

# English 470 Syllabus: Content

Note: Topics will not always be covered in the order given below, although a serious attempt will be made to follow this order.

## Syllabus

Note: Various general topics will form the initial focus of each class session, but the intention is also to discuss and recycle various topics as they come up in the course of discussing how concepts relate to one another and to the materials presented for discussion.

\* = Not in packet; that is, it is just for reference.

## Conversation partners & Lab reports (1)

### 0. Introduction

#### A shared experience: Elementary Amharic: (3)

Elementary Amharic is a fresh language learning experience as a starting point for our exploration of the theory and practice of second language learning. (Although it is of minor importance, the learning experience will be done using Gattegno's Silent Way. What is of importance is what we can learn from observing the techniques used, rather than the specifics of the method itself.)

### 1. Second language acquisition

#### 1.1 The sounds of English

Preparation for Lab Report #1, which involves phonetic transcription:

Phonology	—	basic transcription	(7),(9), (11)
	—	related to the transcription quiz	
	—	the English spelling system and how it works	
	—	Contrastive Analysis: Hmong and English	(11)

#### 1.2 Listening

- Kits/Keats (20)
- Listening - The two little girls (22)

#### 1.3 Speaking (and listening)

- The movie problem (24)
- Talking dog (27)
- Gossip and the truth (30)

#### 1.4 And the structures of English

- **First language acquisition.**
  - Milestones and patterns in development
  - Early childhood bilingualism
  - Developmental sequences
  - Grammatical morphemes (Brown's 1973 sequence)

### 2. Second language acquisition research

#### 2.1 Second language acquisition and TESOL

- Theories: Behaviorism, innatism, interactionism (33)
  - Behaviorism

Innativism  
 Interactionism  
 Information processing  
 Connectionism

- James Cummins - defining language proficiency (37)
- Stephen Krashen - (42)

## 2.2 SL Developmental sequences

Developmental sequences

- Negation (44)
  - External negation
  - Preverbal (sometimes with *don't*, sometimes with *no, not*)
  - Post-auxiliary, not fully analyzed
  - Post-auxiliary with subject-verb agreement, tense, person, and number

Questions (44)

- Intonation only (single words, fragments, formulae)
- Intonation only (declarative word order but longer utterances)
- Fronting:
  - Wh-word fronting with no subject-verb inversion  
*Where the little children are?*
  - do-fronting: *Does in this picture there is four astronauts?*
  - other fronting: *Is the picture has two planets on top?*
- Inversion in wh- + copula and Y/N questions  
*Where is the sun?*  
*Is there a fish in the water?*
- Inversion in wh- questions:
  - with do: *How do you say [proche]?*
  - with other auxiliaries: *What's the boy doing?*
- Complex questions:
  - question tags: *It's better, isn't it?*
  - negative questions: *Why can't you tell me?*
  - embedded questions: *Can you tell me what the date is today?*

Practice Sets (46)

- Relative clauses (52)
- Tenses basic English tenses (53)

## 2.2 Classroom research methodology

- Audiolingualism
  - five slogans (Moulton) (58)

Overview lecture. contrastive analysis, error analysis, focus on form, and so on. (59)

## 2.3 Structuralism > CA > CAH > Interlanguage (59)

- Morphology
  - inflection versus derivational
  - contrasts with several languages
  - countables versus uncountables
- Culture
  - Deborah Tannen. Cross-cultural communication (58 and 67)

## 2.4 Classroom research and interaction

Teacher-student interaction.

Language classroom research.

#### 4. Psychological considerations: motivation, memory,

##### 4.1 Maturational constraints (my notes)

Critical period hypothesis; sensitive period hypothesis.  
(see differential success, immediately below)

##### 4.2 Differential success: Motivation and so on (69)

Research on learner characteristics  
Intelligence  
Aptitude  
Personality  
Motivation and attitudes  
Learner beliefs  
Age of acquisition

##### 4.3 Memory: storage and retrieval

- article containing most of the notes (72)

#### 5. Pedagogical approaches to second language acquisition

##### 5.1 Communicative approaches

- defining "communicative" in functional terms
- 'Who am I?' or 'Animal, vegetable, or mineral?' (82)

##### 5.2 Audiolingual approach, again

- Burling's assumptions (84)

##### 5.3 TPR

- Commands TPR (85)
- Terrell hierarchy (87)
- Questioning techniques (88)

#### 6. Error Correction

#### 7. Reading: Schema theory

- Pet dog (90)
- Reader's theater (93)
- Tolstoy reading (95)
- Presenting texts (99)
- Bertrand Russell (102)
- Literature and reading (110)

#### 8. Vocabulary

- Vocabulary (112)

#### 9. Writing and rhetorical structures

- Dicto-comp (116)
- Bower reading (117)
- Rhetorical types (123)
- Asimov (127)

•	Writing	(130)
•	Finland	(132)
•	Product and process	(134)
•	Holistic grading	(135)
<b>10.</b>	<b>Grammar (Focus on form)</b>	
—	focus on form	
•	passives	(136)
•	Pyramids	(140)
	Materials:	
•	If only she...	(143)
•	Inf. gap & present perfect	(145)
<b>11.</b>	<b>Critical thinking</b>	
•	Simple riddles	(148)
•	Jalan Terasek	(150)
<b>12.</b>	<b>Testing</b>	
•	Morrow on testing	(154)