

Instructor: Ralph Córdova, Ph.D.,
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Office hours by appointment
Virtual Office Hours: Tuesdays 10am - 2pm,
by appointment

Required Course Materials:

How Languages Are Learned by Patsy Lightbrown and Nina Spada

Between Worlds: Access to Second Language Acquisition

by David E. Freeman & Yvonne S. Freeman.

Principles and Practice in Second Language Acquisition
by Stephen Krashen (1982). PDF file will be provided by instructor.

Technology Requirements

1. Computer with an updated operating system (e.g. Windows, Mac) and an Internet browser (e.g. Mozilla Firefox, Internet Explorer, Safari)
2. Ability to navigate MyGateway (Blackboard Learning Management System)
3. Develop an account on www.ourCoLab.ning.com, which we'll use for the majority of our assignments. You will have access to the site indefinitely.
4. Download Adobe Acrobat.
5. Minimum Processor Speed of 250 MHz, 400 MHz recommended.

Course Catalog Description

Principles of Second/Foreign Language Acquisition (3)

Prerequisites: Tch Ed 6210. This course is a research-based study of language acquisition and the factors, which influence learning. Students investigate first and second language acquisition processes including socio-cultural and cognitive factors, as well as linguistic research about second language acquisition (SLA). The course analyzes phonology, morphology, syntax, semantics and discourse, within a sociocultural framework, which directly relates to instructional strategies and then looks at learning theory and its pedagogical implications.

Class Format

This is a sixteen-week online course. The 16 online classes will meet virtually and independently consisting of both individual and group-related projects. The assignments will be posted in on the NING and there will be announcements. Assignments will be turned in physically and electronically.

Course work will consist of instruction (Prezi), video, discussions in class (Ning), reading of Principles in Second Language Acquisition textbooks and professional literature on our NING.

Goals and Competencies

The learning objectives of the course will require each student to be able to:

1. Demonstrate an understanding of general socio-cultural theory, psycholinguistics, inclusive pedagogy, and other major SLA theories and how they relate to Teaching English to Speakers of Other Languages (TESOL).
2. Analyze ELL student class participation, oral production, reading, writing, and errors with particular reference to placing and providing for the ELLs' needs more effectively, using SLA principles.
3. Analyze the learning needs of an ELL learner using SLA principles and propose specific types of interventions, and ways to ameliorate the student's proficiency in the English language.
4. Evaluate learning situations in terms of SLA theories and learning constraints and affordances and recommend common understandings and united advocacy using an inclusive pedagogy framework.

Key Questions and Ideas

1. Why is studying language essential for teachers of English language learners?
2. How do children acquire language skills?
3. What research and theoretical evidence best explains successful first language acquisition?
4. What research and theoretical evidence best explains successful second language acquisition?
5. How do learner characteristics affect language acquisition? What can teachers do to accommodate for learner characteristics?