

HARVARD UNIVERSITY
LINGUISTICS 200 *Second Language Acquisition: Theory and Practice*
Fall, 2011 Mondays from 3-5 pm Sever 206

Professor: Stacey Katz Bourns

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Office Hours: Mondays, 2-3pm; Tuesdays 11am-noon, and by appt. (435 Boylston Hall)

Course Description

This course is designed for TFs and TAs who are teaching a second/foreign language at Harvard for the first time. The course includes both theoretical and practical topics, with an emphasis on providing students with a solid foundation in the tenets of second-language acquisition (SLA) and applied linguistic theory. Students will also acquire the pedagogical tools and metalinguistic/metapedagogical awareness that they will need to become successful language instructors. In this course, students will

1. acquire a solid background in SLA theory and in recent developments in the field of applied linguistics;
2. gain an understanding of the current context of second-language teaching and become familiar with techniques offered by various methods and approaches through studying the historical development of foreign language teaching;
3. examine the processes involved in learning a second language and its cultures with respect to the three modes of communication (interpretive, presentational and interpersonal), and their interaction with the four skill areas (reading, writing, listening, and speaking);
4. develop a critical, reflective attitude about their teaching;
5. study methods for integrating culture into the foreign/second language classroom;
6. become familiar with the use of technology and multimedia in foreign- and second-language teaching.

Required Textbook: (available at the Harvard Coop)

Brandl, Klaus. *Communicative Language Teaching in Action: Putting Principles to Work*.
Prentice Hall: 2008.

Additional readings will be posted on the course's *i-site*.

Grade breakdown:

1. Participation in class discussions and completion of homework (20%)

You are expected to be an active participant in class discussions. This means coming to class on time, completing readings and any assigned questions or tasks before class, and participating actively in group activities and discussions.

You are allowed one unexcused absence during the semester. After that, the participation portion of your grade will be lowered by a full letter grade for each absence (since you will not have been able to participate in class discussions on that day). 3 late arrivals = one absence. Attendance will be taken during both the first and second hour of class (there will usually be a 10-minute break at around 4pm).

2. Observation Reports (10%)

Using the observation sheet that you will receive in class, you are to write two, two-page (double spaced) reports of two **different** elementary- or intermediate-level Harvard language classes that you

observe during the semester. One should be a class taught by an experienced instructor in the language that you teach, and the other may be taught by either a new or experienced teacher in any language. Be sure to provide a description of exactly what took place during the class, along with a critical analysis. Comment on what went well during the class, and then give suggestions for improvement. Pay attention to how students respond to the instructor and whether current, up-to-date methods for language teaching are employed. Be sure to attend on a 'typical' day, not on a day when there is a test, film, or review. Always ask the instructor **in advance** for permission to attend his/her class.

3. Exams (50%)

There will be two exams, given on **October 24** and **December 13**. There will be no make-ups for these exams, so please note these dates in your calendar.

4. Pedagogical Materials Portfolio (20%)

The main course project is the production of materials for use in teaching. The goal is to have a portfolio that contains materials that you will actually use and that you can show to potential employers during a job interview as evidence of your skills as a language teacher.

You will create materials for the portfolio throughout the semester, and you will have the opportunity to work with classmates to obtain feedback and suggestions.

The following items must be included in your portfolio:

- A table of contents.
- A statement of your teaching philosophy (suggested length: one page).
- A writing assignment, including the grading rubric.
- A reading assignment.
- A listening comprehension activity, using an Internet activity (please include the link).
- A set of grammar activities (3 minimum), using innovative techniques, to teach a specific point.

Electronic Devices: Cell phones must be in the off position when you come into class, and laptops may not be used in class except for certain specified activities. All powerpoints will be posted on the course i-site.

Students with Disabilities: Students needing **academic adjustments or accommodations** because of a documented disability are requested to present their letter from Student Disability Resources (SDR) by the end of the second week of the semester. All discussions will remain confidential, although SDR may be consulted to discuss appropriate implementation.

A Word on Plagiarism: It is Harvard University's policy not to tolerate plagiarism of any kind. Plagiarism is defined as the verbatim use of four or more words from an unreferenced source. This includes copying from someone else's homework, from a book or article, from the Internet (including translation websites), or from any other source without attributing the words in question (providing the author, the title, the pages, and so on). The University considers plagiarism a serious offense, and it may result not only in a failing grade, but also in expulsion.

CALENDAR

*Note: the syllabus may be slightly modified from time to time. Changes will be announced in class and posted on the course's i-site. You are responsible for any announcements made in class, even if you are not present that day. Homework assignments listed for each class are to be completed **before** coming to class.*

Note: you do not need to read/prepare the tasks at the end of the Brandl chapters. We will do some together in class.

August 31 (Wednesday): General introduction to course.

NO CLASS on September 5, due to the holiday.

September 12: First language acquisition vs. second language acquisition.

Homework: Spada and Lightbown, Chapter 1 (on i-site); fill out student information form (to be handed in).

September 19: Historical overview of pedagogical approaches/methods. Theories of communicative competence.

Homework: Richards and Rodgers (i-site); Brandl, Chapter 1.

September 26: Communicative Language Teaching: tenets, advantages, and deficiencies. Designing language classes: Combining theory and practice. Vocabulary instruction.

Homework: Brandl, Chapters 2 and 3.

October 3: Approaches to teaching grammar.

Homework: Brandl, Chapter 4. Reserve reading: Katz/Blyth. (on i-site).

NO CLASS on October 10, due to the holiday.

October 17: Grammar teaching and feedback/error correction.

Homework: Brandl, Chapter 5. **Observation report #1 due.**

October 24: EXAM I

November 1: Task-based instruction.

Homework: Brandl, Chapter 6. Lee (on i-site).

November 7: Literacy.

Guest speaker: Rick Kern, University of California (Berkeley)

Homework: Kern (on i-site)

November 14: Teaching listening and reading.

Homework: Brandl, Chapters 7 and 9.

November 21: Teaching writing.

Homework: Reading: TBA. **Observation report #2 due.**

November 28: Assessment.

Homework: Brandl, Chapter 10.

December 5: EXAM 2 (note: this class is during reading period, but it will take place at our normal class time in our usual classroom); **portfolio due.**

Languages 6410/Linguistics 6810: L2 Methodology

Fall 2006 Tues & Thurs, 12:25-1:45 BU C 212

Instructor: Professor S. Katz

Office: LNCO 1315

Office Hours: Tuesdays 3-4pm, Thursdays 2-3pm, and by appointment

E-mail: skatz@hum.utah.edu

Telephone: 581-8402 (email is usually better for reaching me, however)

Required Materials

Lee, James F. & Bill VanPatten. 2003. *Making Communicative Language Teaching Happen*. Second Edition, New York: McGraw-Hill.

Lightbown, Patsy & Nina Spada. 2001. *How Languages are Learned*. Second Edition. Oxford University Press.

Articles will be assigned throughout the semester, available through the Marriott Library electronic reserve.

Course Description

This course is designed for students who are, or will be, teaching foreign or second language classes to adults. The goals are both theoretical and practical, with an emphasis on providing students with the tools, experiences, and confidence to become successful language instructors. Special attention will be placed on the development of materials and lesson preparations. Students will:

- 1) Gain an understanding of the current context of second language teaching and become familiar with techniques offered by various methods and approaches through the study of the historical development of foreign language teaching.
- 2) Study the processes involved in learning a second language and its cultures with respect to the three modes of communication and their interaction with the four skill areas (reading, writing, listening, and speaking).
- 3) Acquire a critical, reflective attitude about teaching.
- 4) Study methods for integrating culture into the foreign/second language classroom.
- 5) Gain an understanding of the relationship between language and situational and social contexts.
- 6) Gain exposure to the use of technology and multimedia in foreign/second language teaching.

Important Dates

Friday, September 1	Last day to drop classes
Tuesday, September 5	Last day to add classes; to elect CR/NC option
Thursday, September 21	First observation report due
Tuesday, October 3	First article summary due
Thurs.-Fri., October 5-6	Fall Break
Thursday, October 12	EXAM I
Thursday, November 2	Second article summary due
Thursday, November 9	Second observation report due

Tuesday, November 17	No class (ACTFL conference)
Thursday, November 21	EXAM II
Thurs-Fri, November 23-24	Thanksgiving Holiday
Thursday, December 7	Portfolio due; last day of classes

Assignments & Breakdown of Grade

1. Participation in class discussions and completion of mini-assignments (20%)

You are expected to be an active participant in class discussions. This entails coming to class with having completed the readings and any assigned questions or tasks. Occasionally, I will ask you to complete additional “mini-assignments” that may be related to the readings or to materials that you are teaching with.

You are allowed one unexcused absence during the semester. After that, the participation portion of your grade will be lowered to the next grade level, e.g. from B+ to B.

2. Observation Reports (10%): Due dates: September 21; November 9

Using the observation sheet that you will receive in class, you are to write up 2-page (double spaced) reports of two **different** elementary or intermediate level language classes (either at the University of Utah or elsewhere) that you observe during the semester. Begin by providing a description of exactly what took place during the class: list the activities, including the time spent on each one and whether they were done in groups or as a class, and discuss whether an appropriate amount of the target language was used. Then, comment on what went well during the class, and give suggestions for improvements. Pay attention to how students react to the instructor and whether or not current, up-to-date methods for language teaching are being employed. Be sure to attend on a 'typical' day, i.e. on a day that is not devoted to a test, film, or review. **Always ask the instructor in advance for permission to attend his/her class!**

3. Summaries of Professional Articles (10%): Due dates: October 3; November 2

Following the guide you will receive in class, you will prepare summaries of two journal articles (two pages—double spaced --per article). You may choose two articles on the same or on different topics from the reading list provided. Please choose articles that you have NOT read for other classes. If you would like help choosing an article, please see me.

4. Exams (30%)

There will be two in-class exams, each worth 15% of your grade. The first one will take place on **Thursday, October 12th** and the second will be on **Tuesday, November 21st**. There will be no make-ups for these exams, so please note these dates in your calendar.

5. Pedagogical Materials Portfolio (30%)

The main course project is the production of materials for use in teaching. The goal is to have a portfolio that contains materials that you will actually use and that you can present to employers during a job interview as evidence of your skills as a teacher. You will present activities in the same format you would give them in class, but with clearly demarcated comments (e.g. in a different font or color).

You will be working on the portfolio throughout the semester and you will be able to present one activity to your colleagues for feedback.

The following items must be included in your portfolio:

- A table of contents.

- A statement of your teaching philosophy (suggested length: one page).
- Two *interpretive* activities, including pre- and post- listening/reading materials.
- A *presentational* activity that involves writing.
- An *interpersonal* activity that involves speaking.
- A series of grammar activities that move from structured input to structured output (at least 3 of each type).
- An activity to teach culture and communication across cultures, based on, for example, a webpage, a film, a TV segment.

Your in-class presentation of an activity in your portfolio grade will be included in your grade. Your portfolio should be professional in appearance and well organized. Both neatness and creativity will count. Please use a three-ring binder and dividers with labels or its equivalent. The portfolio is due by **Thursday, December 7th**. No extensions!

SYLLABUS

Week 1: August 24: Introduction	
Week 2: August 29 and September 31	
TUES	Historical overview and terminology Video & Handout: "Playing the Language Game" <u>Read:</u> LEE & VANPATTEN, Preview; LIGHTBOWN & SPADA, Introduction
THURS	First language acquisition Developmental patterns and theoretical approaches Behaviorism and ALM <u>Read:</u> LIGHTBOWN & SPADA, Ch.1 RICHARDS & ROGERS, "A Brief History of Language Teaching" (Reserve)
Week 3: September 5 and September 7	
TUES	First and second language acquisition The monitor model and comprehensible input <u>Read:</u> LEE & VANPATTEN, Ch. 1-2; LIGHTBOWN & SPADA, Ch.2
THURS	Communication and communicative competence Intercultural communication Language proficiency <u>Read:</u> LEE & VANPATTEN, Chs. 3-4
Week 4: September 12 and 14	
TUES	Information exchange/information gap Cooperative learning activities <u>Read:</u> LEE & VANPATTEN, Ch. 5
THURS	The learning environment Learner factors Observing teaching and learning <u>Read:</u> LIGHTBOWN & SPADA, Chs. 3 and 5;
Week 5: September 19 and 21	
TUES	Approaches to teaching grammar **First classroom observation report due <u>Read:</u> KATZ & BLYTH: Chapters 2-3 (Reserve)

THURS	Issues in learning and teaching grammar <u>Read:</u> LEE & VANPATTEN, Ch. 6; LIGHTBOWN & SPADA, Ch. 4
Week 6: September 26 and 28	
TUES	Input processing and structured input <u>Read:</u> LEE & VANPATTEN, Ch. 7
THURS	Differences between spoken and written grammars <u>Read:</u> "MCCARTHY & CARTER, "Spoken grammar: what is it and how can we teach it?" (Reserve)
Week 7: October 3 (Fall break October 5)	
TUES	**First article summary due
Week 8: October 10 and 12	
TUES	Exam review
THURS	Exam I
Week 9: October 17 and 19	
TUES	Structured output and focus on form; exam discussion <u>Read:</u> LEE & VAN PATTEN, Ch. 8
THURS	Testing grammar <u>Read:</u> LEE & VANPATTEN, Ch. 9
Week 10: October 24 and 26	
TUES	Listening comprehension <u>Read:</u> LEE & VANPATTEN, Ch. 10
THURS	** Second article summary due
Week 11: October 31 and November 2	
TUES	Comprehending written language <u>Read:</u> LEE & VANPATTEN, Ch. 11
THURS	Second language writing <u>Read:</u> LEE & VANPATTEN, Ch. 12
Week 12: November 7 and 9	
TUES	Testing and assessment <u>Read:</u> LEE & VANPATTEN, Ch. 13
THURS	Learning and teaching: summary <u>Read:</u> LIGHTBOWN & SPADA, Ch. 6, through p. 165 ** Second classroom observation report due
Week 13: November 14 (No class November 16)	
TUES	<u>Read:</u> LIGHTBOWN & SPADA, Ch. 6 (finish), and Ch. 7 Exam review
Week 14: November 21 (Thanksgiving, November 23)	
TUES	Exam II
Week 15: November 28 and November 30	

TUES	Exam discussion; Applied Linguistics <u>Read:</u> Katz and Watzinger-Tharp (electronic review)
THURS	Portfolio presentations
Week 16: December 5 and 7	
TUES & TH	Portfolio presentations; course summary **Portfolio due December 7

NB: There may be some adjustments to the syllabus, which may include additional readings and assignments.

Plagiarism

It is the University of Utah's policy not to tolerate plagiarism of any kind. Plagiarism is defined as the verbatim use of four or more words from an unreferenced source. This includes copying from someone else's homework, from a book or article, the Internet, etc. without attributing the words in question (giving the author, the title, the pages, and so on). Plagiarism is severely sanctioned by the University and it may result not only in grade of "F," but suspension or even expulsion. For more detailed information, consult the university's "student code: <http://www.sa.utah.edu/code.html>.

Americans with Disabilities (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services. See the university's web page for further information on the university's accommodation policy: <http://www.admin.utah.edu/facdev/index.html>.