

(JG)

California State University, Long Beach
EDSE/Linguistics 339
Linguistics for Cross-cultural Academic
Development in Secondary School Settings
Syllabus

Dr. Joseph Galasso
e-mail: joseph.galasso@csun.edu
Office: TBA

Description:

The Principle aim of this course is to evaluate language structure and variation while paying particular attention to how such "Explicit" language knowledge can assist educators in the classroom setting. Educational aspects regarding first and second language acquisition theories are main focal points of the class. Social and psychological influences on linguistic behavior in middle and high schools are examined as well as political issues affecting language attitudes, maintenance and shift.

Course Objectives:

Students will demonstrate basic knowledge concerning theories of language *Structure and Communication* through analysis of natural speech. Students will acquire the fundamentals behind different Acquisition Theories & Approaches which espouse either an (i) *Acquisition approach* (=L1) or (ii) *Learning Strategy Approach* (=L2). (Linguistic material for CLAD/BCLAD Test 1.) Students will acquire the basics of IPA transcription.

Lecture Topics:

- Nature of Language, Language Universals, Sound Systems (IPA)
- Variation in Morphology, Phonology and Syntax
- Theories of First and Second Language Acquisition
- Teaching Methodology
- L1 Interferences in L2 learning and psychological factors in L2 language learning
- Error analysis
- Bilingualism, code-switching, sociolinguistic factors and language variation
- Communicative disorders, non-verbal communication
- The 4 Skills regarding second language learning:
 - Reading--Writing--Speaking--Listening (and assessment)
- Pedagogical implications:
 - Skills for Teachers--Lesson Plans--Testing.

(JG)

Assignments:

- Readings
- In-class Essays (one after each of the lectures: bluebook) on a relevant lecture topic
- One Paper (3,000 word) on an approved topic related in some way to given lecture material
- Oral Report/Presentation 10min. with 500 word abstract
- Final Exam

Course Requirements:

Attend class meetings; read assigned material; participate in discussions; complete assignments and exams (above).

Grading:

- 3 In-class Essays on Lecture Material (bluebook) (60% t.)
- 1 Paper (3,000 word) on a selected lecture: example, accounts (20%)
in support of a chosen relevant topic--
&
- Project: Spontaneous Speech sample of an L2 subject:
 - Grammatical analyses (Non-IPA),
 - Phonological Transcription & analyses (IPA),
 - Sociolinguistic observations
- Final Exam (20%)

5= A (outstanding), 4= A/B, 3=B/C, 2=C/D, 1=F (fail)

Textbooks Required (3): (available at Univ. bookstore)

- Celce-Murcia, Marianne (Ed. 2001) *Teaching English as a Second or Foreign Language*. Third Edition. Heinle & Heinle.
 - Hakuta, Kenji (1986) *Mirror of Language: The debate on bilingualism*. Basic books, Harper Collins
 - Romaine, Suzanne (1994) *Language in Society: An Introduction to Sociolinguistics*. Oxford University Press.
- (See *References* in Lecture Schedule for further optional readings)

Withdrawal Policy:

Withdrawals during the final three weeks of instruction are not permitted except in cases such as accident or serious illness. See the *Schedule of Classes* for withdrawal information prior to the final three weeks.

Lecture Schedule

Required Texts:

- (i) Hakuta, Kenji (1986) *Mirror of Language: The debate on bilingualism*. Basic Books, Harper Collins.
- (ii) Celce-Murcia, Marianne (Ed. 2001) *Teaching English as a Second or Foreign Language*, Heinle & Heinle Pub.
- (iii) Romaine, Suzanne (1994) *Language in Society: An Introduction to Sociolinguistics*, Oxford University Press.
- (iv) Handouts

Introduction: A Brief outline of language philosophy: Nativism (Chomsky) vs Environmental Conditioning/Behaviourism (Skinner). Linguistic Perspectives. What is language? Tacit-Implicit knowledge vs Focal-Explicit knowledge. Lexical vs Functional Language (Sally Exp).

Lecture I: Weeks 1-4

Sounds

- Universal Sounds: Babytalk (Cook 1997:150-165)
- Phonology and the English Sound System
 - IPA Transcription (Cook: 1997 286)
 - Teaching Pronunciation (Celce-Murcia & Goodwin pp. 136ff)
 - Diphthongs
 - Allophones
- L1 vs L2 Phonological Interferences
- Category Perception (Handouts taken from Kuhl & Meltzoff: pp. 7-44)
- Morphology and Phonology: (/f/ /v/, /s/ /z/ assimilation +/-voice)
 - Functional Tense/Agreement/Aspect: /s/ /z/, /d/, /t/, /ing/
 - Morphemes (Bound, Free)
- Syntactic constraints on contracted forms: wanna vs want to (AR p. 269)
n't-move in Q and Tense move (1st V=Time)

Words: Knowing a Language

- Language Universals
 - Describing a Universal Language
 - Lexical vs Functional Categories in Language--Morphology/rules
 - Implicit vs Explicit Linguistic knowledge
 - Nature of Language (Romaine Ch. 1)
- Language Specifics and Language Types
 - Pro-drop
 - SVO vs SOV & Movement

==> Exam

(JG)

Lecture II: Weeks 5-8

Language Acquisition

- Principles and Parameters Theory: Nativism & Environmentalism
 - Review of Skinner vs Chomsky
 - Lexical vs Functional Categories Revisited
- Child First Language Acquisition
 - Hakuta (Ch. 1, 4)
- Theories of First Language Acquisition
 - Radford & Galasso (Handout 1998)
- Error analysis
- Pidgins & Creoles (Cook: 1993: Ch. 4, Handout)
- Dialect (Romaine Ch.3)*(Video: *American Tongues*) ==> Exam

Lecture III: Weeks 9-12

Second Language Learning, Teaching & Bilingualism

- Theory
 - (L2) Second Language "Learning"
 - What is the logical problem of foreign language learning?*
Bley-Vroman (Handout)
 - Working Paper* (Galasso: 1998)
 - L2 Interferences
 - Hakuta (Ch. 5, 6)
 - Transfer of The "Pro-drop" Parameter (Galasso: 1999)
 - Bilingualism
 - Hakuta (Ch. 2, 3,)
 - Code-switching
 - Hakuta (Ch. 7)
 - Romaine (Ch. 2)
 - (Galasso, Handout)
 - Methods
 - Celcia-Murcia (pp. 3-22)
 - Blair (pp. 23-45)
 - Classroom
 - Hakuta (Ch. 8, 10)
 - Chaudon (pp. 46-66)
 - Skills for Teachers: A Survey (Celce-Murcia Ch. 5)
- ==> Exam

Lecture IV: Weeks 13-16

Communicative Disorders

- Specific Language Impairment
 - Clahsen & Hansen (In Gopnik 1997: 141ff. Handout)
 - Radford & Galasso (1998, Handout)
- Non-verbal communication (Handouts) ==> Exam

(JG)

References

- Cook, V. (1997) *Inside Language*. Arnold Press: New York.
- _____ (1993) *Linguistics and Second Language Acquisition*. St. Martin's Press.
- Galasso, J. (1999) A Working Paper on Second Language Acquisition Research: Some notes on Theory and Method. Ms. San Diego State University.
- _____ (2000) Interference in Second Language Acquisition: Transferring the "Pro-drop" parameter from Spanish to English. Ms. San Diego State University, Long Beach City College.
- Gass, S. & Schachter, J. (1989) *Linguistic Perspectives on Second Language Acquisition*. Cambridge Univ. Press.
- Gopnik, M. (Ed. 1997) *The inheritance and innateness of grammar*. (Vancouver Studies in Cognitive Science, Vol 6) Oxford Univ. Press
- Kuhl, P. & Meltzoff, A. (1997) Evolution, Nativism and Learning in the development of Language and Speech. pp. 7-44. In Gopnik, M. (ed) *The inheritance and innateness of grammar*. Oxford Univ. Press.
- Radford, A. & Galasso, J. (1998) Children's Possessive Structures: A Case Study. *Essex Research Reports in Linguistics*, 19: April.