LITC 7088: Second Language Acquisition
Fall 2017
College of Education
Department of Language, Literacy, and Special Populations

LITC 7088 is an elective course for Ed.D. in Literacy Program

Instructor
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Skype username info is provided on Blackboard (see Virtual Office tab)

Class Format: LITC 7088 is taken in conjunction with Ed.D. in Literacy Program. It is a hybrid course. It involves both face to face and online meetings, assignments and discussions. The format for learning and interaction will include reading, researching, independent work, and presentations.

    Class day and time: 5:30pm-8:20pm, Tuesdays
    Class Location: The Woodlands Center and Online

Course Description: LITC 7088 Second Language Acquisition. This course is designed to provide the students with an opportunity to reflect and further develop their understanding of both theoretical and practical considerations in the field of language learning and teaching. It will encourage the students to develop a broad theoretical base reflecting on current research within applied linguistics and related disciplines. In addition, the course makes links between the different disciplines, which contribute to our knowledge of language learning, and issues related to language pedagogy.

Textbook:

Ellis, R. (2015). *Understanding Second Language Acquisition.* Oxford, UK: Oxford University Press

Suggested Supplementary Book:

American Psychological Association (APA) (2010). *Publication manual of the American Psychological Association (*6th edition) Washington, DC: APA

Required Materials: Internet Access, E-mail address

Course Objectives: Students will demonstrate understanding, knowledge, and skills related to the following:

1) identify and describe different theoretical approaches to second language acquisition;
2) analyze second language data in terms of these different approaches;
3) read and critique literature in the field of second language acquisition;
4) evaluate the applicability of second language acquisition theory to language teaching;
5) design a theoretically well-motivated and viable second language acquisition research project.

Standards Matrix.

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment **DDP**—Diversity and Disposition Proficiencies **CF**—Conceptual Framework Indicator **TESOL** – TESOL/NCATE – ESL standards **NETS** – ISTE NETS Technology Standards
Demonstrates knowledge of fundamental language concepts	Text readings, journal articles, and discussion questions	Online Discussion Rubric	**DDP** – 1, 2, 5 **CF** - 1, 3 **TESOL** – 1.a, 1.b **NETS -** 3
Demonstrate effective written communication of thoughts and reflections.	Weekly discussion reflections, research paper, article critique	Online Discussion Rubric, Article Critique Rubric, Research Paper Rubric,	**DDP** – 1,3,4 **CF** – 1, 3 **TESOL** – 5.b **NETS -** 5
Examine and evaluate ESL resources reflecting current research and best practices.	Text readings, journal articles, and discussion questions, research paper	Online Discussion Rubric, Research Paper Rubric	**DDP** – 2, 4, **CF** – 1, 3 **TESOL** – 5.a., 5.b **NETS** – 2, 3, 5
Explain sociocultural, psychological and political variables that afford or constrain the process of learning a second language	Weekly discussion questions, Research Paper	Online Discussion Rubric, Research Paper Rubric	**DDP** – 1, 6, 9, 10 **CF** – 1, 3, 5 **TESOL** – 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g **NETS** – 4, 5
Compare and contrast different theoretical perspectives of language, the learner, and the language learning process	Weekly discussion questions, research paper, article critique	Online Discussion Rubric, Rubric	**DDP -** 1, 8 **CF** – 1, 3, 5 **TESOL** – 1.b, 2.g, 5.a, 5b **NETS** – 1, 5

Understanding current research in the field of SLA	Weekly discussion questions, Research Paper	Online Discussion Rubric, Article Critique Rubric, Research Paper Rubric	**DDP** – 1, 3, 8 **CF** – 1**,** 3, 5 **TESOL** – 3.a, 3.b, 3.c **NETS** – 2, 4, 5
Explain the role of individual learner variables in the process of learning English & investigate how these variables may affect language learning	Weekly discussion questions, Research Paper	Online Discussion Rubric, Research Paper Rubric	**DDP** – 1, 4, 6, 7, 9, 10 **CF** – 2, 3, 5 **TESOL** – 3.a, 3.b, 3.c, 4.a, 4.b, 4.c **NETS** – 2, 4

NCATE Unit Standards http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf
http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4
State Standards: http://www.sbec.state. tx.us
Web address for TESOL ESL standards: http://www.tesol.org
Web link for *Conceptual Framework:* http://www.shsu.edu/~edu_edprep/

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

> Essential: Gaining factual knowledge (terminology, classifications, methods, trends); Learning to *apply* course material (to improve thinking, problem solving, and decisions).

> Important: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course/Instructor Requirements:

Late Assignment Policy: Please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due dates contact the professor for special arrangements. **If your work is submitted later than the day specified, the following points are deducted from the assignment**:
1. Up to 24 hours-25% of the total assessed points are deducted.
2. 25-72 hours-50% of the total assessed points are deducted.
3. *After 72 hours* late assignment will **NOT** be accepted.

Time Requirement: For each hour of class, you will be expected to commit at least an hour outside of class. It is expected that if you enroll in this course, you can meet the time requirements

Course Outline

Assignments:

1. **Tell us about yourself**: Please write a paragraph or two about yourself. More information will be provided in the discussion section for the week on Blackboard.

2. **Online discussions** **(6 x 35 pts. = 210 pts.):** Every other week when we meet online, there will be one online discussion based upon the readings for the week. **Due dates vary/See below within the course calendar.**

3. **Discussion Leader** **(100 pts)**

   A separate detailed handout on online discussion expectations and guidelines will be posted on Blackboard.

4. **Weekly Reflections on Assigned Readings/Classroom Discussions** **(5 x 30 pts. = 150 pts.)**

   There will be 5 *no longer than two pages, double spaced* responses to reading assignments and class discussions on face to face classes we will have. These will be due online on various Sundays.

   These reflections are to be analytic rather than mere summaries of the material. The page should reflect how the current readings/class discussion relevant to you. You may write about implications: pedagogical, linguistic-theoretical, or research. For example, you can reflect on their implications for ESL/EFL teaching practice. For example, what do these ideas/concepts suggest about how curricula, syllabi, and lessons should be structured? What do these ideas/concepts suggest about the types of tasks teachers should use in their classes?

   What gaps still exist in the field?

   Due dates vary/See below within the course calendar.

5. **Article Summary** **(100 pts.)**

   The purpose of this assignment is to have you *summarize* current research studies/articles in SLA. The article should focus on topics related to SLA. Students will select an article of their choice from a reputable professional research-based journal. The studies that you will choose to review should be published studies with authentic data. Make sure you stay away from literature review type of study, commentaries, analysis, or theoretical discussions. In other words, the study should have used real data to answer its research questions.

   It should include the following information: (a) article information in APA format (6th edition), (b) the general question(s) examined in the article, (c) the specific research questions/hypotheses, (d) a summary of the methodological details (e.g., #of subjects, sample materials, tasks, etc.), (e) a summary of the findings (including a discussion of what these findings mean with respect to the research questions), and (f) your comments/critique (for example, include a paragraph on how it relates to the literature we have studied; (if any) holes in the methodology, what could have been done differently). These reports should be *no longer than three pages (double spaced).*

   The following journals are great resources: Second Language Research, TESOL Quarterly, The Modern Language Journal, System, Foreign Language Annals, and Applied Linguistics. You do not have to use these journals and can find your own, however, it will help you get started.

   The publication date of the article should be from the year *2012 and forward.*

   ***More information about this assignment is posted on Blackboard.*

6. **Article Critique** **(100 pts.)**

The purpose of this assignment is to have you *critique* current research studies/articles in SLA.

Students will select an article of their choice from a reputable professional research-based journal. The article should focus on research studies (empirical) related to SLA. The reaction paper should be approximately *two or three double-spaced pages in length.* The paper should include a short summary of the article (about one paragraph), followed by your reaction to the article (more details on this will be provided). Please use APA format (6th edition) when citing the article. The following journals are great resources: Second Language Research, TESOL Quarterly, The Modern Language Journal, System, Foreign Language Annals, and Applied Linguistics. You do not have to use these journals and can find your own, but they are great resources for you to start with.

The publication date of the article should be from the year 2012 and forward.

**More information about this assignment is posted on Blackboard.

7. **Research Proposal Project**

(Literature review presentation (40 pts) + Literature review (75 pts) + Research design presentation (50 pts) + Research design paper (75 pts) + Final paper (100) pts. = 340 pts.)

In this project, you will propose a study to investigate a specific research question in SLA. More details will be provided in class as well as on Blackboard.

COURSE EVALUATION

Online Discussions (6 discussions *35 points each)	210 pts
Online Discussion Leader Role	100 pts
Weekly Reflections on Assigned Readings	150 pts
Article Summary	100 pts
Strategy Article Critique	100 pts
Research Proposal Project	340 pts

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1000 pts.

EVALUATION SCALE	**930-1000**	**A**
	850-929	**B**
	770-849	**C**
	700-769	**D**
	Below 699	**F**

CLASS SCHEDULE

7 weeks Face to Face Class
6 weeks Online Class

Week/Date	Topic	Assignments due
Week 1 (August 23-29)	Introduction to the class, getting familiar with syllabus and course expectations	Video: Watch introductory video on SLA by Scott Thornbury- https://www.youtube.com/watch?v=j31Bj-XIFSk -Come to Tuesday's class having watched the video.
Week 2 August 29	~~Face to Face~~	University closed due to Hurricane Harvey
Week 3 September 5	Face to Face	Chapter 1: Second Language Acquisition Research: An Overview (Ellis) Chapter 1: Instructed second language acquisition (Ellis & Shintani, 2014) Additional article(s): Ionin, T. (2013). Review article: Recent publications on research methods in second language acquisition. *Second Language Research, 29*(1), 119-128.
Week 4 September 12	Face to Face	Chapter 2: Age and Second Language Acquisition (Ellis) Video: Watch video on Age & SLA by Tim Keeley https://www.youtube.com/watch?v=jwFbms8fGyk Article(s): (1) Birdsong, D. (2014). Dominance and age in bilingualism. *Applied Linguistics, 35*(4), 374-392. Additional article(s): (2) Yates, L., & Kozar, O. (2017). Expanding the horizons of age-related research: A response to the special issue 'complexities and interactions of age in second language learning: Broadening the research agenda' (1) **Weekly Reflections on Assigned Readings Due on Online, September 17 (Sunday)**
Week 5 September 19	Online	Chapter 3: Psychological Factors and Second Language Acquisition (Ellis) Article(s): Moyer, A (2014). Exceptional outcomes in L2 phonology: The critical factors of learner engagement and self-regulation. *Applied Linguistics, 35*(4), 418-440.

		Video: Watch video on *Accents: Sounding Like a Native Speaker*
		https://www.youtube.com/watch?v=kVkg6vkcAtM
		Discussion 1
Week 6 September 26	Face to Face	Chapter 4: The Development of a Second Language (Ellis)
		Article: Bardovi-Harlig, K. (2013). Developing L2 pragmatics. *Language Learning, 63*(1), 68-86.
		Additional articles: Siegel, J. (2016). Pragmatic activities for the speaking classroom. *English Teaching Forum, 54*(1),12-19.
		(2) Weekly Reflections on Assigned Readings Due on Online, October 1 (Sunday)
		Article Summary-submit hard copy in class.
Week 7 October 3	Online	Chapter 5: Variability in Learner Language (Ellis)
		Article: Schoonmaker-Gates, E. (2017). Regional variation in the language classroom and beyond: Mapping learners' developing dialectal competence. *Foreign Language Annals 50*(1), 177-194.
		Discussion 2
Week 8 October 10	Face to Face	2 Articles on Nonnative English Speaking Teachers (NNEST) 2 Articles on World Englishes
		(3) Weekly Reflections on Assigned Readings Due on Online, October 15 (Sunday)
		Literature Review Presentation in Class
Week 9 October 17	Online	Chapter 6: The role of first language (Ellis)
		Artieda, G. (2017). The role of L1 literacy and reading habits on the L2 achievement of adult learners of English as a foreign language. *System, 66*, 168-176.
		-Ates Article (practitioner piece)
		Additional Article(s): Kaushanskaya, M., Yoo, J., Marian, V. (2011). The effect of second-language experience on native-language processing, *Vigo Int. Applied Linguist*, 8, 54-77.

		Yi, A. (2012). On the Factors Influencing L1 Transfer, *Theory and Practice in Language Studies, 2*(11), 2372-2377.
		Discussion 3
		Literature Review Due October 22 (Sunday) Online
Week 10 October 24	Face to Face	Chapter 7: Input and Interaction: The Cognitive-Interactionist Perspective (Ellis)
		Noticeability and Corrective Feedback
		Kartchava, E. & Ammar, A. (2014). The noticeability and effectiveness of corrective feedback in relation to target type, *Language Teaching Research, 18*(4) 428-452.
		Additional Article: Ellis, R. (2014). Editorial. *Language Teaching Research, 18*(4), 425-427.
		Ellis, R. (2016). Anniversary article Focus on Form: A critical review. *Language Teaching Research, 20*(3), 405-428.
		(4) Weekly Reflections on Assigned Readings Due on Online, October 29 (Sunday)
		Strategy Article Critique-submit hard copy in class.
Week 11 October 31	Online	Chapter 8: Cognitive Aspects of Second Language Acquisition (Ellis)
		Article(s): Truscott, J (2015). Consciousness in SLA: A modular perspective. *Second Language Research, 31*(3), 413-434.
		Discussion 4
Week 12 November 7	Face to Face	Chapter 9: Social Aspects of Second Language Acquisition (Ellis)
		Identity
		Identity article: Norton, (2013). Researching Identity and Language Learning (pp. 58-73)
		Peirce, B. N. (1995). Social identity, investment, and language learning. *TESOL Quarterly, 29*(1) 9-31.
		Additional Article(s):

		Special Issue of TESOL Quarterly
		http://onlinelibrary.wiley.com/doi/10.1002/tesq.2016.50.issue-3/issuetoc
		Kubota, R. & Lin, A. (2009) Race, Culture, Identities in Second Language Education: Introduction to Research and Practice
		(5) **Weekly Reflections on Assigned Readings Due on Online, November 12 (Sunday)**
		Research Design Presentation in Class
Week 13 November 14	Online	Chapter 10: The role of explicit instruction (Ellis) *Article(s)* Additional Article(s): http://tesl-ej.org/ej42/a5.html https://coerll.utexas.edu/methods/modules/grammar/02/ Discussion 5 Research Design Paper Due November 19 (Sunday) Online
Week 14 November 21	Face to Face	Chapter 11: The role of implicit instruction (Ellis) *Task-based: Article:* Calvert, M., & Sheen, Y. (2015). Task-based language learning and teaching: An action-research study. *Language Teaching Research, 19*(2), 226-244.
Week 15 November 28 *December 1, Last Day of Class at SHSU*	Online	Chapter 12: Understanding and Applying Second Language Acquisition (Ellis) Article(s): Thomas, M. & Pettitt (2017). Informed consent in research on SLA. Wrapping Up: Hiver, P., & Dornyei, Z. (2017). Language teacher immunity: A double-edged sword. *Applied Linguistics, 37*(3), 405-423. Discussion 6 Final paper Due November 28 (Tuesday) Online

BLACKBOARD: The schedule and syllabus is subject to change, please check Blackboard announcements regularly for any updated information.

Student Guidelines

University Policies
- SHSU Academic Policy Manual-Students
  - **Procedures in Cases of Academic Dishonesty #810213**
  - **Students with Disabilities #811006**
  - **Student Absences on Religious Holy Days #861001**
  - **Academic Grievance Procedures for Students #900823**
- SHSU Academic Policy Manual-Curriculum and Instruction
  - **Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728**
- Visitors in the classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

- **Student Attendance for BESL 5304:** Lack of active and timely participation in online discussions or in assignments constitutes an absence from class. Absences from class will result in a grade penalty. **More than two** absences from online discussions will result in a grade deduction for every absence thereafter. Excused absences are permitted for emergencies or illnesses but are excused at the discretion of the instructor unless otherwise stated.

Course Expectations

- **Active Participation:** All members of this class are responsible for the learning that occurs. In this course, you are expected to share personal views and experiences (as you are comfortable) in online discussions, as well as prepare and "present" material in the online forum. It is critical that you stay current with readings and assignments. You are required to read all of the assigned materials and respond daily. In addition, you are required to respond to postings and submit all materials (papers) on time.
- **Professionalism Policy:** Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects during online class time.

Bibliography:

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