

Foreign/Second Language Acquisition and Instructional Technology

Course Code: EDBEL352

Credit Hours: 3

Course Description

The field of Second Language Acquisition (SLA) investigates how people attain proficiency in language, which is not their mother tongue. Bilingualism is also a sub discipline of this field. English language teachers teaching in bilingual settings must have theoretical background in SLA, so that they may discover links between acquisition theories and different pedagogic techniques used for teaching second language. They will also understand the relationships between linguistics, psychology and first language acquisition, which are source fields for the study of SLA.

The course also aims at demonstrating applications of both traditional and electronic materials and equipment to the area of teaching English as a foreign language. Modern pedagogy gives much emphasis on the use of instructional technology for effective communication of knowledge at all levels of education. Under the influence of recent popularity of Communicative Language Teaching and the expanding use of computers and multimedia in education, foreign language experts and teachers attach tremendous importance to instructional technology.

Learning Outcomes of the course:

On successfully completing this course, the learners will be able to know:

1. Major developments in SLA research
2. Understand developmental patterns
3. Explain external and internal factors of SLA
4. Explain individual differences in SLA
5. Plan for using technology in their lessons
6. Select and arrange instructional technology in consonance with their plan and evaluate their lessons effectively
7. Know emerging and current trends in Instructional Technology.

Contents:

1. Introduction

Second Language Acquisition as a field of study

2. Learning vocabulary and meaning

2.1 Word frequency

2.2 Knowledge of words

2.3 Types of meaning

2.4 Strategies for understanding and learning vocabulary

3. Acquiring pronunciation

- 3.1 Phonemes and SLA
- 3.2 Learning syllable structure
- 3.3 Ideas about phonology learning

4 Strategies for communication and learning

- 4.1 Communication strategies
- 4.2 Language learning strategies

5 Individual differences in L₂ users and L₂ learners

- 5.1 Motivation
- 5.2 Attitudes
- 5.3 Aptitude
- 5.4 Age
- 5.5 Personality traits

6 The L₂ user and the native speaker

- 6.1 L₂ user vs native speaker (NS)
- 6.2 Code switching by L₂ users
- 6.3 English as lingua franca (ELF)

7 Technology in the classroom

- 7.1 Needs assessment – matching needs and technology resources
- 7.2 Planning instruction - designing appropriate integration strategies.
- 7.3 Logistics - preparing the classroom environment
- 7.4 Preparing you and your students to use resources
- 7.5 Evaluation and revisiting integration strategies

8 Technology in Foreign language education: CALL

- 8.1 The internet
- 8.2 Computer software
- 8.3 Video
- 8.4 Useful web sites for foreign language instruction
- 8.5 Using CALL for language teaching

Assessment and Examinations

The students will be assessed according to the following criteria

Examination	Marks
Sessional work	25%
Mid Semester	35%
Final Semester	40%

Suggested Readings

- Cook, V. (2011) *Second Language Learning and Language teaching*. New York: Routledge.
- _____, D. (2001) *Technology for Teaching*. Needham Heights: Allyn and Bacon.
- Edwards, J. & Roblyer, M. (2000) *Integrating Educational Technology into Teaching*. (2nd ed). Upper Saddle River, NJ: Merrill. Hodder-Education (4th ed).
- Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon.
- Norton, P., & Spraghe, White, L. (2003) *Second Language Acquisition and Universal Grammar*. Amsterdam/ Philadelphia: Benjamins.