University of Northern Colorado

Master of Arts in Teaching American Sign Language

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Course Overview

Purpose

The purpose of this course is to introduce major theories of first language acquisition (L1) and second language acquisition (L2) in order to draw parallels between the similarities and differences in first language and second language acquisition theories and methodologies that can be applied to the teaching American Sign Language (ASL) as a foreign/modern language. Topics covered in this course include L1 and L2 theories of acquisition, including but not limited to, biological and cognitive, socio-cultural, input and interaction, interlanguage, language transfer and interference. This course will also address factors that influence language acquisition and learning, such as cognitive style, attitude/motivation, personality, age, setting and classroom environment, code switching and learner strategies. Resources and current L1 and L2 acquisition research will be reviewed as it applies to acquisition and learning of ASL.

Impact

In the past two decades, there has been an exponential growth in foreign/modern language program offerings for American Sign Language (ASL) in K-12 and postsecondary programs. Accompanying this shift in ideology regarding ASL, and characterized by the linguistic, educational, and political recognition of ASL as a language, has been an increased public interest in ASL as a second, foreign, or world language. For this reason, the demand for trained and qualified ASL teachers is increasing, as is the need for ASL teacher-preparation programs. Public higher education institutions are necessarily poised to offer an option of ASL teacher training to prepare for the increasing demand for ASL teachers.

Objectives

By the end of this course, you will be able to:

1. Explain the major theories of language acquisition
   a. First language acquisition (L1)
   b. Second language acquisition (L2)
   c. Similarities and differences
      i. Biological/cognitive
      ii. Socio-cultural
      iii. Input hypothesis
      iv. Interlanguage, language transfer and interference

2. Identify and describe the similarities and differences between L1 and L2 acquisition
a. Child development stages and learning ASL and an L1
b. Adult learning of ASL and an L2

3. Demonstrate an understanding of L1 and L2 acquisition influences upon language teaching
   a. Cognitive style
   b. Attitude/motivation
   c. Personality
   d. Age
   e. Setting and classroom environment
   f. Code switching
   g. Learner strategies

4. Employ different teaching methods for L1 and L2 classes
   a. Apply knowledge base to classroom teaching of ASL as an L2
Plagiarism Policy

Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further.

For further information, go to the following website: http://unco.smartcatalogiq.com/current/Graduate-Catalog/General-Information/Policies-and-Procedures/Plagiarism.aspx

Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See http://www.unco.edu/hr/AAEO_TitleIX.htm).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).

Students with Disabilities

Accommodations Statement:
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.
Grading Scale

The points for all of the assignments in the TASL courses will add up to 100 and letter grades are assigned as follows:

- **A** 93-100  Superior achievement of objectives
- **B** 85-92  Above average achievement of objectives
- **C** 77-84  Average achievement of objectives

Below 77  Unacceptable level of achievement of objectives and considered failing.

**Reminder:** You must maintain at least a “B” average (3.0 GPA) to meet graduation requirements.

Late Assignment Policy

Late assignments will be accepted and graded for up to 72 hours after the due date and time but the final grade will be dropped one letter. Late assignments submitted after the 72 hours that have not been approved in advance with the respective Section Facilitator will NOT be graded and students will receive a zero as the assignment grade.

Extensions for assignment due date and time must be approved in advance with the respective Section Facilitator based on the following criteria:

- The extension is requested at least 24 hours in advance of the due date and time.
- An extension is requested no more than once during any given semester.
- **No late work will be accepted in the last three days of this course.**

Exceptions to the above criteria will only be considered based on documented evidence of special circumstances—such as illness, hospitalization or death of a family member.
Required Text/Readings

Textbooks

Required


Recommended


Additional Materials from Prior Courses

- National Standards
- All previous coursework

Readings (eReserves)


Course Preview

The content introduced in this course provides the student with the knowledge and skills to understand the theories of first language and second language acquisition as these theories apply to learning for teaching L1 and L2 in ASL classes. This course will introduce major theories of language acquisition, compare similarities and differences between first (L1) and second (L2) language acquisition and examine factors that influence language acquisition, learning and attainment.

Lesson Outlines

Lesson 1 – Language Learning in Early Childhood
- Describing first language (L1) and second language (L2) acquisition
- Identifying developmental milestones
- Evaluating similarities and differences

Lesson 2 – Defining Language and the Relationship between L1 and L2 Acquisition
- Defining language
- Describing the relationship between L1 and L2 acquisition

Lesson 3 – Second Language Learning, Learner Characteristics and Learning Conditions and Learning Theories
- Similarities and difference between L1 and L2 acquisition
- Learner characteristics and the impact upon learning

Lesson 4 – Comparing and Contrasting L1 and L2 Acquisition
- Identifying patterns in L1 and L2 acquisition
- Contrastive analysis

Lesson 5 – Grammatical Processing in American Sign Language – Age of Acquisition as an L1 and the Impact on Syntactic Structure
- Age of acquisition of ASL
- Syntactic structure and how L1 influences L2 use

Lesson 6 – Individual Differences in Second Language Acquisition
- Research on learner characteristics
- Age and L2 instruction

Lesson 7 – Assessing Individual Differences in Second Language Acquisition
- Evaluating ASL acquisition and differences in the classroom
- The situation is which learning takes place

Lesson 8 – Factors that Influence Individual Differences in L2 Acquisition
- Motivational and Attitudinal Orientations in Learning ASL
- Interlanguage and individual differences in learner success
Lesson 9 – Explaining L2 Learning
- Methodological perspectives
- Learner characteristics and application of difference teaching methods

Lesson 10 – Observing Learning and Teaching in the L2 Classroom
- Employing different teaching methods/curricula for L1 and L2 classes in ASL
- Reporting on observations of teaching methods

Lesson 11 – Second Language Learning in the Classroom
- Review of ASL Teacher-Preparation Programs in the U.S. and international perspectives
- Native language, target language and the learning of ASL Vocabulary

Lesson 12 – Popular Ideas about Language Learning Revisited
- Reflecting of popular ideas about how languages are learned
- Learning from research

Lesson 13 – The Need for Research Based Materials in Signed Language Education
- National Standards
- Call for improvement: The Need for Research-Based Materials in American Sign Language Education

Lesson 14 – Mock ASL Lessons
- Application of course content
- Instructional plan

Lesson 15 – Final Exam
Course Roadmap

Use this as your “map” while traveling on your distance learning journey. Use the last column to check off each item as you complete it. Icons in the roadmap are used to indicate activities/assignments worth points for grading. Dates before or next to any activity indicate specific dates for that item. Generally we will follow the assignment model of: 1) Read/View; 2) Create/Remember; 3) Understand/Apply; 4) Analyze/Evaluate. All work is due on Sunday night by 11:59. The dates posted daily are a suggested progression to allow you to stay ahead of your work. Most of you will work at different paces; however, keep in mind that all work in due Sunday night.

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<thead>
<tr>
<th>Points</th>
<th>Dates</th>
<th>Activity Code</th>
<th>Activity Description</th>
<th>Done!</th>
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<tbody>
<tr>
<td></td>
<td>8/24-8/25</td>
<td>1.1</td>
<td>Introduction: Post your introduction in the appropriate forum on the Discussion Board…tell us what you expect to learn in this class.</td>
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<td></td>
<td>8/26-8/27</td>
<td>1.2</td>
<td>Textbook Reading: <em>How Languages are Learned</em> Read Chapter 1</td>
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<td>PowerPoint: View Ch. 1</td>
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<td></td>
<td>8/28-8/29</td>
<td>1.3</td>
<td>Video Links: TED Talks</td>
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<td></td>
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<td></td>
<td>1. The Linguistic Genius of Babies</td>
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<td></td>
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<td></td>
<td>Patricia Kuhl: The Linguistic Genius of Babies</td>
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<td></td>
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<td>2. Steven Pinker: Human Nature and the Blank Slate</td>
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<td><a href="http://www.ted.com/talks/steven_pinker_chalks_it_up_to_the_blank_slate.html">http://www.ted.com/talks/steven_pinker_chalks_it_up_to_the_blank_slate.html</a></td>
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<td></td>
<td>8/30</td>
<td>Assignment 2: Application Activity #1: Complete ‘wug’ test activity – Using this website or another you find,</td>
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<td></td>
<td>8/24-8/30</td>
<td>1.4</td>
<td>Online Discussion #1: Post answers to activities and discuss with classmates what your perceptions are about the videos and your thoughts on the ‘wug’ test</td>
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<td>Points</td>
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<td>8/30</td>
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<td><strong>Assignment 3: Supplemental Activity #1:</strong> How Languages are Learned Complete Milestones of Vocal and Linguistic Development 1.3. Submit your work to the appropriate assignment tool.</td>
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<td>8/30</td>
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<td><strong>Assignment 4: Video blog (VLOG) Introduction #1:</strong> Describe your background, your interests in teaching ASL and what level (k-12/postsecondary) you are interested in teaching.</td>
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**Lesson 2 – Defining Language and the Relationship between L1 and L2 Acquisition**

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<th>Dates</th>
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<tbody>
<tr>
<td>8/31</td>
<td>2.1</td>
<td>• Textbook Reading: <em>Linguistics of American Sign Language</em>, Chapter 1: Defining Language</td>
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<td>• PowerPoint: Definition of a Language</td>
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<td>• PowerPoint: Major Subfields of Linguistics</td>
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<tr>
<td>9/1</td>
<td>2.2</td>
<td><strong>Textbook Reading:</strong> <em>Linguistics of American Sign Language</em> Language File 1.1-1.3: pp. 225-235 (Linguistics of ASL)</td>
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<tr>
<td>9/2-9/6</td>
<td>2.3</td>
<td><strong>Online Discussion #2:</strong> Post answers discuss with classmates: 1. What makes languages unique to humans? 2. What are the similarities and differences between major L1 and L2 theories?</td>
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**Lesson 3 - Second Language Learning, Learner Characteristics and Learning Conditions and Learning Theories**

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<th>Dates</th>
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<tbody>
<tr>
<td>9/7</td>
<td></td>
<td><strong>Labor Day – Enjoy your day off!</strong></td>
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<tr>
<td>9/8-9/9</td>
<td>3.1</td>
<td>• <strong>Textbook Reading:</strong> <em>How Languages are Learned</em> Chapter 2</td>
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<td>• <strong>PowerPoint:</strong> View Chapter 2</td>
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<td>Points</td>
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|        | 9/11-9/12   | 3.3           | **Video Link:** Second Language Acquisition Theories  
[https://www.youtube.com/watch?v=kdjWBmOMgSA](https://www.youtube.com/watch?v=kdjWBmOMgSA) |       |
|        | 9/13        |               | **Assignment 3: Supplemental Activity #2:** Complete: 2.1  
Submit to the appropriate assignment tool. |       |
|        | By 9/13     | 3.4           | **Online Discussion #3:** Post answers and discuss with classmates:  
1. If an L1 child can master a language in a few years, why can’t an L2 learner do the same over many years? |       |

**Lesson 4 – Comparing and Contrasting L1 and L2 Acquisition**

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|        | 9/14-9/15   | 4.1           | **Textbook Reading:** *Linguistics of American Sign Language:*  
Unit 3, 9, 14 and 15 |       |
|        | 9/16-9/17   | 4.2           | **Web Reading:** *Comparing and Contrasting First and Second Language Acquisition: Implications for Language Teachers* by: Hula IPEK |       |
|        | 9/18-9/19   | 4.3           | **Web Reading:** *Natural Sign Languages* by: Wendy Sandler |       |
|        | 9/19-9/20   |               | - **PowerPoint:** How to Read Research  
- **Blackboard Handout:** Tips for Writing a Research Review |       |
|        | 9/20        |               | **Assignment 5: Writing #1:**  
Complete article summary (include example screencast) |       |
|        | By 9/20     | 4.4           | **Online Discussion #4:** Post answers and discuss with classmates:  
1. What aspects of learners’ interlanguage are most likely to affect their ability to use language effectively outside the classroom? |       |
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<td><strong>Lesson 5 – Grammatical Processing in American Sign Language – Age of Acquisition as an L1 and the Impact on Syntactic Structure</strong></td>
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<tr>
<td></td>
<td>9/21</td>
<td>5.1</td>
<td>Web Reading: <em>Grammatical Processing in American Sign Language: Age of First-Language Acquisition Effects in Relation to Syntactic structure</em> by Patrick Boudreault and Racheal I Mayberry</td>
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<td>9/27</td>
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<td>Assignment 5: Writing #2: Write a comparison and contrast paper, no less than 500 words, with 1” margins. Describe the similarities and differences between L1 acquisition and L2 acquisition and include generalizations about acquisition of ASL as an L2 applied curricular methodologies.</td>
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<td><strong>Lesson 6 – Individual Differences in Second Language Acquisition</strong></td>
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|        | 9/28-9/30 | 6.1        | - Textbook Reading: *How Languages are Learned* Read Chapter 3  
- PowerPoint: View Ch. 3 |       |
|        | 10/1  | 6.2           | Assignment 3: Supplemental Activity #3: Complete 3.1 Submit to the assignment tool. |       |
|        | 10/2-10/4 | 6.3        | Video Blog (VLOG) #2: What is a Good Language Learner? |       |
|        |       |               | **Lesson 7 – Assessing Individual Differences in Second Language Acquisition** |       |
Accompanying eReserve:  
2. *Learner Attitudes, Perceptions, and Beliefs in Language Learning* by: Pamela Wesley  
3. *Similar but Different: The Beliefs of Foreign Language Teachers* by: Scott Kissau, Bob Algozzine, & Maira Yonn |       |
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<td></td>
<td>10/7-10/8</td>
<td>7.2</td>
<td><strong>Web Reading:</strong> Select one of the survey instruments from the website below and adapt it to fit for an ASL class. Be creative but you’re your instrument upon known factors in SLA <a href="http://homepage.ntlworld.com/vivian.c/SLA/index.htm">http://homepage.ntlworld.com/vivian.c/SLA/index.htm</a></td>
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<tr>
<td></td>
<td>10/11</td>
<td>7.3</td>
<td><strong>Assignment 2: Application Activity #2:</strong> Assess three classmates with your instrument and record your analysis, including the data of the results (assign pseudonyms or #s to those you interview). Prepare to present the information in lesson 8. Submit your narrative to the appropriate assignment tool.</td>
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<td>10/12-10/13</td>
<td>8.1</td>
<td><strong>Video Links:</strong> View Gardner’s video <strong>Howard Gardner of The Multiple Intelligence Theory</strong></td>
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|        | 10/13-10/14 | 8.2          | **Accompanying eReserves:** Read  
1. *Motivational and Attitudinal Orientations in Learning American Sign Language* by Lang, Foster, Mowl and Liu  
2. *Impact of Extroversion and Introversion on Language-Learning Behavior* by M. NACI KAYAOG˘ LU  
**Web Reading:**  
3. *A Critical Period for Right Hemisphere Recruitment in American Sign Language Processing*  
By: Newman, Bavelier, Corina, Jezzard, and Neville |       |
|        | 10/18   | 8.4           | **Assignment 4: Video Blog (VLOG) #3**  
Using your descriptive analysis from 7.3, describe your reflections and observations on individual differences in the learning process of the three classmates on whom you collected data on language learning success. Respond to questions posed (Blackboard handout). |       |

**Lesson 8 – Factors that Influence Individual Differences in L2 Acquisition**

|        | 10/19   | 9.1           | **Textbook Reading:** *How Languages are Learned* Chapter 4  
**PowerPoint:** View Chapter 4 |       |
<table>
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<th>Dates</th>
<th>Activity Code</th>
<th>Activity Description</th>
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</table>
|        | 10/20-10/21 | 9.2           | - **Video Links:** View ASL lessons online https://www.youtube.com/watch?v=k9cFqNYIV1A &feature=share  
Transcript is available online at the website listed. | ☐     |
|        | 10/22     |               | **Assignment 3: Supplemental Activity #4:** Complete 4.1 (Crossword Puzzle). Submit to the assignment tool.                                                                                                       | ☐     |
|        | 10/23-10/25 | 9.4           | **Online Discussion #5:** Several theories for L2 learning have been proposed in this chapter. Is one of these theories more consistent with your understanding of how languages are learned? If so, how have your experiences as a teacher or learner brought you to this view?  
What ‘aha’ moments have you had when thinking what makes a concept easy to teach/learn in ASL? | ☐     |

**Lesson 10 – Observing Learning and Teaching in the L2 Classroom**

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|        | 10/26-10/27 | 10.1          | - **Textbook Reading:** *How Languages are Learned* Chapter 5  
- **PowerPoint:** View Chapter 5                                                                                                                  | ☐     |
|        | 10/28-10/29 | 10.2          | **View:**  
Historical and Current Curricula PPT slideshow by Keith Cagle                                                                                     | ☐     |
<p>|        |            | 10.3          | <strong>Accompanying eReserves:</strong> <em>American Sign Language Curricula: A Review</em> by R. Rosen                                                                    | ☐     |
|        | 10/30     |               | <strong>Assignment 2: Application #3a:</strong> Develop/adapt chart for observation based on those presented in <em>How Languages are Learned</em>, Chapter 5. Get feedback from two classmates on the quality of your observation tool, revise the tool and be prepared to use the instrument for an observation of an ASL setting. Submit your original and revised charts to the appropriate assignment tool. | ☐     |</p>
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<tbody>
<tr>
<td></td>
<td>11/1</td>
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<td><strong>Assignment 2: Application 3b:</strong> Observation Activity – Due 11/1</td>
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<tr>
<td></td>
<td>10/30-</td>
<td>10.5</td>
<td><strong>Online Discussion #6:</strong> Post answers and discuss with classmates:</td>
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<td></td>
<td>11/1</td>
<td></td>
<td>1. Do you think you may have a preference for using a particular type of corrective feedback in your teaching?</td>
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<td>2. For example, would you consider yourself to be a “recaster” or a “prompter” or do you think you would use a range of different feedback types?</td>
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<td>3. What could you do to find out?”</td>
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**Lesson 11 – Second Language Learning in the Classroom**

<p>|        | 11/2-  | 11.1          | <strong>Textbook Reading:</strong> Chapter 6 <em>How Languages are Learned</em>                          | ☐     |
|        | 11/3   |               | 2. <strong>PowerPoints:</strong> View Chapter 6 Linguistics of American Sign Language and Chapter 14   | ☐     |
|        |        |               | <strong>PowerPoint:</strong> View: Sociolinguistics                                                | ☐     |
|        |        |               | 3. <strong>Accompanying eReserves:</strong>                                                         | ☐     |
|        |        |               | <em>ASL Discourse Strategies: Chaining and Connecting – Explaining Across Audiences</em> by David Quinto-Pozos and Wanette Reynolds | ☐     |
|        | 11/5   |               | <strong>Assignment 3: Supplemental Activity #5:</strong> 6.3 (Online Role Play) Submit to the assignment tool. | ☐     |
|        | 11/8   |               | <strong>Assignment 4: Video Blog (VLOG) #4:</strong> <em>Discussion Forum Post (not on the blog):</em> Keeping in mind that individual learner differences play an important role in L1/L2 language learning, do you think a particular learner profile might be more compatible with one of the teaching proposals than another across grade levels (K-12/postsecondary)? Why? How can specific ASL discourse strategies outlined in Quinto-Pozos and Reynold’s article be applied in your classroom? | ☐     |</p>
<table>
<thead>
<tr>
<th>Points</th>
<th>Dates</th>
<th>Activity Code</th>
<th>Activity Description</th>
<th>Done!</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td><strong>Lesson 12 – Popular Ideas about Language Learning Revisited</strong></td>
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</table>
|        | 11/9  | 12.1          | **Textbook Reading:** *How Languages are Learned*  
Chapter 7 |       |
|        | 11/10 |                | **Assignment 3: Supplemental Activity #6:**  7.1 “Who Said That” Submit to the assignment tool. |       |
|        | 11/11 | 12.2          | **Accompanying eReserve.**  
1. *American Sign Language Teacher-Preparation Programs in the United States* by E. Lynn Jabobowitz  
|        | 11/15 |                | **Assignment 5: Writing #3:**  
Write Article Review on one of the articles listed in 12.3  
WORK ON PORTFOLIO (Assignment 6) |       |
|        |       |               | **Lesson 13– The Need for Research Based Materials in Signed Language Education** |       |
|        | 11/16-11/17 | 13.1 | **Accompanying eReserve/Web reading:**  
1. *National Standards (ASLTA)*  
2. *A Call for Improvement: The Need for Research-Based Materials in American Sign Language* by R. Thoyrk  
3. *American Sign Language Texts Compared with the National Standards for Foreign Languages* by P. Hamilton and S. Saladin |       |
|        | 11/20 |                | **Assignment 2: Application Activity #4a:**  
Draft mock teaching lesson and develop a rubric for graded lesson. Submit to the assignment tool |       |
|        | 11/21-11/22 |                | **Application Activity #4b:**  
Submit draft of lesson plan and rubric to peers in discussion forum for feedback and revise lesson based on feedback |       |
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<thead>
<tr>
<th>Points</th>
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<th>Activity Code</th>
<th>Activity Description</th>
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<tr>
<td></td>
<td>11/24</td>
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<td>PORTFOLIO DRAFT DUE! (Assignment 6)</td>
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<td></td>
<td>11/25-11/29</td>
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<td>Happy Thanksgiving! Enjoy your time off!</td>
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<td><strong>Lesson 14—Mock ASL Lessons</strong></td>
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<td>12/6</td>
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<td><strong>Application Activity #4c:</strong></td>
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<td>1. Submit your proposed ASL lesson for the level at which you plan to teach. Include a statement about how you might adapt the lesson up or down for a different setting, (i.e. elementary and secondary, or secondary and post-secondary).</td>
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<td>2. Analyze and support your choice for structures selected for the lesson based on age related learner capabilities, research, curricula, and SLA theories of acquisition theories.</td>
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<td>3. Submit your lesson with rationale for development of the lesson as it applies to L1/L2 acquisition of ASL for the specific level(s) chosen.</td>
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<td>4. All work should be in portfolio ready to be turned in for grading.</td>
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<td><strong>Lesson 15—Pulling it all Together</strong></td>
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<td>12/7</td>
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<td>Complete online course evaluation. Check your Bearmail for the dates the evaluation is open.</td>
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<td>12/7</td>
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<td><strong>Assignment 6:</strong> Submit TASL 501 portfolio</td>
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<td></td>
<td>12/7-12/11</td>
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<td><strong>Take Final Exam</strong> (the link will be in the Assignments area of class on the day the test opens)</td>
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<td><strong>End of the Semester!! Congratulations!</strong></td>
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<td><strong>Final grades will be posted within 5 days of the end of the semester.</strong></td>
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# Assignments

## Assignment Overview

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Description</th>
<th>Pts.</th>
<th>Due</th>
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<tbody>
<tr>
<td><strong>Assignment 1</strong></td>
<td><strong>Online Discussions:</strong> Generate 6 original responses to study questions relating to the course readings and activities. Respond to 2 or more postings for each assignment with online peers. Responses should be reflective and relevant. Additional postings are encouraged to foster the greatest degree of engagement in the learning environment and to encourage collaborative thought in learning.</td>
<td>15</td>
<td>Ongoing</td>
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<tr>
<td><strong>Assignment 2</strong></td>
<td><strong>Application Activities:</strong> Apply the concepts learned in your textbook readings, online material and in your discussions to 4 applied activities with the goal of operationalizing L1 and L2 acquisition concepts. Each application activity is worth 2.5 points.</td>
<td>10</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Assignment 3</strong></td>
<td><strong>Supplemental Activities:</strong> Submit 6 supplemental activities related to your textbook readings. Each activity is designed to provide you with practice in determining developmental levels of acquisition, defining the learner characteristics of first and second language learners, and identifying the theoretical orientations underlying teaching methods.</td>
<td>10</td>
<td>Ongoing</td>
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<tr>
<td><strong>Assignment 4</strong></td>
<td><strong>Video Blogs (VLOGS):</strong> Submit 4 VLOGs, no more than 5 minutes each, demonstrating an academic register in ASL and addressing the topics posed for discussion. Points will be deducted for lack of topic development, lack of organization, use of informal register or length of over 5 minutes. Please see associated link for help with “Academic ASL”.</td>
<td>20</td>
<td>8/30; 10/4; 10/18; 11/8</td>
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<tr>
<td><strong>Assignment 5</strong></td>
<td><strong>Writing Assignments:</strong> Complete 2 article summaries, 2 pages each, and 1 comparison/contrast writing assignment, no less than 500 words. The article summaries and comparison/contrast writing, are to be formatted using APA format.</td>
<td>10</td>
<td>9/20; 9/27; 11/15</td>
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<tr>
<td><strong>Assignment 6</strong></td>
<td><strong>Compile TASL 501 Portfolio:</strong> As part of your ongoing work in the UNC Masters in Teaching ASL program, include all work from this course and present.</td>
<td>15</td>
<td>12/7</td>
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<td><strong>Assignment 7</strong></td>
<td><strong>Final Exam:</strong> Complete multiple choice, true/false, and short answer final covering language learning in early childhood, defining language and the relationship between L1 and L2 acquisition, learner characteristics, learner conditions, learning theories, contrastive analysis, syntactic acquisition, methodological perspectives and</td>
<td>20</td>
<td>12/7-12/11</td>
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</table>
### Course Summary

#### Conclusion

The practice of teaching signed languages as a second language has soared in recent decades and acceptance of signed languages within the scope of foreign language study is widespread; however, much of ASL teaching has occurred from a practitioner’s perspective and not from theoretically based curriculum development and practice in knowledge domains for teaching ASL. Scientific descriptions of first and second language acquisition and linguistic and cultural properties of signed languages have not informed ASL L2 teaching pedagogy or teaching practices. With the description of ASL in linguistic terms introduced by William Stokoe and associates in the 1960s, came a flourishing of sign language research and teaching centers. At the same time, the empirical literature on linguistic and sociolinguistic aspects of signed language acquisition as it relates to studies of L2 pedagogy in the acquisition process and teaching of ASL as a foreign/second language is a relatively new field.

Teachers of ASL as a foreign/second language work across a variety of institutional and community contexts and respond to very diverse learner goals and characteristics. This course has introduced you to relevant discussion on research and practice on language acquisition and factors that influence the learner and the learning context. Formal training in second language learning and teaching pedagogy will not only contribute to the improving the standard of ASL teaching and learning, but also to the internal development of Deaf communities, by raising consciousness on the recognition and advocacy for ASL as a language.

With the development and acceptance of National Standards for K-16 ASL teaching in the United States, this is, indeed, an exciting time for advancing the practice of ASL teachers who possess the requisite knowledge of L1 and L2 acquisition as it applies to the teaching and learning of ASL.

Congratulations! You have made it through TASL 501!

#### Key Points

- A number of relevant major theories of language acquisition as an L1 and L2 exist as do important similarities and differences between those theories that ground learning in a variety of contexts and at various stages in the learning process.
  - First language acquisition follows developmental sequences unless interrupted by factors that affect learning
  - The major theories include, the behaviorist perspective, the innatist perspective and the interactionist/developmental perspective
  - Second language learning characteristics and conditions can be reflected in in samples of language output through contrastive analysis, error analysis and interlanguage output in vocabulary, pragmatics, and phonology.
  - Research on learner characteristics yield information on individual differences in learning. Factors that influence learning include, language learning aptitude,
learning styles, personality, attitudes and motivation, identity and group affiliation, learner beliefs, age and intuitions of grammaticality.

- Second language learning theoretical perspectives have been offered that emphasize the way the mind perceives, retains, organizes, retrieves information and evolves in a larger social context that impacts interacting, noticing, processing and practicing.
  - The behaviorist perspective
  - The innatist perspective
  - The cognitive perspective
- Observing language and teaching in the second language classroom reveals various schemes and methods of feedback.
  - Natural settings
  - Structure-based settings
  - Communicative instructional settings
- Several learner and learning context factors will influence learning of an L1 and L2 and should be employed in the teaching of ASL and a second/foreign language.
  - Cognitive style
  - Attitude/motivation
  - Personality
  - Age
  - Setting and classroom environment
  - Code switching
  - Learner strategies
- The teaching of ASL as a second language is enhanced by a knowledge base of the above concepts as applied to the ASL curriculum and teaching methods used in the classroom. Practitioner knowledge without academic preparation in language learning theory does not advance learning and teaching pedagogy or contribute to improving the standards of ASL teaching and learning or the internal development of Deaf communities and recognition of the complexity and sophistication of American Sign Language.

**Portfolio Considerations**

As you complete this course, take a moment to prepare your final portfolio that is due at the end of your TASL journey. Don’t forget to include Assignment 6: TASL 501 Portfolio from this class.