Symposium: Linguistic Foundations for Second Language Teaching and Learning (60)

Room: Salon 9/10
Organizers: Kathy L. Sands (Northwest University)
Gaillynn D. Clements (Duke University/University of North Carolina)
Rafael Orozco (Louisiana State University)
Marnie Jo Petray (Slippery Rock University of Pennsylvania)
Lynn Santelmann (Portland State University)
Sponsor: LSA Committee on Linguistics in Higher Education (LiHE)

9:00 Kathy L. Sands (Northwest University): Introduction
9:05 Marnie Jo Petray (Slippery Rock University of Pennsylvania), Gaillynn D. Clements (Duke University/University of North Carolina): Where are we now? The status of linguistics’ integration in MA TESOL (TESL) and MEd/MAT (Masters in Education and Masters in Teaching)
9:20 Teresa O’Neill (City University of New York), Gita Martohardjono (City University of New York): Why teach structural language analysis to language teachers?
9:40 Gregory Guy (New York University): Sociolinguistics and second language teaching and learning
10:00 Lynn Santelmann (Portland State University): Why second language matters to linguists and linguistic theories
10:15 Lynn Santelmann (Portland State University), Kathy L. Sands (Northwest University): Discussion and Q&A
In this session, we make the case for strengthening the involvement of linguistics in second language teaching and learning. While linguistics, the study of language, may seem foundational to a variety of language-education endeavors, we find that linguistics, in fact, is not well integrated into these applications. In particular, we note that linguistics and second language teaching and learning have developed as separate disciplines largely independent of one another, with little professional overlap. Yet, the strength and tools of linguistics, when brought to bear on language-related tasks such as second language teaching and learning, can contribute greatly to the success of both teachers and students. We also argue that increased attention to second language data and stronger collaboration with second language professionals can advance the goals of both second language teaching and learning and linguistics. We hope that this session will spark careful consideration as to where and how linguistics and its subdisciplines can provide critical undergirding to second language teaching and learning and enable effective communication about what each discipline has to offer the other.

We begin with a brief examination of the current status of linguistics in second language teaching and learning, via a survey of curricula in MA TESOL and MA/MEd programs in English and world languages at 100 universities (Marnie Jo Petray and Gaillynn D. Clements). This is followed by two papers making the case for linguistics in second language teaching and learning, from different perspectives. The first of these papers presents arguments for using data from lesser-studied and
heritage languages to teach structural analysis of language, along with a description of a course at CUNY which incorporates this approach for TESOL students (Teresa O’Neill and Gita Martohardjono). The second paper presents specific contributions to second language teaching and learning from the area of Sociolinguistics, with examples of how issues were approached in a university-level Portuguese course (Gregory Guy). Following this pair of papers is a final paper making a parallel case: why second language matters to linguists and linguistic theories (Lynn Santelmann). This paper argues that second language data is of value to linguists in our pursuit of understanding language and developing linguistic theories. By approaching the issues both from the perspective of what linguistics can offer second language teaching and learning, and what second language can offer linguistics, we contend that the field of linguistics should be more involved in issues of second language teaching and learning.

The session concludes with an interactive discussion involving the audience on ways to raise the profile of this topic area in our field of linguistics and inspire professional contribution, as well as ways to integrate linguistics into programs that educate second language teachers and learners.

Abstracts:

Marnie Jo Petray (Slippery Rock University)
Gailllynn D. Clements (Duke University/UNC-School of the Arts)
Where are we now? The status of linguistics’ integration in MA TESOL (TESL) and MEd/MAT (Masters in Education and Masters in Teaching)

Previous research showcases linguistics contributions to education and language programs (Lefevere 1965, Adams et al 1969, Mellow 2002, Haley & Rentz 2002, and Hudson 2004). The National Board for Professional Teaching Standards of English and World Languages’ 2010 statement features linguistic diversity and awareness as goals for trainee programs. While integration of linguistic theory is a proven benefit, programs vary greatly. One certification test requires historical English knowledge while another assesses sociolinguistic knowledge (Samson and Collins 2012). Differing goals, theories, and methodologies do not allow L2/WL teachers to connect and utilize the broader benefits of linguistics. Less than half (46%) of the programs surveyed thus far require some linguistic study (Petray and Clements 2015). To assess the integration of linguistics in MA TESOL and MEd programs, we examine one hundred public and private universities across the United States and discuss the level of integration of linguistic theory into these programs.

Teresa O’Neill (College of Staten Island, City University of New York)
Gita Martohardjono (The Graduate Center, City University of New York)
Why teach structural language analysis to language teachers?

Successful language teaching requires a balance of communicative approaches and knowledge of cross-linguistic structural differences. In this presentation we discuss a course whose main
objective is to introduce prospective language teachers to structural analysis, showing them the joys of unraveling the complexities of grammar in a way that they find engaging and meaningful. Prospective teachers discover a wide variety of phonological, morphological, and syntactic structures in a large number of languages, from Mixtec to Telugu, in addition to contributing insights from their own linguistic backgrounds. We argue that such a course can only be taught by linguists, and that its inclusion in teacher education leads organically to a strong understanding and deep appreciation of linguistic structure, a powerful tool in the arsenal of language teachers.

**Gregory Guy** (New York University)

* Sociolinguistics and second language teaching and learning

Linguistic diversity, variability, and social meaning are features of living languages that are often neglected in L2 teaching. L2 instruction frequently promulgates the view of language as uniform, standardized and invariant, which contradicts the reality of language use. To master real world oral communication, L2 learners must know about variability and diversity, including dialect, class, and gender differences, and how to be situationally appropriate and accommodate to different interlocutors. Effective communication requires knowing about the social evaluation of sounds, words, and structures – what is polite, vulgar, formal, etc., and what indexes standardness, regional dialects, social status, etc. L2 instruction should also cover basic sociolinguistic facts about relevant nations or regions, such as diglossia (cf. Arabic), extensive bilingualism (cf. Paraguay), the presence of minority languages (cf. Spain, China) or a regional lingua franca (cf. Swahili in East Africa), and the relationship of colonial to indigenous languages (cf. Sub-saharan Africa, India).

**Lynn M. Santelmann** (Portland State University)

* Why second language matters to linguists and linguistic theories

This talk argues that part of the solution for better integrating linguistics with second language teaching and learning is for linguists to more fully integrate second language data and issues into linguistics programs. Too few scholars have used second language data to build theories; most linguistic approaches to second language data use the data primarily as a domain for applying existing theories. Failing to include second language data in theory building means that theories may under-represent the full range of functions and structures of human language and the human language faculty. Developing theories built with, and not just applied to, second language data can advance linguistic theory, and lead to more cross-disciplinary work and applications drawn from linguistic theory. The inclusion of second language data can increase linguists’ ability to contribute to the field of second language teaching and learning.