

ENGLISH 516
THEORETICAL FOUNDATIONS OF ESL

COURSE OBJECTIVE

The aim of this course is to provide an introduction to basic theoretical issues in learning and teaching English as a second or foreign language.

DESCRIPTION OF ASSIGNMENTS

Class Participation

This includes reading assigned texts, submitting questions on the readings, participating in class discussions, sharing journals, and presenting the final project

ESL Class Observations

This entails observing three different ESL classes.

Journals

Journal entries should focus on issues raised in readings and class discussions. An entry can involve reaction, commentary, critique, analysis, relation to personal experience, etc., and should run about 250-500 words (1-2 typed pages) in length.

Final Project Proposal

In 250 words (1 typed page) or less, describe what you plan to do for the final project.

Final Project: Options

Term Paper

A 10 page (2500 word) persuasive essay exploring a second language topic of your choice. The paper should include (a) a title page, (b) a 100 word abstract, (c) at least ten pages of text, and (d) a list of references. The paper should conform to APA specifications.

Annotated Bibliography

A 10 item (2500 word) bibliography of current journal articles on a second language studies topic of your choice or of the work of a particular second language studies scholar of your choice. The bibliography should include: (a) a title page with an introductory paragraph, i.e., an overview of the contents--how the pieces chosen fit together, how they work as a unit; (b) ten entries, each beginning with a citation and including a 250 word summary/comment—the comment should indicate what makes this article interesting, important, provocative, significant, worthy of inclusion, etc. The bibliography should conform to APA specifications.

Book Review

A 10 page (2500 word) critical review of a current scholarly book of your choice in second language studies. The review should both describe and comment on the contents of the book. The review should include (a) a title page, (b) at least 10 pages of text, and (c) a list of references. The review should conform to APA specifications.

Create your own Project

Design and develop your own project, but be sure to get the instructor's approval first.

COURSE POLICIES

(1) Course grades will be calculated on a 500 point scale: A=450-500, B=400-449, C=350-399, D=300-349, F=<300. Points can be earned for Class participation/presentation (100), Journals (150) Observations (50), Final Project (200)

(2) Attendance/Participation: Attendance and active, thoughtful, and informed participation at each class meeting is expected.

(3) Written assignments: All written assignments for this course are to be typed, double-spaced, with one inch margins on all sides. Deadlines for these assignments will be firm: late work will not normally be accepted.

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FALL 2006

READINGS

- Fries, C. C. (1945). On learning a foreign language as an adult, *Teaching and learning English as a foreign language* (pp. 1-9). Ann Arbor: University of Michigan Press.
- Rowe. B. (1945). The army streamlines language instruction. *Modern Language Journal*, 29(2), 136-141.
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- Homberger, C. P. (1950). How to study a language. *Language Learning*, 3(3/4), 117-126.
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- Whorf, B. L. (1956). Science and linguistics. In J. B. Carroll (Ed.), *Language, thought, and reality: Selected writings of Benjamin Lee Whorf* (pp. 207-219). Cambridge, MA: MIT Press.
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- Nida, E. A. (1957-1958). Some psychological problems in second language learning. *Language Learning*, 3(1/2), 7-15.
- Politzer, R. L. (1958). Some reflections on the use of the native language in elementary language teaching. *Language Learning*, 8(3/4), 49-56.
- Gefen, R. (1966). Let's transform generations and categorize theories. *Language Learning*, 16(1/2), 71-76.
- Allen, H. B. (1967). Challenge to the profession. *TESOL Quarterly*, 1(2), 3-9.
- Gardner, R. C. (1968). Attitudes and motivation: Their role in second-language acquisition. *TESOL Quarterly*, 2(3), 141-150.
- Ney, J. W. (1968). The oral approach: A re-appraisal. *Language Learning*, 18(1/2), 3-13.
- Lamendella, J.T. (1969). On the irrelevance of transformational grammar to second language pedagogy. *Language Learning*, 19(3/4), 255-270.
- Scovel, T. (1969). Foreign accents, language acquisition, and cerebral dominance. *Language Learning*, 19(3/4), 245-253.
- Wardhaugh, R. (1970). The contrastive analysis hypothesis. *TESOL Quarterly*, 4(2), 123-130.
- Bolinger, D. (1972). The influence of linguistics: Plus and minus. *TESOL Quarterly*, 6(2), 107-120.
- Robinett, B. W. (1972). The domains of TESOL. *TESOL Quarterly*, 6(3), 197-207.
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- Rivers, W. M. (1973). From linguistic competence to communicative competence. *TESOL Quarterly*, 7(1), 25-34.

- Bailey, N., Madden, C., & Krashen, S. D. (1974). Is there a "natural sequence" in adult second language learning? *Language Learning*, 24(2), 235-243.
- Dulay, H. C., & Burt, M. K. (1974). Errors and strategies in child second language acquisition. *TESOL Quarterly*, 8(2), 129-136.
- Burt, M. K. (1975). Error analysis in the adult EFL classroom. *TESOL Quarterly*, 9(1), 53-63.
- Rubin, J. (1975). What the "good language learner" can teach us. *TESOL Quarterly*, 9(1), 41-51.
- Stern, H. H. (1975). What can we learn from the good language learner? *Canadian Modern Language Review*, 34, 304-318.
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- (pp. 13-34). Frankfurt am Mein, Germany: Peter Lang.
- Savignon (2004). Language, identity, and curriculum design: communicative language teaching in the 21st century. In K. van Esch & O. St. Johns (Eds.), *New insights into foreign language learning and teaching* (pp. 71-88). Frankfurt am Mein, Germany: Peter Lang.
- Guiora, A.Z. (2005). The language sciences—The challenges ahead: A farewell address. *Language Learning*, 55(2), 183-189.
- Canagarajah, A.S. (2006). TESOL at forty: What are the issues? *TESOL Quarterly*, 40(1), 9-34.