

COURSE PROPOSAL

I. Title of the Course

TEACHING LANGUAGE ARTS: A Linguistic Emphasis on Language Teaching and Language Learning

Department
Elementary Education Department

Sponsor
Mr. Louis V. Molinari

II. Essence

1. Graduate level course
2. 3 Semester hours credit
3. Prerequisite--undergraduate credit in C. & M. Lang. Arts
4. This course would be offered to those Graduate students who have completed the basic Teaching Lang. Arts course at the undergraduate level. It may be taken in place of the existing Graduate Language Course.
5. If approved, this course can be offered for the first time during the summer sessions of 1975.

III. Other Details

1. The present staff and resources of the Elem. Ed. Dept. are adequate for immediate implementation.
2. Presently, the library facilities are adequate. As the course develops additional and current materials will be needed.
3. No special or additional space will be needed.
4. This course is highly significant in that it will attempt to develop a new way of thinking about teaching and learning of the Elementary Language Arts.

Since it will be offered at the Graduate level it will also serve to update Elementary School Teachers in the newer ideas and practices in Elementary Language Arts instruction.

5. Objectives of the course will be generated from the following topics:
 - a.) Language as entity
 - b.) Language in its relation to culture and reality
 - c.) Meaning and interpretation of language
 - d.) Methodology in linguistic science
 - e.) Grammatical theory (structuralism, transformationalism, case grammar, generative semantics, stratificationalism, etc.)
 - f.) Writing systems
 - g.) Linguistics in its relation to composition and literature
 - h.) Non-standard English (Black English, etc.)
 - i.) Methods of Foreign language teaching/learning
 - j.) Problems in language study

Outline of the course will be as follows:

- a.) Linguistic Concepts for Language Learning
- b.) How Children Learn Their Language
- c.) Curricular Organization and Language Learning
- d.) Varieties of Methods for Language Teaching
- e.) Developing Competency in Listening
- f.) Developing Competency in Oral Communication
- g.) Teaching Children to Read (A psycho-linguistic approach)
- h.) A Linguistic Approach to Sound and Spelling
- i.) Some Linguistic Concepts of Grammar
- j.) Teaching Vocabulary and Etymology
- k.) Teaching the Writing System of English
- l.) The Use of Literature in Language Study
- m.) Creativity in Language Teaching
- n.) Teaching English as a Second Language
- o.) Using Non-standard English (Black English etc.) as a teaching tool
- p.) Tomorrow's Challenge to Language Teachers

IV. Rationale:

This course in the teaching of language arts is designed to provide teachers and future teachers with a balanced view of the kinds of experience children will need both for learning a language and for learning about a language. It is also intended to provide a foundation for the newer linguistic emphasis on language learning.

A body of verifiable knowledge from linguists has made it possible for the schools to approach instruction in grammar in new and exciting ways. The new emphasis on grammar is creating grave concern on the part of many teachers who recognize distressing similarities between old teaching methods and new linguistic concepts. Without an understanding of the importance of the linguistic concepts or the purpose of instruction in grammar for elementary school children, teachers are backing away from the threshold of the promising possibilities, which understanding one's language holds for each human being.

The major concern results from the fact that teachers have not before made explicit the difference between learning a language and learning about a language. The child spends the first two or three years of school learning to read and write, becoming literate. He continues to expand his language ability as he participates in oral communication activities such as listening, speaking, and dramatic interpretation to further develop skills in each of these areas. Teachers provide classroom opportunities to develop skill in the social aspects of language, to develop and extend vocabulary, to promote ability and enjoyment in reading through the use of literature, and to increase facility in written expression. In all of these experiences the child continues to learn his language.

Teachers are now being urged to provide the child an opportunity to learn about his language as well. Previously, a kind of haphazard inclusion of certain bits of knowledge and terminology in language arts texts have given lip-service to the idea that children should know something about their language, but now linguists have made available

a body of knowledge which will make it possible for the child to discover the system of his language. Linguists have joined together with psychologists, anthropologists, and other behavioral scientists in an effort to further understand man. Each of these groups recognizes the awesome mystery of language, and each seeks to use its knowledge of language to unlock the complexities of man's deepest nature.

Learning about one's language will undoubtedly help one to learn important things about himself, but this must not become the entire language arts curriculum. Elementary school children have need of extending their ability to use language effectively as well as to know something about it. This course is concerned with both of these aspects of language.