This course supports the assessments for LPA1. The course covers 2 competencies and represents 4 competency units.

Introduction

Overview
Language Production, Theory and Acquisition focuses on describing and understanding language and the development of language. It includes the study of acquisition theory, grammar, and applied phonetics.

Getting Started
In a program dealing with English language learning, course work on language acquisition and development is crucial to your understanding of the field. In this course you will read articles, materials posted at Web sites, and information in textbooks. You will also watch videos, and complete reflection questions. These activities will help you investigate the theory behind language acquisition and help you become familiar with the major researchers in the field. The materials will also provide a review of second-language acquisition theory, applied linguistics, and phonetics.

Welcome Video
Watch the following welcome video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": download video.

Competencies and Objectives
This course provides guidance to help you demonstrate the following 2 competencies:

- Competency 620.1.1: Describing and Understanding Language
The graduate understands language as a system and applies this understanding to help English Language Learning (ELL) students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

Objectives:

- Identify elements of English morphology; the various types of morphemes, such as bound, free, and derivational; morphemes with the same meaning; and word stems derived from the same base.
- Identify the most commonly used morphemes in the English language.
- Classify major components of the English syntactic system, idioms, verb tenses, grammatical transformations, structural changes, and nomenclature.
- Identify resources that describe the specific linguistic traits of English and of their ELL students' home languages.
• Identify linguistic structures that distinguish written and spoken language forms as well as those representing social and academic uses of language.
• Classify language variation, including dialect and gender-based differences, discourse varieties, rhetoric, politeness, humor, and slang.
• Explain how context affects the use and form of oral and written communication.
• Describe the basic sociolinguistic principles related to language learning (such as word use across dialects; usable levels of words and sentences in the context of different situations; communicative competence; and attitudes toward second language learners).
• Identify errors in pronunciation, vocabulary, and syntax of spoken English.
• Edit errors in pronunciation, vocabulary, and syntax of spoken English.
• Identify errors in writing by nonnative speakers who are learning English.
• Edit errors in writing by nonnative speakers who are learning English.
• Transcribe phonetically common English words.
• Identify current standards of writing mechanics in English.
• Explain how students’ L1 may affect their use of English mechanics.

• Competency 620.1.2: Language Acquisition and Development
  The graduate understands and applies concepts, linguistic theories, research, knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of new language in and out of classroom settings.

Objectives:

• Explain how different theories of language acquisition (for L1 and L2) have shaped views of how language is learned, ranging from behaviorist to cognitive and social interactionist perspectives.
• Explain the effect on language learning of individual learner variables (such as age and cognitive development, literacy level in the L1, personality, motivation, and learning style).
• Explain the processes of language and literacy development, and how this knowledge can provide optimal language input.
• Explain when and how to provide appropriate feedback regarding errors for learners’ developing language.
• Explain the importance of the cognitive, linguistic, and academic benefits of home language development; and the potential transfer of language skills and strategies from the L1 to the L2.
• Describe the basic principles related to second language acquisition such as interlanguage and overgeneralization.
• Describe the contributions of each of the major researchers to language learning.
• Explain basic sociolinguistic principles related to language learning.

Teaching Dispositions Statement
Please review the Statement of Teaching Dispositions.
Course Mentor Assistance
As you prepare to successfully demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course mentors are fully committed to your success!

Preparing for Success
The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course. WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

In the following resources, you may read about No Child Left Behind (NCLB). Please be aware that as of December 2015, President Barack Obama replaced NCLB with the Every Student Succeeds Act (ESSA). This new act reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. Although not required for this course, you are encouraged to familiarize yourself with the new act. For additional information, please visit the following links from the U.S. Government and the U.S. Department of Education:

- Webinar recording
- Read the ESEA now referred to as the ESSA
- Fact sheet on ESSA
- Transition Letter

Reflection Questions
Each section of this course has reflection questions for you to think about as you complete each section of this course. Print this document and use it to record your answers to the questions.

- Reflection Questions
VitalSource E-Texts
The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


eBrary E-Texts
The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

Teachscape
You will access video modules from Teachscape at the activity level within this course. The Teachscape modules include video lectures, exercises, and interactive elements.

The Diversity Kit
Download the following resource:

Access here: [The Diversity Kit](#)

WGU Library E-Reserves
This course of study utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "[Accessing WGU Library E-Reserves](#)" page.

The following e-reserve materials will be used in this course of study:

Content Path

Following this content path will help you complete the course in the suggested timeframe.

Week 1

- Language Theory Overview
- Understanding Second Language Learning

Week 2

- Communicative Language Teaching
- Stages of Language Development

Week 3

- Learner Variables and Phonetics

Week 4

- Manner and Place of Articulation

Week 5

- Error Correction

Week 6

- Varieties of English
- English Varieties and Pedagogical Implications

ELL Live Events Calendar

If the details of the live events are not showing properly, please log into www.google.com/calendar then you can refresh the calendar to see the full details. All times are listed in Mountain Time.

- ELL Live Events Calendar

Contact a Course Mentor

Use the Course Mentor’s scheduling links to book appointments.

- Ms. Chris Aranda
- Dr. Carolyn Aufderhaar
- Dr. Audra Gray-Dowdy
Performance Task 1
The following topics support your preparation for success in Performance Task 1.

Language Acquisition Theory, Part I

In this section you will begin learning about first- and second-language acquisition. In particular, you will focus on the theories of Noam Chomsky and Stephen Krashen, and you will examine the behaviorist, innatist, and interactionist perspectives on language acquisition.

Read, Watch, Reflect

Read:

- Part 1 ("The Second Language Acquisition Landscape") in Continuum Companion to Second Language
- Part 2 ("Issues and Relationships in Second Language Acquisition")
- Conclusions
- chapter 1 ("What Is Language?") in An Introduction to Language
- chapter 2 ("How Children Acquire and Use Language") in Teaching the World's Children: ESL for Ages Three to Seven

Watch:

- SLA Theory
- English Language Development at Middle School
- Second Language Acquisition Theory and Policy Part 1

Reflect:

1. Why do you think that teachers' beliefs might influence their teaching approach and subsequent success in teaching second language acquisition (SLA)? Also, why do you think that learner beliefs about SLA might influence their outcomes in achieving SLA?
2. What does Chomsky mean by universal grammar (UG)?
3. What is the behaviorist view of language learning?
4. Explain contrastive analysis.
5. How are first-language and second-language development connected? What implications might this connection have for teachers?

Language Acquisition Theory, Part II In this section you will continue to delve into theories of language acquisition as you move from first-language (L1) acquisition theories into second-language (L2) acquisition theories. You will also take a
closer look at the work of Jim Cummins, James Asher, Ana Uhl Chamot, and J. Michael O'Malley.
Read, Watch, Reflect

Complete the activities that follow.

Read:

- chapter 5 ("Focus on Meaning") in *Essentials for Successful English Language Teaching*
- chapter 8 ("Language Acquisition") in *An Introduction to Language*
- Read pages 35-41 in Part III: Language (the blue section) of *The Diversity Kit* for Jim Cummins' Ideas on BICS and CALP
- [Second Language Acquisition/Literacy Development at Jim Cummins' webpage](http://www.jcummins.com)
- chapter 6 ("Methods and Approaches of Language Teaching") in the *Communicative Approach to the Teaching of English as a Second Language*
- O'Malley and Chamot's *The Cognitive Academic Learning Approach*
- Implementing CALLA
- Interview with James Asher on Total Physical Response

Watch:

- [Total Physical Response (TPR) video](http://example.com)
- [Spotlight on TPR video](http://example.com)

Reflect:

- Explain the difference between task based language teaching (TBLT) and communicative language teaching (CLT). Which approach do you think is most beneficial in teaching English as a second language? Why?
- Do people acquire first and second languages in the same way?
- What is meant by the critical period hypothesis for L2 acquisition? Does this have any implications for learning a second language?
- Is there a difference between the language people need for everyday communication and the language they need to succeed academically? If so, what is the difference, in your opinion?
- What are BICS and CALP? How do these concepts help teachers shape their instruction in the language classroom?
- What is CALLA?
- What are metacognitive strategies? How are they used in the second-language learning classroom?

Language Acquisition Theory, Part III You will conclude your look at language acquisition by reviewing what you have read in earlier
topics, and you will also examine the communicative language teaching approach in order to look at how aspects of SLA theory are operationalized in how second languages are taught.

Read, Watch, Reflect

Complete the activities that follow.

Read:

- chapter 1 ("Essentials for Successful English Language Teaching")

Watch:

- English Language Development at Middle School

Reflect:

1. How would you describe Communicative Language Teaching (CLT)?
2. How is CLT used in the classroom?
3. What is the role of the teacher (e.g., a facilitator, a coach)?
4. How is grammar dealt with in CLT?
5. How can the first language be an aid in learning a second language?
6. What is meant by metalinguistic awareness?
7. In the videos you watched, how do the teachers use strategies that you CLT strategies?

Understanding Language Acquisition This section covers the acquisition of second language (SLA), the relationships between the language and the person speaking it, and complex factors that might contribute to variability in outcomes.

Complete: Performance Task 1

Complete the following task in Taskstream:

- LPA1 ELL: LanguageProd.,Theory&Acq. Task 1

For details about this performance assessment, see the "Assessment" tab in this course.

Go back through the instructions and rubrics for performance task 1 and write the essay on language theorists. Follow the rubrics and use the rubric sections as subheadings in your essay. Do not forget to add a reference page and cite all of the sources that you use in APA format. For more help on APA formatting, use the following document for a useful file with templates for citations and references:
Performance Task 2
The following topics support your preparation for success in Performance Task 2.

Stages of Language Development In this section, you will learn about the five stages of language development. Remember, these stages are not related to grade or age levels. Children and adults of varying ages will pass through some or all five stages as they learn a second language. You will explore characteristics of each stage, the kinds of factors that could hamper a learner from moving from one stage to the next, instructional strategies that could be used for each stage, how various learner characteristics and learning conditions impact acquisition of the first and second (additional) languages, and child-directed speech, foreigner talk, and teacher talk as examples of modified input.

Read, Watch, Reflect

Complete the activities that follow.

Read:

"Language Acquisition: An Overview"

Reflect:

Create a chart with two columns. In the first column, write down the stages of language development. In the second column, list the characteristics for each stage.

Learner Variables and Phonetics, Part I Variables that affect language learning can include level of intelligence, level of aptitude for language learning, preferred learning style, personality, level of motivation, cultural identity, age, etc. You will examine if, and how, these variables correlate to an individual's ability to learn a language.

Read, Watch, Reflect

Complete the activities that follow.
Read:

- chapter 5 ("Pronunciation") in Teaching ESL/EFL Listening and Speaking

Reflect:

1. Does gender affect language learning? If so, how?
2. How might the learner's L1 affect learning the L2?
3. Can age play a role in SLA?
4. Think about social factors. How might language learning be different for immigrant children and adults versus individuals who learn a second language for purely academic or leisure reasons?
5. What does variability of individual differences tell people about how and when people acquire second languages?
6. How does personality style and attitude affect second language learning?
7. What is formulaic language? How is it used to develop fluency?
8. Think about your own experience as an L2 learner. Which method(s) did your teacher use, and how did this method address pronunciation, if at all?
9. What is voicing?
10. How do you know if a sound is voiced or voiceless?

Phonetics

Phonetics is the study of the characteristics of speech sounds; your focus on phonetics will specifically cover North American English speech sounds. In this section, you will explore the International Phonetic Alphabet (IPA), the history of pronunciation instruction, and the difference between voiced and voiceless sounds.

Read, Watch, Reflect

Complete the activities that follow.

Read:

- "Phonetics Graphics"
- "IPA Phonetic Transcription"
- "Consonants of North American English"
- chapter 1 ("Fluency") in Part I: Background in Formulaic Language and Second Language Speech Fluency: Background, Evidence and Classroom Applications
- chapter 9 ("Fluency and Formulaic Language in the Classroom") in Part III: Applications
- chapter 6 ("Phonetics: The Sounds of Language")
- Phonetics: The Sounds of American English

Complete: Part 1 of Performance Task 2
Begin working on the following performance task in Taskstream:

- LPA1 ELL: LanguageProd., Theory&Acq. Task 2

For details about this performance assessment, see the "Assessment" tab in this course.

**Phonetics, Part II** You will continue to explore the phonetics of North American English and will study place of articulation and manner of articulation as well as features that do not distinguish phonemes. You will start looking into specifics related to vowels, consonants, and the importance of teaching pronunciation to ELL students.

**Read, Watch, Reflect**

Complete the activities that follow.

**Read:**

Take a look at the places of articulation for German and Spanish. Access the following web page:

- [Laterals](#)

Access the following web pages to learn more about the IPA:

- [A Course in Phonetics](#)
- [Phonemic Alphabet](#)
- [Index of Common Mistakes](#)
- [Common Mistakes in English by Language Background](#)
- [The Speech Accent Archive](#)

**Watch:**

- [Articulatory Anatomy](#)

**Reflect:**

1. What is place of articulation? Give an example.
2. What is manner of articulation? Give an example.
3. What phonetic features do not distinguish phonemes?
4. How would understanding common learner errors be useful for an ELL teacher? How could the teacher use such knowledge to assist learners?
5. How do you know (especially in the case of children) if an ELL student’s pronunciation abilities are progressing normally, or if a child might need special education assistance (perhaps the services of a speech pathologist)? How can an ELL teacher's knowledge of phonetics and pronunciation impact this situation?
6. Why should pronunciation be taught to ELL students? How can it help learners? How proficient do language learners need to become with pronunciation?
7. What do teachers need to know in order to assist learners in working on pronunciation skills?

Complete: Performance Task 2

Complete the following task in Taskstream:

- LPA1 ELL: LanguageProd.,Theory&Acq. Task 2

For details about this performance assessment, see the "Assessment" tab in this course.

Performance Task 3

The following topics support your preparation for success in Performance Task 3.

Error Correction in Language Learning In this section you will begin learning about errors in second language learning and how to provide corrective feedback. Recognizing the kinds of errors that language learners make helps show how they learn language. Errors and difficulties also point to places where the L1 can make learning the L2 easier or more difficult.

You will explore the error correction hypothesis, various ways that corrective feedback (e.g., recasting, wait time, etc.) can be provided without unduly raising the learner's affective filter, the kinds of errors that language learners make, how fossilization can occur, the meaning of "interlanguage" and how this dynamic system is unique to each learner.

Read, Watch, Reflect

Complete the activities that follow.

Read:

- chapter 7 ("Phonology: The Sound Patterns of Language") in An Introduction to Language
- chapter 8 ("Language-Focused Learning: Deliberate Teaching") in ESL/EFL: Listening and Speaking
- chapter 10 ("Monitoring and Testing Progress") in Teaching ESL/EFL Listening and Speaking

Watch:
• English Language Learners: Listening and Speaking

Reflect:

1. As a learner and a teacher, what is your philosophy of how to correct errors?
2. How do you like to be corrected? Should all errors be corrected? How can teachers decide how and when to correct errors?
3. What kinds of errors do language learners make?
4. L2 learners pass through developmental phases in their language learning as L1 learners do. What are some of the developmental sequences that they pass through?
5. What kinds of errors do language learners make?
6. How does fossilization occur?
7. How do teachers create an optimal mix of corrective feedback for learners?
8. What is the difference between global and local errors? How can teachers address these kinds of errors?
9. How would you know when to correct errors?
10. What techniques might you use to correct errors?
11. Would the technique or strategy depend on the learner and/or the error? How could you maintain culturally responsive instruction and error correction? Explain.
12. What is the danger in overcorrecting a learner?
13. What is the danger in never correcting a learner?

Complete: Performance Task 3

Begin working on the following performance task in Taskstream:

• LPA1 ELL: LanguageProd.,Theory&Acq. Task 3

For details about this performance assessment, see the "Assessment" tab in this course.

Performance Task 4

The following topics support your preparation for success in Performance Task 4.

Sociolinguistics and Dialects, Part I In this section you will look at language variety within one language, in this case, English. You will learn about dialects, pidgins, and creoles, and you will also look at how languages change over time and how different languages influence each other. From a pedagogical perspective, you will examine how speakers of non-dominant varieties of English can have their language needs met in the classroom.
Every form of English is a variety. Some varieties are considered dominant and some of these are then considered "standard" language. These varieties carry a certain amount of prestige and power with them. Other varieties are non-dominant. Some of these may be similar to a dominant variety, but others may vary greatly from the dominant in terms of syntax, phonological patterns, etc.

Read, Watch, Reflect

Read:

- chapter 10 ("Language in Society") in *An Introduction to Language*
- "Language Varieties"
- "Do You Speak American? American Varieties"
- "How Language Works: English Accents"
- Read pages 3-24 in *Part III: Language* (the blue section) of *The Diversity Kit*

Watch:

- Second Language Acquisition Theory and Policy Part 2

Reflect:

1. What variety of English do you speak?
2. What do you know about English dialects?
3. Is dialect the same as accent? (Keep this question in mind as you work through this section).
4. What is a dialect? How does it differ from a pidgin or a creole?
5. Is having an accent the same as speaking a dialect?
6. What is a prestige variety of a language?
7. What is the standard? Who decides what the standard of any language is?
8. What is slang? Register? Euphemism?
9. How can language be sexist or biased?
10. Think about how students whose first English differs from the standard (dominant) variety of English may be at a disadvantage in school. What kinds of difficulties might these learners run into? How might their language usage be misinterpreted by teachers and/or other learners?

Sociolinguistics and Dialects Part II In this section you will continue preparation for the fourth performance task and will explore what the pedagogical implications are for language varieties in the classroom.

Read, Watch, Reflect

Complete the activities that follow.
Read:

- **Writing Differences in Teacher Performance Assessments: Use of African American Language**
- **Teaching About Dialects**
- chapter 6 ("Celebrate Diversity") in *Essentials for Successful English Language Teaching*

Reflect:

- What is your concept of diversity and discourse? What is a dominant discourse? What are the challenges for people who are not born into the dominant discourse?
- How can teachers validate students’ home languages without using those languages to limit students’ potential?
- How can teachers give students access to and practice in the dominant discourse while helping the student maintain his or her identity?
- How can you demonstrate cultural responsiveness in your teaching?
- How can you help students with style and register, nonverbal communication, and cultural norms related to various forms of English? Do you have any strategies that you are already using that you find to be effective?

**Complete: Performance Task 4**

Complete the following task in Taskstream:

- LPA1 ELL: LanguageProd.,Theory&Acq. Task 4

For details about this performance assessment, see the "Assessment" tab in this course.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.