

## ECLD 592: Second Language Acquisition

Summer 2019

**Instructor:** Dr. Jesse Gleason

**Dates:** May 13-June 21

**Cell Phone:** (616) 502-7640

**Time:** Online

**Office hours:** By appointment

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### Course Description

Catalog Description: Designed for educators who are preparing to teach or who are already teaching, English or another language as a second or an additional language. Introduces students to the existing body of theory related to second language acquisition.

Extended Course Description: To help meet the individual needs of culturally and linguistically diverse students, teachers need to understand the nature of language, how individuals acquire it, and how language and literacy development intertwine through various sociocultural settings. Teachers also need to understand how oral language uses in the classroom relate to, promote, and enhance reading and writing development among second language learners (such as ELLs). To help meet these teacher needs, this course presents research and theory on relationships between oral and written language development and use from infancy through adolescence among various language and culture groups in various second language teaching settings. A major goal of the course is to describe what is known about universals in language development. A secondary goal is to explain issues related to language differences in terms of dialect, bilingualism, and second language acquisition (SLA). This course considers these language issues within the sociocultural contexts of the home, family, community, and—most important for teachers—school. Also, the course focuses on the relationship between language acquisition and classroom practices.

**B. Relationship to Professional Program:** This course is one of the foundational courses for both the CLD endorsement and MAT-CLD programs. Candidates need a solid grounding in the issues described above, including a deep understanding of SLA. They get this through this course; it is ordinarily one of the very first courses candidates take in the program.

**C. Prerequisites:** None

**D. Course Objectives:** Through this course, students will learn and become able to:

1. articulate the major theories which undergird our current understanding of first and second (including heritage) language acquisition;
2. identify and explain the interrelationships among the range of personal, societal, and environmental characteristics and circumstances which might influence second language acquisition;

3. recognize the theoretical basis for instruction in foreign and second language classrooms and for school program design;
4. articulate the theoretical basis for effective instructional and school program design to facilitate bilingualism and/or second language acquisition;
5. describe the basic processes and stages of language acquisition (English or any other languages) –as both a first and second language–and explain their instructional implications;
6. describe the English and other language development of first and second language learners as it occurs in later childhood and adolescence, and explain its instructional implications;
7. compare and contrast oral and written language development;
8. critique educational research and programs/projects that address the instructional needs of second and/or foreign language learners.

**Modes of Learning:** The course will consist of syntheses of course readings, journal/discussion boards, mini lectures, and a case study assessment battery and final paper. Specific assignments are discussed later in the syllabus.

**Required Text:**

Brown, H. D. (2015). *Principles of language learning and teaching: A course in second language acquisition* (6th Ed.). New York, NY: Pearson Education.

**Course Bibliography:** PDF of readings provided via Canvas

Berko, J. (1958). The child's learning of English morphology. *Word*, 14(2-3), 150-177.

de Guerrero, M. C. M. (1994). Form and functions of inner speech in adult second language learning. In J. P. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 83-116). Norwood, NJ: Ablex.

Dewaele, J. M., & Furnham, A. (2000). Personality and speech production: A pilot study of second language learners. *Personality and Individual Differences*, 28, 355-365.

Lee, E., & Kim, H.-Y. (2007). On crosslinguistic variations in imperfective aspect: The case of L2 Korean. *Language Learning*, 57, 651–685.

Lyster, R. & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 20, 37-66.

Moyer, S. (1999). Ultimate attainment in L2 phonology. *Studies in Second Language Acquisition*, 21, 81-108.

**Grading Criteria**

1. 10%: Weekly syntheses (5) & wonderments
2. 20%: Journal/discussions (2) & comments
3. 30%: Quizzes (3) in Canvas on the course content
4. 15%: Learner assessment battery
5. 25%: Final case study paper

**100% Total**

## Course Assignments

1. **Weekly written synthesis and wonderments.** A synthesis is a combination and merging of information. Each week, you will synthesize the assigned readings from that week (usually two chapters from the Brown book + one research article). This should be submitted to Bb9 before the Saturday 11:59pm deadline. Your weekly syntheses should include at least **two wonderments/questions** that you had from the readings. Note: these are not questions for the instructor, but rather they are meant to guide your own planning for what you hope to get out of the class.
2. **Journal Entries (Discussion Forum) and Comments.** Over the course of the semester, you will be asked to submit two reflective journal entries of approximately 150 words each, in which you connect your own experiences learning a second/foreign language with issues and models and studies that are presented in the readings. In addition to the journal entry, you should read and comment on at least one other person's journal. The journal entry and comment(s) must be handed in before the Saturday 11:59pm due date.
3. **Quizzes.** There will be three quizzes over the course of the semester, each covering content from the readings, videos, and content previously covered.
4. **Case Study Diagnostic Assessment Battery.** Guided by the \*PDFs available on Canvas and other research/materials that you find, you will first collect assessment data to include minimally: 1) a preliminary interview with the language learner 2) a sample of oral language in the target language and 3) a sample of written language in the target language for assessment purposes. Your battery will include three components: (a) an interview in English with the language learner, (b) a sample of oral language, and (c) a sample of written language. Details to be provided.
5. **Final Case Study Paper.** You are to conduct a case study of one second language (L2) learner who is learning a L2. The final case study paper will allow you to develop your knowledge of the L2, and of L2 acquisition as these apply to the instruction of on language learner. This case study will include: 1) a diagnostic assessment battery (compilation) of one learner's reading, writing, speaking, and listening abilities in the TL; 2) an analysis of that assessment battery, and 3) an instructional plan for instruction in the TL with specific instructional strategies based on your assessment analysis, your linguistic contrastive analysis, and the principles of SLA covered in this course. The assessment battery is due the third week of class. The Final Case Study, to include the revised version of the assessment battery plus all other components, is due the final week of class. Full directions to be provided.

## 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.

### **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, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

### **Tentative Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topic / Module</b>	<b>Read &amp; synthesize</b>	<b>Assignments due*</b>
1	May 13- <b>18</b>	Intro to the course & content L2 learning and teaching	HDB Ch. 1 Lyster & Ranta (1997)	Synthesis #1 Journal entry #1
2	May 19- <b>25</b>	Communicative competence Interlanguage	HDB Ch. 8-9, Lee & Kim (2007)	Synthesis #2 Quiz #1
3	May 26- <b>June 1</b>	Diagnostic assessment prep First language acquisition	HDB Ch. 2, Berko (1958)	<b>Assessment Battery</b> Synthesis #3
4	June 2- <b>8</b>	Age and acquisition Human learning	HDB Ch. 3-4 Moyer (1999)	Synthesis #4 Quiz #2
5	June 9- <b>15</b>	Styles & strategies Personality factors	HDB Ch. 5-6, Dewaele & Furnham (2000)	Synthesis #5 Journal entry #2
6	June 16- <b>21</b>	Sociocultural factors Theories of SLA	HDB Ch. 7 & 10 de Guerrero (1994)	Quiz #3 <b>Final Case Study</b>

\*Please note exact assignment due dates are in bold.