

**William Paterson University  
College of Humanities and Social Sciences  
Department of Languages and Cultures**

**COURSE OF STUDY**

*Theme: Preparing Inquiring Educators: Knowledge, Understanding, and Application*

**COURSE TITLE:** TBED 607 **Applied Linguistics: Second Language Acquisition**

**NUMBER OF CREDITS:** Three

**COURSE DESCRIPTION**

The course deals with principles of second/foreign language learning and reviews second language acquisition research. It covers contrastive analysis, language transfer, error analysis, and cognitive and affective variables. The role of the teacher in the acquisition process and different teaching approaches are critically discussed.

**PREREQUISITES:** TBED 539

**COURSE OBJECTIVES**

1. To perceive a spectrum of inquiry which extends from theoretical studies of language to language teaching.
2. To understand major linguistic concepts as they relate to language acquisition.
3. To understand cross-linguistic influences on second language acquisition.
4. To analyze linguistic errors of second language learners.
5. To examine variation in Interlanguage.
6. To identify a range of variables of second language learning.
7. To develop analytical skills for evaluation of teaching techniques.
8. To foster students' mastery of New Jersey Professional Teaching Standards (NJPTS) 1 (Subject Matter Knowledge), 2 (Human Growth and Development), 3 (Diverse Learners), 4 (Instructional Planning and Strategies), 6 (Learning Environment), 7 (Special Needs), and 8 (Communication).

**STUDENT LEARNING OUTCOMES**

At the completion of the course, students are expected to

1. define a range of issues in second language acquisition.
2. relate major linguistic concepts to second language acquisition.
3. distinguish different roles of the native language in language learning and language transfer phenomena.
4. construct a chart for contrastive analysis and error analysis
5. explain interlanguage system and variation.
6. appraise variables that affect second language acquisition.

7. apply theories and research results to evaluation of teaching techniques.
8. demonstrate mastery of New Jersey Professional Teaching Standards (NJPTS) 1 (Subject Matter Knowledge), 2 (Human Growth and Development), 3 (Diverse Learners), 4 (Instructional Planning and Strategies), 6 (Learning Environment), 7 (Special Needs), and 8 (Communication).

## **COURSE CONTENT**

### **Unit One: Historical Background**

1. Evolution of applied linguistics
2. Range of topics in the field of applied linguistics

### **Unit Two: Linguistics concepts of Second Language Acquisition**

1. Phonetics, Phonology, and Morpho-Syntax
2. Lexicon, Semantics, and Pragmatics

### **Unit Three: Comparing and Contrasting First and Second Language Acquisition**

1. Neurological and psychomotor consideration
2. Cognitive consideration
3. Affective consideration
4. Linguistic consideration

### **Unit Four: Contrastive Analysis: Role of the Native Language**

1. Theoretical backgrounds: structuralism and behaviorism
2. Characteristics and Criticism
3. Revised perspective

### **Unit Five: Interlanguage System**

1. Theoretical backgrounds: cognitive psychology and
2. Error analysis and performance analysis
3. Systematicity in Interlanguage

### **Unit Six: Interlanguage Variation**

1. Psycholinguistic approaches
2. Sociolinguistic approaches
3. Interlanguage pragmatics

### **Unit Seven: Variables in Second Language Learning**

1. Cognitive variables
2. Intrinsic and extrinsic affective variables
3. Situational variables

### **Unit Eight: Theories/Approaches**

1. Behaviorist Theory

2. Cognitive Psychologist Approaches
3. Universal Grammar
4. Krashen's Monitor Model
5. Social-interactionist Approaches

Unit Eight: Theories and Practices

1. Techniques for applying different theories to teaching
2. Teaching methodology and refinement

### **TEACHING/LEARNING METHODS**

Lecture and transparencies  
 Classroom/group discussion  
 Student presentation and evaluation  
 Analysis of language samples

### **EVALUATION METHODS**

Student learning will be assessed through (i) weekly discussion questions-answers, (ii) critical analysis of a research article, (iii) contrastive/error analysis, (iv) term paper, presentation, and self-analysis (v) essay and multiple-choice final exam

### **RECOMMENDED TEXTS/READINGS**

1. Susan Gass and Larry Selinker (1997) *Second Language Acquisition*, Hillsdale, NJ: Lawrence Erlbaum Associates Publishers.
2. Douglas Brown (1994). *Principles of Language Learning and Teaching*, Englewood Cliffs, NJ: Prentice Hall Regents.

**PREPARER'S NAME AND DATE:** Dr. Keum sil Kim Yoon 4/15/91

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**REVISER'S NAME AND DATE:** Dr. Keum sil Kim Yoon January 3, 2000, Dr. Bruce Williams December 8, 2004.

### **BIBLIOGRAPHY**

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Brown, H. Douglas (1991) *Breaking the Language Barrier*, Yarmouth, ME: Intercultural Press.

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Piattelli-Palmarini (Ed. 1980) *Language and Learning: the Debate between Jean Piaget and Naom Chomsky*, Cambridge, MA: Harvard University Press.

Robinett, Betty Wallace and Jacquelyn Schachter (Eds. 1987) *Second Language Learning: Contrastive Analysis, Error Analysis, and Related Aspects*, Ann Arbor: The University of Michigan Press.

Selinker, Larry (1992) *Rediscovering Interlanguage*, London/New York: Longman.

Tarone, Elaine (1988) *Variation in Interlanguage*, London/Baltimore: Edward Arnold, a division of Hodder & Stoughton.

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VanPatten, Bill, Trisha Dvorak and James Lee (1987) *Foreign Language Learning: A Research Perspective*, New York: Newbury House Publishers.

Wardhaugh, Ronald and H. Douglas Brown (Eds. 1986) *A Survey of Applied Linguistics*, Ann Arbor: The University of Michigan Press.

Widdowson, H.G. (1979) *Exploration in Applied Linguistics*, Oxford/New York: Oxford University Press.

Widdowson, H.G. (1984) *Exploration in Applied Linguistics 2*, Oxford/New York: Oxford University Press.