reflective responses
- Discussion board

Course Objectives:

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1. distinguish various ESL methods, approaches and strategies to facilitate NELB students in English and in content areas
2. apply multiple approaches with learners of varied ages, stages of development, learning styles, and cultures and in varied learning environments.
3. determine the similarities and differences between first and second language acquisition and demonstrate the ability to apply that knowledge in the classroom
4. construct classroom lessons that take into account knowledge of the culture on non-English language background on students' perceptions, learning styles, needs, expectations, and rate of second language acquisition
5. describe features of English phonology, morphology, and syntax
6. describe their own personal theory of second language acquisition
7. apply error analysis techniques to student language performance

Major Topics: (During this course you will need to use the companion website at <http://elearn.memphis.edu>)

1. Language, learning, and teaching (Chap. 1) and International Phonetic Alphabet (IPA) and grammar-translation
2. First language acquisition (Chap. 2 and others) and morphology direct method
3. Age and acquisition (Chap. 3) and syntax and audio-lingual method
4. Human learning (Chap. 4) and designer methods
5. Styles and strategies (Chap. 5)
6. Personality factors (Chap. 6) and putting methods into perspective
7. Sociocultural factors (Chap. 7) and language pedagogy
8. Communicative competence (Chap. 8) and communicative language teaching
9. Cross-linguistic influence and learner language (Chap. 9) and error treatment
10. Toward a theory of second language acquisition (Chap. 10)

Assignments, Exams, and Grading Criteria:

Course Assignments:

Students complete ten modules at 100 points each for a total of 1000 points. Each module requires discussion board participation, short answer responses, and one short paper of 3-5 pages.

- Short answer responses and discussion board postings 600 pts.
- Papers 400 pts.

Grading:

992-1000--A+ (assumes all work is turned in by original due date)

960-991--A

930-959--A-

900-929--B+

870-899--B

840-869--B-

810-839--C+

780-800--C

750-779--C-

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Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant university policies concerning *plagiarism*. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Arts & Sciences.