

Sample only

Course Description ELL M.Ed. Fall Year 1:

First and Second Language Acquisition Theory

This course is designed to acquaint you with the central issues in second language acquisition research. It includes a review of SLA theories and re-search as well as discussion of successful strategies for learning/acquiring a second language. This class does not address the specifics of how to teach languages, but rather offers insights into the underlying processes of second language acquisition through the critical examination of language learning theories. The course builds upon theories and concepts introduced in the Linguistics for Teachers summer session.

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Required Text

Mitchell, R. & Myles, F. (2004). *Second language learning theories*. New York: Hodder Education Publishers. ISBN: 0-340-80766-0

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Required Readings

Krashen, S.D. (1994). Bilingual education and second language acquisition theory. In Bilingual Education Office (Ed.) *Schooling and language-minority students: A theoretical framework* (2nd ed., pp. 47-75). Los Angeles: Evaluation Dissemination and Assessment Center, California State University.

Gass, S. & Selinker, L. (2001). The Role of Native Language: An Historical Review. In *Second Language Acquisition: An Introductory Course*. London: Lawrence Erlbaum.

Larsen-Freeman, D. & Long, M. (1997). SLA: Types of Data Analysis. In *An introduction to Second Language Acquisition Research*. New York: Longman.

McCarty, T. & Watahomigie, L. (2004). Language and literacy in American Indian and Alaska Native Communities. In B. Perez (Ed.) *Social Contexts of Language and Literacy*. New York: Lawrence Erlbaum.

Marinova-Todd, S., Marshall, D., & Snow, C. (2000). Three misconceptions about age and L2 learning. *TESOL Quarterly*, 34 (1), pp. 9-34.

Larsen-Freeman, D. & Long, M. (1997). Explanations of differential success among second language learners. In *An introduction to Second Language Acquisition Research*. New York: Longman.

Ohta, A. (2000). Rethinking interaction in SLA: Developmentally appropriate assistance in the zone of proximal development and the acquisition of L2

grammar. In J. Lantolf (Ed.), *Sociocultural Theory and Second Language Learning*. Oxford: Oxford University Press.

Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. Lantolf, (Ed.). *Sociocultural Theory and Second Language Learning*. Oxford: Oxford University Press.

Moraes, M. (1996). Whose findings? In *Bilingual Education: A Dialogue with the Bakhtin Circle*. New York: State University of New York Press.

Moraes, M. (1996). Language and its multiple voices. In *Bilingual Education: A Dialogue with the Bakhtin Circle*. New York: State University of New York Press.