

EDCI 732: Second Language Acquisition
University of Maryland, College Park

Fall 2015
Thursdays, 5:00 - 7:45 pm

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Office Hours: By Appointment
Class Location: Benjamin 3236

COURSE DESCRIPTION

This seminar-style course introduces students to the complexity of second language acquisition (SLA). Through inquiry, readings, in-class discussions, presentations, and research projects, students will co-construct a strong knowledge base and understanding of the foundational theories and research of second language acquisition from linguistic, psycholinguistic, sociolinguistic, and sociocultural perspectives. Based on critical examinations of SLA theories and research, students will begin to develop their own scholarly justifications for how learners acquire additional languages inside and outside of classroom settings.

COURSE GOAL AND OBJECTIVES

Our course goals are twofold: (1) to address the standards in Domain 1a (Language as a System) and 1b (Language Acquisition and Development) in the TESOL/NCATE P-12 Teacher Education Program Standards, as well as Standard 2 (Knowledge of Language and Language Development) and Standard 4 (Knowledge of Subject Matter) in the National Board for Professional Teaching Standards for teachers of English as a New Language

OBJECTIVES: At the conclusion of the course, students will be able to:

1. Demonstrate an understanding of current and historical theories and research in language acquisition as applied to all English language learners (ELLs), as well as learners of other languages if applicable.
2. Interpret relevant SLA research that will inform language teaching.
3. Evaluate the nature and extent of empirical support for SLA theories.
4. Explain the role of individual learner variables in the process of learning the English language (or other languages if applicable) and investigate how these variables may affect language acquisition.
5. Apply knowledge of sociocultural, psychological, and political variables that facilitate or hinder the process of learning into their future teaching.
6. Pose new questions about relevant issues in the field of SLA research.

DEPARTMENTAL AND SECOND LANGUAGE EDUCATION AND CULTURE PROGRAM GOALS

The goal of teacher preparation programs at the University of Maryland, College Park is to prepare discipline-based, reflective practitioners for a pluralistic society through research-based inquiry. Students preparing to work with ELLs learn to be reflective, to develop a broad repertoire of teaching skills, to develop relationships with culturally and linguistically diverse students and colleagues, and to base their teaching practice on sound theory and research. Program standards are aligned with the five domains of the NCATE/TESOL standards: Language, Culture, Planning for Standards-based ESL and Content Instruction, Assessment, and Professionalism. Students are expected to adopt critical perspectives and to apply theory to research and practice in culturally and linguistically diverse settings.

TEXTS AND READINGS

1. **Required:** Saville-Troike, M. (2012). *Introducing second language acquisition* (2nd edition). New York: Cambridge University Press.
2. **Recommended:** Lightbown, P., & Spada, N. (2013). *How languages are learned* (4th edition). New York: Oxford University Press.
3. Other readings distributed on ELMS (see Course Schedule).

ASSIGNMENTS AND EVALUATION

Attendance, Participation & Professionalism	10%
Weekly Discussion Board Postings: due every Wednesday, 9:00 pm	15%
Initial Language Learning Autobiography: due September 10th	5%
Revised Language Learning Autobiography: due November 19th	15%
Rationale & Annotated Bibliography for Final Project: due October 29th	20%
Literature Review: Presentation on December 10th, Paper due December 17th	35%
TOTAL:	100%

1. Participation & Professionalism (10%): Given the interactive nature of the course, class sessions are set up seminar-style, not lecture-style, where students are expected to participate fully. To grasp the material, it is necessary that all students have prepared the assignments due for that day's class, arrive on time for class, and actively participate in whole-class discussion and group-work activities. Students are also asked to bring laptops or tablets to do in-class work, including having access to readings and doing activities via the internet or Google Docs. Students are expected to show courtesy and respect for all those in the course and take ownership not only of their own learning but share responsibility for their colleagues' learning.

NOTE ON ATTENDANCE: You are allowed only one (1) day for absence without penalty. Be sure to use it wisely. More than one absence will result in a decrease in grade. Be sure to get any missed information from your colleagues.

2. Weekly Discussion Board Postings (15%): Every week, students will be reflecting on information from the readings in weekly discussion board postings. Students are responsible for (a) INITIATING one topic/thread on the information presented and pose a question for others to answer, and then (b) REPLYING to ONE PERSON’S thread. That means students need to have a total of 2 posts each week. Note that all Discussion Board Postings for a given week are due on Wednesday at 9 pm.

The following information can be used to brainstorm for your **initial reflection paragraph**:

- What did you find interesting in the readings that you did not realize before?
- What do you agree with and why?
- What do you disagree with and why?
- What was difficult to understand?
- How does this connect to teaching ELLs?
- What connections can you make between this information and your other TESOL courses?
- What would you like to know more about?

Your initial reflection paragraph should be a minimum of 7-sentences long (no more than 9-keep it direct, to the point). The information should be something you want to address in some way in class. The last sentence should be in the form of a question that you want another students to address (keep the question specific, not general, i.e., no “What do you think?” types of questions).

The following is expected for your **response paragraph** (do not reply to someone’s thread that already has a reply):

- Clear answer to what was asked.
- Justification for the answer you give.
- At least 4 sentences in the answer.

Evaluation Criteria:

In-depth Reflection	In-depth Response	Total Points
/4	/2	/6

DUE: EVERY WEDNESDAY, 9 PM (beginning Week 2)

3. Initial Language Learning Autobiography (5%): For this first project, you will write a history of yourself as a second language, foreign language, and/or bilingual learner. You should include the languages you have been in contact with and for how long, even if no formal (classroom) learning was involved. The focus should be in the learning of the language, not just on how it was taught. It should include the following:

- A brief introduction of what you think it means to be a language learner (no more than one paragraph)

- The languages other than your first language you have learned (formally and informally)
- The conditions under which you have learned these languages
- Some consideration of what factors you feel have most helped or hindered your learning of those languages beyond just how you were taught (provide specific examples).
- A conclusion describing how you think your language learning experiences have affected your perceptions of how you think languages other than the first language are acquired.

NOTE: The initial language learning autobiography is an informal history, and citations/references are not expected.

FORMATTING REQUIREMENTS: MAXIMUM three pages typed, double-spaced, 12 pt. font, Times New Roman, 1-inch margins all around (be sure to change the margins in Word).

Evaluation Criteria:

Items	Possible Points
Clear, concise, thoughtful understanding of what it means to be a language learner	/2
Detailed descriptions of language formally and informally learned (other than the first language)	/4
Detailed description of what factors helped/hindered learning the languages (specific examples provided)	/4
Influence of these experiences on perceptions of language learning	/3
Carefully edited paper with no grammar, spelling, or mechanic mistakes	/2
TOTAL POSSIBLE POINTS	/15

DUE: THURSDAY, SEPTEMBER 10TH (5:00 PM) ON ELMS

4. Revised Language Learning Autobiography (15%): Near the end of the course, you will revise your initial language learning history to include terminology and concepts that were discussed throughout the course. The first four bullet points from above must be present but revised to include the following:

- Specific theories that can be attributed to how you acquired the language(s).
- The incorporation of different concepts learned throughout the course that can be attributed to helping and/or hindering you learning the language(s).
- **REVISED CONCLUSION:** change the conclusion to focus on how your understanding of your own learning of languages has evolved over this course and how that will specifically impact your future teaching of language learners.

NOTE: For the revised language learning autobiography, you must include a title page, in-text references (at least three), and a reference page (all in APA-style).

FORMATTING REQUIREMENTS: MAXIMUM five pages typed (not including title page and reference page), double-spaced, 12 pt. font, Times New Roman, 1-inch margins all around (be sure to change the margins in Word).

Evaluation Criteria:

Items	Possible Points
All bullets points from the Initial Language Learner Autobiography still present.	/2
Incorporation of what theories were utilized in how each language was learned (with citations and specific examples to support why you think it is that specific theory).	/5
Incorporation of different concepts learned throughout the course that shows what helped/hindered your learning of each language (with citations and specific examples to support).	/5
Detailed conclusion that shows how what you have learned about your own language learning will affect your future teaching (with specific ideas of how you can incorporate the theories/concepts).	/4
Carefully edited paper with no grammar, spelling, or mechanic mistakes.	/2
Correct use of APA-style for title page, in-text citations, reference page.	/2
TOTAL POSSIBLE POINTS	/20

DUE: THURSDAY, NOVEMBER 19th (5:00 PM) ON ELMS

5. Rationale & Annotated Bibliography (20%): As we discuss various topics in the course, consider which one you want to explore more deeply (e.g., a specific theory, input, output, corrective feedback, ZPD, the role of the L1, social factors, psychological factors, etc...). This topic will be the basis for your final project- the literature review (see below)- which goes into more detail about the SLA topic of your choosing. To prepare for your final project, you will do a brief introduction/justification of why you want to focus on this particular topic in relation to your current/future teaching of ELLs- no more than one (1) page- and write up an annotated bibliography of four (4) empirical studies beyond class readings that focus on that topic (all studies must be after 2000). You will get these references from academic journals available on UMD's library website (see p. 9 here in the syllabus) or from other sources as outlined at the end of each chapter in the Saville-Troike textbook and in the reference lists of our other readings (see Course Schedule).

For each of the references, you will provide detailed bulletpoints of the following:

- The research questions/purpose of the study.
- The background/literature they provide.
- The methods used.
- Key findings.
- Implications for classroom/contributions to the SLA field.

After doing this for each reference, you will do a conclusion providing an overall synthesis of what you have learned about this topic beyond what we have discussed in class, as well as discuss critiques/limitations that you notice in regards to the research on this topic (based on what you have done so far). Finally, based on all of this information, come up with a research question that will guide your final project- the literature review. This entire conclusion (synthesis, critiques/limitations, research question) should be no more than two (2) pages total. On the day it is due, October 29th, submit an electronic copy on ELMS, and bring in two hardcopies for peer review.

Evaluation Criteria:

Items	Total Points
Detailed and concise introduction and justification for choosing this topic.	/3
Annotated Bibliography Reference 1: Described in full (see bulletpoints above).	/5
Annotated Bibliography Reference 2: Described in full (see bulletpoints above).	/5
Annotated Bibliography Reference 3: Described in full (see bulletpoints above).	/5
Annotated Bibliography Reference 4: Described in full (see bulletpoints above).	/5
Synthesis and Critiques of Research.	/2
TOTAL POSSIBLE POINTS	/20

DUE: THURSDAY, OCTOBER 29TH (5:00 PM) ON ELMS

6. Final Project- Literature Review (35%): The final project is the culmination of your learning throughout the course, where you will demonstrate your ability to do research, present key aspects of one (1) SLA topic from the course, and make connections between that topic and teaching language learners. To do so, you will expand on the research done for your Rationale & Annotated Bibliography and reconcile it with the feedback received from peers and Dr. Fagan.

In the form of a literature review, you will go beyond the readings done in this course and investigate key aspects of the chosen SLA topic based on your rationale for choosing this topic and a research question of your choosing. The paper will be 12- 15 pages done in APA-style (not including the title page or reference pages) and must have a minimum of eight (8) sources in the body of the literature review. At least six of the eight sources (6/8) should be post 2000 to ensure that the information you are providing is current. The paper will be divided as follows:

1. Part I: Introduction- Introduce the topic, rationale for choosing it, and specific research question this paper will address (~2-3 pages).
2. Part II: Body of the Literature Review- Situate the topic within the research- what has been done before and where is it now. Be sure to organize your literature in a way that works for your research question. In other words, it may be chronological if it works for

the research question, or you may divide up the research by topic, or you may divide it up by comparison/contrast. As a literature review, you are to describe and analyze the literature in relation to your question and rationale. See sample literature reviews online. Minimum of 8 sources in the body (~8-10 pages).

3. Part III: Conclusion- Bring together everything you discussed in the body back to your research question and make connections between the topic and your current/future teaching of language learners in the classroom (~1-2 pages).

FORMATTING REQUIREMENTS: double-spaced, 12 pt. font, Times New Roman, 1-inch margins all around (be sure to change the margins in Word), APA-style title page, in-text citations, and reference page (6th edition).

**Note for TESOL M.Ed. Students: If you are a TESOL M.Ed. student working on your Seminar Paper now or in the near future, you can utilize aspects of the topic you choose for this project in the Seminar Paper. However, you cannot directly cut and paste from one paper to another nor can you come up with the same exact research question or rationale, as these constitute plagiarism. If you have any questions about this or are unsure what would constitute plagiarism, please see me.

Evaluation Criteria:

Items	Possible Points
Content	
The author provides a clear background/rationale for choosing this topic.	/3
The author provides a clear and easily understood research question situating the literature review. The research question directly connects to the background/rationale	/3
The author provides a minimum of eight (6) sources in the body of the literature review.	/4
Each sources is clearly described AND analyzed in a way that shows how the source fits into the literature review (based on the rationale and research question) and connects with one another in the body of the paper. In other words, the student is maneuvering the literature to answer the research question, not just describing what the literature states.	/20
The conclusion succinctly brings together all of the sources from the body to re-address the research question.	/3
The student clearly presents the implications of this paper on future teaching of English language learners in classrooms.	/3
Organization	
The student organizes the literature in a way that logically addresses the research question and connects the different sources smoothly and clearly (i.e., Source B is clearly connected back to Source A and leads into Source C).	/5

Grammar/Mechanics/APA-style	
The paper is carefully edited for spelling, grammar, and punctuation	/4
APA-style: The paper includes correct APA-style title page, in-text citations, and reference page.	/5
TOTAL POSSIBLE POINTS	/50

PRESENTATION: THURSDAY, DECEMBER 10TH

PAPER DUE: THURSDAY, DECEMBER 17TH (5:00 PM) ON ELMS

ADDITIONAL INFORMATION

Late work is NOT accepted except in the case of an emergency. In the case of a serious emergency or illness, late work will only be accepted if you contact me by email, phone, or in person ahead of time, or as soon as possible after the incident.

If you know in advance that you will not be able to turn something in on the due date because of religious observance or participation in university activities at the request of university authorities, you must make arrangements to with me to turn the work in PRIOR TO the due date.

Grading Scale:

A+ = 98-100%	B+ = 88-89.9%	C+ = 78-79.9%	D+ = 68-69.9%	F = 0-59.9%
A= 94-97.9%	B= 84-87.9%	C= 74-77.9%	D= 64-67.9%	
A- = 90-93.9 %	B- = 80-83.9%	C- = 70-73.9%	D- = 60-63.9%	

Websites for Standards:

1. TESOL/NCATE Standards for P-12 Teacher Education Programs:
[http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-\(2010-pdf\).pdf?sfvrsn=2](http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=2)
2. TESOL P-12 English Language Proficiency Standards:
http://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf
3. Maryland Common Core Standards: <http://mdk12.org/instruction/commoncore/>
4. MSDE/WIDA English Language Proficiency Standards:
<http://mdk12.org/instruction/curriculum/elp/index.html>
5. MSDE Content Standards: <http://mdk12.org/instruction/curriculum/index.html>

Academic Journals:

The following journals are all accessible for free via the UMD library website. This is where the majority of your sources for the final project will come from:

Research-focused:

Applied Linguistics

Language Learning

Linguistics and Education

System

Studies in Second Language Acquisition

TESOL Quarterly

Modern Language Journal

Pedagogically-focused:

ELT Journal

TESOL Journal

University and Course Policies:

This course complies with all relevant University policies including:

1. Code of Student Conduct (www.studentconduct.umd.edu)
2. Code of Academic Integrity (Honor Code) (www.studenthonorcouncil.umd.edu <<http://www.studenthonorcouncil.umd.edu/>>)

Students are required to comply with the University's Honor Code, which prohibits cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The Honor Code must be written and signed on the exam, on the Literature Review and on the Materials project.

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

3. Disability Support Services: Students who have documented disabilities and who wish to discuss approved academic accommodations for this course should inform me as soon as possible. All discussions will remain confidential. To coordinate accommodations, students must contact Disability Support Services and submit an accommodations request each semester. Information is available on the web at http://www.counseling.umd.edu/DSS/receiving_serv.html.
4. Inclement Weather: If the university is closed due to inclement weather on a day this course is scheduled, check the status of university closure or delays at www.umd.edu, 301-405-SNOW, and local radio and TV station

Religious Observance: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up assignments that are missed due to such absences. However, they must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

EDCI 732*
Fall 2015 Schedule

Day & Topic	Readings due BEFORE class	Homework & Assignments Due
Week 1: September 3rd Introduction to Course; Learner as factor in language learning	Díaz-Rico, L. (2014). Ch. 1- Learning about the language learner. In <i>The crosscultural, language, and academic development handbook</i> (5 th edition) (pp. 2-27). Boston: Pearson.	
Week 2: September 10th SLA: An Overview	Saville-Troike Ch. 1 Saville-Troike Ch. 2	Discussion Board Postings- Due by <u>Wednesday</u> - 9 pm Initial Language Learning Autobiography Due
Week 3: September 17th The Linguistic Perspective of SLA Part 1	Díaz-Rico, L. (2014). Ch. 2- Learning about language structure. In <i>The crosscultural, language, and academic development handbook</i> (5 th edition) (pp. 28-45). Boston: Pearson. Saville-Troike Ch. 3 pp. 34-56	Discussion Board Postings- Due by <u>Wednesday</u> - 9 pm
Week 4: September 24th Literature Review Workshop The Linguistic Perspective of SLA Part 2	Saville-Troike Ch. 3 pp. 56-66	Discussion Board Postings- Due by <u>Wednesday</u> - 9 pm
Week 5: October 1st The Psychological Perspective of SLA Part 1	Saville-Troike Ch. 4	Discussion Board Postings- Due by <u>Wednesday</u> - 9 pm

<p>Week 6: October 8th</p> <p>The Psychological Perspective of SLA Part 2</p>	<p>Lightbown, P.M., & Spada, N. (2013). Ch. 3- Individual differences in L2 learning. In <i>How languages are learned</i> (4th edition) (pp. 75-101). New York: Oxford University Press.</p>	<p>Discussion Board Postings- Due by Wednesday- 9 pm</p>
<p>Week 7: October 15th</p> <p>Input, Interaction, and Output</p>	<p>Saville-Troike Ch. 5 pp. 106-118</p> <p>Gass, S.M. (2013). Ch. 12- Input, interaction, and output. In <i>Second language acquisition: An introductory course</i> (4th edition) (pp. 339-397). New York: Routledge.</p>	<p>Discussion Board Postings- Due by Wednesday- 9 pm</p>
<p>Week 8: October 22nd</p> <p>The Cognitive/Sociocultural Debate</p>	<p>Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. <i>The Modern Language Journal</i>, 81, 285-300.</p> <hr/> <p><u>FOR</u>: Firth, A., & Wagner, J. (2007). Second/foreign language learning as a social accomplishment: Elaborations on a reconceptualized SLA. <i>The Modern Language Journal</i>, 91, 800-819.</p> <p><u>REBUTTAL</u>: Gass, S.M., Lee, J., & Roots, R. (2007). Firth and Wagner (1997): New ideas or a new articulation? <i>The Modern Language Journal</i>, 91, 788-799.</p>	<p>Discussion Board Postings- Due by Wednesday- 9 pm</p>
<p>Week 9: October 29th</p> <p>The Social Turn of SLA</p>	<p>Saville-Troike Ch. 5 pp. 118- 136</p> <p>Pekarek Doehler, S. (2013). Social-interactional approaches to SLA: A state of the art and some future perspectives. <i>Language, Interaction and Acquisition</i>, 4, 134-160. doi: 10.1075/lia.4.2.02pek</p>	<p>Discussion Board Postings- Due by Wednesday- 9 pm</p> <p>Rationale & Annotated Bibliography Due</p>
<p>Week 10: November 5th</p> <p>Feedback and SLA: Considerations</p>	<p>Ellis, R. (2009). Corrective feedback and teacher development. <i>L2 Journal</i>, 1, 3-18.</p> <p>Wong, J., & Waring, H.Z. (2000). ‘Very good’ as a teacher response.</p>	<p>Discussion Board Postings- Due by Wednesday- 9 pm</p>

	<p><i>ELT Journal</i>, 63, 195-203</p> <p>Fagan, D.S. (2014). Beyond ‘Excellent!’: Uncovering the systematicity behind positive feedback turn construction in ESL classrooms. <i>Novitas-ROYAL</i>, 8, 45-63.</p>	
<p>Week 11: November 12th</p> <p>Learner Language and Language Development</p>	<p>Saville-Troike Ch. 6</p> <p>Lightbown, P.M., & Spada, N. (2006). Ch. 4- Learner language. In <i>How languages are learned</i> (3rd edition) (pp. 77-104). New York: Oxford University Press.</p>	<p>Discussion Board Postings- Due by Wednesday- 9 pm</p>
<p>Week 12: November 19th</p> <p>SLA Research in Classroom Practices</p>	<p>Lightbown, P.M., & Spada, N. (2013). Ch. 6- Second language learning in the classroom. In <i>How languages are learned</i> (4th edition) (pp. 153-199). New York: Oxford University Press.</p>	<p>Discussion Board Postings- Due by Wednesday- 9 pm</p> <p>Revised Language Learning Autobiography Due</p>
<p>Week 13: November 26th</p>	<p>NO CLASS- THANKSGIVING</p>	
<p>Week 14: December 3rd</p> <p>(Mis)Applications of SLA Research on Pedagogy</p>	<p>Saville-Troike Ch. 7</p> <p>Spada, N. (2014). SLA research and L2 pedagogy: Misapplications and questions of relevance. <i>Language Teaching</i>.</p>	<p>Discussion Board Postings- Due by Wednesday- 9 pm</p>
<p>Week 15: December 10th</p> <p>Course Wrap-up</p>		<p>Literature Review Presentations</p>
<p>Week 16: December 17th</p>	<p>NO CLASS</p>	

*Dr. Fagan has the right to change/alter the schedule at any time during the semester.