



College of Arts & Science
The University of Memphis

Department of English

ENGL 7533

Spring 2019

Dr. Dalle/Professor of Record

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678-2651

ENGL 7531 History/Theory of ESL

Course Description: Survey of relation of linguistic principles to second language teaching and learning.

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

Text: Text(s): Brown, H.D. (2014). *Principles of Language Learning and Teaching*. 6th ed. Pearson Education ESL **ISBN-10:** 9780133041941

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: Lecture, Discussion, Group Work, Presentations, web work

Course Objectives: SWBAT
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
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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)

DATE DUE FOR EACH MODULE

SPRING 2019
Introduction 1/17
Module 1 1/24
Module 2 1/31
Module 3 2/7
Module 4 2/14
Module 5 2/21
Module 6 2/28
Spring break week of March 4
March 11-15—TESOL—no class
Module 7 3/21
Module 8 3/28
Module 9 4/4
Module 10 4/11
Wrap-up 4/18

Assignments and due dates:

Date Work Due	Text	Related topic
1/17	Introduction	
1/24	Chap. 1 Language, Learning, and Teaching	IPA, grammar translation

1/31	Chap 2, L1 Acquisition	Direct Method
2/7	Chap. 3 Age and Acquisition	Audio-Lingual Method
2/14	Chap. 4 Human Learning	Designer Methods
2/21	Chap. 5, Individual Differences	
2/28	Chap. 6 Affective Factors	Putting methods into perspective
3/4 – 3/10	Spring break	Spring break
3/11-3/15	TESOL NO CLASS	
3/21	Chap. 7 Language, Culture, and Identify	Language pedagogy
3/28	Chap. 8 Communicative competence	Communicative language teaching
4/4	Chap. 9 Interlanguage	Error treatment
4/11	Chap. 10 Sorting through Perspectives on SLA	
4/18	Wrap-up	

Assignments, Exams, and Grading Criteria:

Course Assignments:	Pts.
1. Participate in discussion board activities (10 x 10 pts)	100
2. Ten short papers (10 x 30)	400
3. Reports and web assignments (10 x 60)	600
Total	1000

Grading:

992-1000 A+ due date)
 960-991 A
 930-959 A-
 900-929 B+
 870-899 B
 840-869 B-
 810-839 C+
 780-809 C

750-779C-

Below 750, we have a meeting!

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

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 Education.