

**San José State University**  
**Department of Linguistics & Language Development**  
**Ling 108: Introduction to Second Language Development,**  
**Teaching and Assessment, Sec. 01 (course #41422)**  
**Fall 2018**

<b>Instructor:</b>	Dr. Sharmin Khan
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<b>Office Hours:</b>	MW: 10:30-11:30 and by appointment TTh: 12:00-1:00 and by appointment
<b>Class Days/Time:</b>	TTh: 10:30-11:45
<b>Classroom:</b>	Sweeney Hall 414
<b>GE/SJSU Studies Category:</b>	Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments, or distinct academic units.

### **Catalog Description**

Theoretical and practical approaches to how people learn first, second, and foreign languages in bilingual and multilingual educational settings. Methods, materials, and assessment of language development for English language learners K-16. Prerequisite: Ling 101 or Engl 103 or LLD 107. ABCDF grading. 3 Units

### **Course Objectives (CO)**

The primary goal of this course is to help you understand how first, second, and foreign languages develop in language learners in bilingual and multilingual educational settings. The secondary goal is to make you understand the underlying philosophy of various methods of teaching English as a second language to various kinds of learners, including learners in both primary and secondary schools in the USA. While working towards these goals, you will also learn about the issues related to (i) cross-cultural and academic development in ESL learners, and (ii) bilingual and multi-cultural education. Lastly, we will also learn the basics of language testing and assessment.

### **Specific learning outcomes (SLO)**

By the end of this course, students will have an understanding of:

- i. How first, second, and foreign languages develop in learners;
- ii. The major linguistic, psychological, and cognitive variables that affect the language learning processes in second and foreign language contexts;
- iii. The role cognitive styles play in the language learning processes;
- iv. The importance for learners to maintain their home culture while learning English as a second language in a multi-cultural country like the USA;
- v. Why bilingual education is better than the mainstream English only education for new immigrants and 1.5 generation;
- vi. The most prominent methods of language teaching;
- vii. Materials production and materials evaluation;
- viii. Basic concepts in language testing;
- ix. What the teacher should or should not do in an ESL classroom.

## Mode of instruction

Time in class will be divided between teacher lectures, videos, and student group discussions. Students are expected to come prepared to class having done the assigned reading and ready to engage with the issues in a meaningful way.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Required Texts

- i. Brown, H.D. (2014). *Principles of Language Learning and Teaching* (6<sup>th</sup> ed.). NY: Pearson Longman.
- ii. Course Reader: Available at Maple Press, 330 S. 10th St. Phone: 297-1000. Please note that Maple Press does not accept credit cards; cash and personal checks only.

## Classroom Protocol/Policies

- i. Please arrive to class on time. Late entrances are highly distracting to both your fellow students and the instructor.
- ii. Absence from class may not be used as an excuse for failing to submit assignments on time.
- iii. Assignments turned in late will receive a lower grade. A point will be deducted for each day that the assignment is late, up to a week. After a week, the assignment will be accepted for half credit only.
- iv. In-class assignments cannot be made up unless there are extenuating circumstances.
- v. Make-up exams will be given only under truly extraordinary circumstances such as an illness or an accident. A doctor's note or other evidence must be provided in these cases.
- vi. Instructor reserves the right to make minor changes to assignments and schedule provided students are notified at least one class meeting in advance.
- vii. Courtesy and respect towards one's fellow students and the instructor are expected at all times. Therefore, while in class, please do not web surf on the computer, read unrelated materials, or do homework for another class.

## Computer use in class

You are allowed to use a laptop only for purposes of note taking, provided you have a documented disability that prevents you from taking notes by hand. Students who use their computers for other activities or who abuse the equipment in any way will be asked to leave the room and will be marked absent for the session.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

## Grading

Participation	15 points
Language learning experience paper	10 points
Quizzes	25 points
Mid-terms (2 @ 25 points each)	50 points
Interview paper	20 points
Student presentations	15 points
Research paper	25 points
Final exam	40 points
<b>Total points</b>	<b>200 points</b>
<b>Bonus for active and verbal participation</b>	<b>5 points</b>

## Requirements

### 1. Class participation (15 points):

F15-12, University Policy, Attendance and Participation states:

“Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class.”

While students may not be graded on attendance, they may be graded on class participation.

Points (divided according to # of sessions) will be awarded for in-class task completion such as group/pair work, discussions, exercises, lecture recaps, etc. To get participation points, students must be actively engaged and not just physically present in the room. .5 points will be deducted for each missed class participation, beyond 3 class sessions.

### 2. Language autobiography (10 points):

You will write a short two to three page autobiography focusing on your own linguistic identity and your experiences learning another language.

### 3. Quizzes (25 points):

At the conclusion of each major section, students will take a short quiz with mostly multiple choice questions based on the readings/lectures. All quizzes will be taken online via Canvas.

#### 4. Mid-terms (50 points):

There are two scheduled mid-terms. You will receive a detailed study guide one week before the test and there will be a review in class on the Tuesday prior to the test. You will be allowed to bring in one page of notes to the test.

#### 5. Interview paper (20 points):

For this assignment, you will be required to do one of the following: (i) interview a teacher who has ESL students to learn how she/he instructs such a class; or (ii) interview a person (an adult or a young adult) who has learned English as a second or foreign language. You will submit a paper based on your interview. The paper is expected to be about 3-4 pages. Additional details are available in the Course Reader (CR).

#### 6. Student presentations (15 points):

In groups of 3-4, students will present a particular language teaching method to the class. These presentations will take place towards the latter half of the semester.

#### 7. Research paper (25 points):

You are required to write a paper in which you take one of the topics we are examining in the course, do some library research on it, and then synthesize/analyze some aspect of it. The paper is expected to be about 4-5 pages. Additional details and a list of possible topics are available in the Course Reader (CR).

#### 8. Final exam (40 points):

The final exam is scheduled on **Wednesday, December 12, 9:45 am –12:00 pm**. The exam is cumulative. You will be allowed to bring in two pages of notes.

### Grading Percentage Breakdown

98% and above=A+	94% to 97%=A	90% to 93%=A-	87% to 89%=B+	84% to 86%=B	80% to 83%=B-
77% to 79%=C+	74% to 76%=C	70% to 73%=C-	67% to 69%=D+	64% to 66%=D	60% to 63%=D-

### Formatting standards

Papers must be typed, double spaced, using a size 12 font similar to Times New Roman and formatted according to APA guidelines. These guidelines are included in the Course Reader as well as on Canvas.

**Paper Submissions:** All papers are to be submitted as soft copies via Canvas by 11:59 pm on the date they are due.

### University Policies

This link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, religious holidays, etc.: <http://www.sjsu.edu/gup/syllabusinfo/>

## Instructor Absences

Emergencies do happen. If your instructor fails to appear in class within five minutes after the starting time, please notify the LLD office immediately. You can do this by picking up the phone in your classroom and dialing 4-4413. If someone answers, please give that person information about your class: which section, which instructor, which room. If there is no answer, please leave a message with the same information. If no one comes to assist your class within fifteen minutes (your instructor or someone else) you may then leave the classroom.

## Ling 108: Fall 2018 Semester Schedule

*Subject to change with fair notice at least one class period in advance*

Dates	Tuesday	Thursday
<b>Day 1-2</b> 8/21-8/23	Introduction to the class	What is language? <b>Read “What is language?” Reader pp. 6-20; Brown “Language” pp. 5-7</b>
<b>Day 3-4</b> 8/28-8/30	Theories of language acquisition <b>Read “What is language?” Reader pp. 21-37</b>	Theories of language acquisition contd.
<b>Day 5-6</b> 9/4-9/6	First language acquisition <b>Read “Lang. learning in early childhood” Reader pp. 38-42</b> <b>Read Brown pp. 21-48.</b> <b>Language learning experience paper due</b>	Bilingualism & second language acquisition <b>Read “Explaining second language learning” Reader pp. 43-45</b>
<b>Day 7-8</b> 9/11-9/13	Age and acquisition <b>Read Brown pp. 1-5</b>	Child-adult differences <b>Read Brown pp. 51-69</b>
<b>Day 9-10</b> 9/18-9/20	Styles and strategies/Individual differences <b>Read Brown pp. 109-137</b> <b>Study guide posted on Canvas</b>	Styles and strategies/Individual differences contd. <b>Read Brown pp. 109-137</b> <b>Study guide posted on Canvas</b>
<b>Day 11-12</b> 9/25-9/27	Review for mid-term #1	<b>MID-TERM #1</b>
<b>Day 13-14</b> 10/2-10/4	Strategies based instruction	Affective factors in language acquisition <b>Read Brown pp. 141-170.</b> <b>Interview paper proposal due</b>
<b>Day 15-16</b> 10/9-10/11	Affective/personality factors in language acquisition contd. <b>Read Brown pp. 174-201</b>	Socio-cultural factors in language acquisition <b>Read Brown pp. 174-201</b>
<b>Day 17-18</b> 10/16-10/18	Communicative competence <b>Read “Principles of communicative language teaching” Reader pp. 46-55</b> <b>Interview paper due</b>	Grammar teaching and error correction <b>Read Brown pp. 205-237</b> <b>Study guide posted on Canvas</b>
<b>Day 19-20</b> 10/23-10/25	Review for mid-term #2	<b>MID-TERM #2</b>

<b>Day 21-22</b> <b>10/30-</b> <b>11/1</b>	Language teaching methods <b>Read “Language teaching methods”</b> <b>Reader pp. 56-97</b>	Language teaching methods: The Natural Approach
<b>Day 23-24</b> <b>11/6-11/8</b>	Material development and evaluation	Prepare in class for student presentations
<b>Day 25-26</b> <b>11/13-</b> <b>11/15</b>	Student presentations of language teaching methods	Student presentations of language teaching methods
<b>Day 27-28</b> <b>11/20-</b> <b>11/22</b>	Bilingual education and heritage language maintenance	<b>THANKSGIVING HOLIDAY</b>
<b>Day 29-30</b> <b>11/27-</b> <b>11/29</b>	Bilingual education and heritage language maintenance <b>Read “A model and a framework of bilingual education” Reader pp. 106-109</b>	Testing and assessment <b>Read “Assessment concepts and issues”</b> <b>Reader pp. 120-131</b> <b>Research paper topic &amp; sources due</b> <b>Study guide for final exam posted on Canvas</b>
<b>Day 31-32</b> <b>12/4-12/6</b>	Testing and assessment <b>Read “Principles of language assessment”</b> <b>Reader pp. 133-144</b>	Review for final exam <b>LAST DAY OF CLASS!</b>
<b>Wed.</b> <b>12/12</b>	<b>FINAL EXAM 9:45-12:00</b>	<b>By Sun. 12/16</b> <b>Research paper due</b>