



BESL 5304-01: Second Language Acquisition and Development
Spring 2018
College of Education
Department of Language, Literacy, and Special Populations

BESL 5304 is a required course for the M.Ed. in TESOL

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Office hours: Monday – 8-9 am; Thursday – 12 – 3 pm; Friday 9 am – 2 pm and by appointment. I can also be reached by my cell: 936-577-0651.

Day/Time of Class: ONLINE CLASS

Location: ONLINE

Course Format: This course is delivered online and includes interactive technology, lectures, discussions, group and individual projects. The format for learning and interaction may include viewing audio-visual presentations, researching online, independent work, small group projects, demonstrations, and presentations.

Course Description: BESL 5304 Second Language Acquisition and Development. This course examines theories of second language acquisition as well as relationship between second language acquisition theory and language teaching. It compares and contrasts different theoretical perspectives of language, the learner, and the language learning process. It explores current research in the field of second language acquisition.

Textbook/Readings:

Loewen, S. (2015). *Instructed second language acquisition*. New York, NY: Routledge.

Suggested Supplementary Book:

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

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

- ❖ Second language acquisition theories
- ❖ The processes of first and second language acquisition
- ❖ Social and cultural factors which affect second language acquisition
- ❖ Explain sociocultural, psychological and political variables that afford or constrain the process of learning a second language
- ❖ Explain the role of individual learner variables in the process of learning English & investigate how these variables may affect language learning

- ❖ Compare and contrast different theoretical perspectives of language, the learner, and the language learning process
- ❖ Understanding current research in the field of SLA

A matrix that aligns with course objectives, activities, assessments, and standards can be viewed here:

<http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/documents/course-matrices/BESL%205304%20matrix.pdf>

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

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

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

Course 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.

Expectations:

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.

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 weekly. In addition, you are required to respond to postings and submit all materials (papers) on time.

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.

Professionalism Policy: Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects during class time.

Assignments:

1. **Tell us about yourself (25pts.):** I know that you have to do this in every class, but I don't know most of you and some of you don't know each other. Please write a paragraph or two about yourself. More information will be provided in the discussion section for the week on Blackboard.

Due January 19 (Friday)

2. **Online weekly discussion/activity (15 x 25 pts. = 375 pts.):** Each week there will be a discussion based upon the readings for the week.
3. **Presentation and discussion leader (Presentation 100 pts. + Discussion leading 25pts = 125 pts):** In groups of two or solo depending on the readings for the week, develop a Powerpoint with voice-over or a Screencast that provides an overview of what you consider to be the most important points from the readings. You do NOT need to cover everything in the reading. We have all read the material. I want you to cover what you believe to be the most important points and will serve as a basis for the discussion. I expect that each presentation would be about 10 slides. You will also develop 3 discussion questions based on the readings. I will be doing the presentation for the first couple of weeks so that you have a model to follow. You will not be expected to submit an initial post for the questions; however, you should facilitate the discussion and respond to classmates. The presentation and questions will be due the Thursday BEFORE the week you are assigned so that I will have time to look it over and post it to Blackboard by Monday. A list will be posted with names, readings and due dates for the presentation material. It will be luck of the draw. I have no problem with you trading with each other; however, you must let me know and all parties must be in agreement. Additional guidelines are provided on BB under the assignments tab.

Due date varies

4. **Language Learning Autobiography (100 pts.):** Write an autobiographical essay/narrative about your experience learning a second language. This narrative should reflect on your personal experience, describing your challenges and successes. The purpose of this paper is to motivate you to begin thinking about language learning by drawing from concrete examples in your own lives. This provides a starting point to think about what you want to learn more about in this course. This writing for this paper should be honest, straightforward and nontechnical.

Additional guidelines are provided on BB under the assignments tab.

Due February 11 (Sunday), 11:59pm

5. **Language Learner Interview: (Interview Questions 25 pts.+ Written Assignment 125 pts. = 150 pts.)** The purpose of this assignment is to analyze how language learning is experienced and internalized by second language learners. This will be an opportunity to compare others' experiences with your own. You should investigate under what conditions (educational settings) and circumstances (communities, people, relationships) your participants developed particular aspects of receptive (i.e. listening and reading) and productive language (i.e. speaking and writing). You will develop your own interview questions and submit them on BB a couple of weeks prior to your interview.

Additional guidelines are posted on BB under the assignments tab.

Interview Questions Due February 25 (Sunday), 11:59pm

Written Assignment Due March 11 (Sunday), 11:59pm

6. **Research Paper (Research topic 25 pts. + Research Paper 200 pts. = 225 pts.):** Consider a topic within the field of Second Language Acquisition (SLA) and education that you would like to explore more deeply. You will write a paper that reviews existing research, followed by a synthesis and a critical appraisal of the strengths and limitations of the existing research as well as suggestions for future research on the selected topic. There many possible topics: error correction, interaction, task-based learning, L2 pragmatics, NES/NNES issues, L2 writing, motivation, and learner identity. Feel free to investigate other topics since these are only examples. The topic should be grounded in SLA theory and then you can show how this applies to classrooms.

Please see the guidelines and rubric located under the assignments tab **(200pts.)**.

I will want to approve your topic ahead of time in order to make sure that it has a sufficient research base. You will submit a paragraph outlining your topic four weeks before the paper is due. **(25 pts.)**

Topic due March 25 (Sunday), 11:59pm

Paper due April 22 (Sunday), 11:59pm

I have only one option listed here. I am not adverse to you creating your own option for a final project. If you are interested in designing your own. We can set up a SKYPE call.

COURSE EVALUATION

Tell Us About Yourself	25 pts.
Online Discussions (15 x 25 pts. each)	375 pts.
Online Discussion Presentation/Leader	125 pts.
Language Learning Autobiography	100 pts.
Interview Questions	25 pts.
Language Learner Interview	125 pts.
Research topic and Paper	225 pts.

1000 pts.

EVALUATION SCALE	930-1000	A
	850-920	B
	770-840	C
	700-760	D
	Below 700	F

Note: The instructor reserves the right to alter (add, delete and/or modify) the syllabus to meet the individual needs of the students.

CLASS SCHEDULE

Week/Date	Topic	Readings and assignments due
Week 1 (January 17-21)	Introduction to the class, getting familiar with syllabus and course expectations	Complete "Tell Us About Yourself" Activity Due on January 18 (Friday), 11:59pm <i>Discussion 1: Responding to classmates' bios</i>
Week 2 (January 22-28)	Separating fact from fiction in SLA	Samway, K. D., & McKeon, D. (2007). Myths about acquiring a second language (L2). In K.D. Samway & D. McKeon. <i>Myths and realities: Best</i>

		<p><i>practices for language minority students</i> (2nd edition). (pp. 25-38). Heinemann.</p> <p>Gass, S. M.(2013). Introduction. In S.M. Gass. <i>Second language acquisition: An introductory course</i>. (4th edition), (pp.1-16). New York, NY: Routledge.</p> <p>Discussion 2 and responses to classmates' bios</p>
Week 3 (January 29-February 4)	Frameworks for Understanding first and second language acquisition	<p>Chapter 1 - Lightbown, P. & Spada, N. (2013). Language learning in early childhood. In P. Lightbown & N.Spada. <i>How languages are learned</i> (4th ed.). (pp. 103-122). Oxford, United Kingdom: Oxford University Press.</p> <p>Chapter 4 - Lightbown, P. & Spada, N. (2013). Explaining second language learning. In P. Lightbown & N.Spada. <i>How languages are learned</i> (4th ed.). (pp. 103-122). Oxford, United Kingdom: Oxford University Press.</p> <p>Textbook Loewen – Introduction to instructed second language acquisition.</p> <p>Discussion 3</p>
Week 4 (February 5-11)	Second language knowledge	<p>Textbook Loewen –Chapter 1 and 2.</p> <p>Discussion 4</p> <p>Language Learning Autobiography Assignment Due February 11 (Sunday), 11:59pm</p>
Week 5 (February 12-18)	Input, Interaction, Output	<p>Lowen – Chapter 3</p> <p>Tajeddin, Z. and Pezeshki, M. (2014). Acquisition of politeness markers in an EFL context: Impact of input enhancement and output tasks. <i>RELC Journal</i>, 45(3), 269-286.</p> <p>Gass, S. and Mackey, A. (2015). Input, interaction and output in second language acquisition. In B. VanPatten & J.Williams (Eds.), <i>Theories in second language acquisition</i> (2nd ed.) (pp. 180-206). New York: Routledge.</p>

		Discussion 5
Week 6 (February 19-25)	Focus on form	<p>Loewen – Chapter 4</p> <p>Required: Spada, N.; Jessop, L.; Tomita, Y.; Suzuki, W. & Valeo, A. (2014). Isolated and integrated form-focused instruction: Effects on different types of L1 knowledge. <i>Language Teaching Research</i>, 18(4) 453-473.</p> <p>Ellis, R. (2016). Anniversary article - Focus on form: A critical review. <i>Language Teaching Research</i>, 20, 405-428</p> <p>Discussion 6</p> <p>Interview Questions Assignment Due February 25 (Sunday), 11:59pm</p>
Week 7 (February 26 – March 4)	Acquisition of Grammar	<p>Loewen - Ch. 5</p> <p>Spada, N. & Tomita, Y. (2010). Interactions between type of instruction and type of language feature: A meta-analysis. <i>Language Learning</i>, 60(2) 263-308.</p> <p>Discussion 7</p>
Week 8 (March 5-11)	Acquisition of vocabulary	<p>Loewen - Ch. 6</p> <p>Lee, J.H. & Macaro, E. (2013). Investigating age in the use of L1 or English-only instruction: Vocabulary acquisition by Korean EFL learners. <i>The Modern Language Journal</i>, 97(4). 887-901.</p> <p>Language Learner Interview Assignment Due March 11 (Sunday), 11:59pm</p>
Week 9 (March 12-18)	Springbreak	Discussion 9: Relax – there is absolutely nothing due this week. Enjoy your spring break.
Week 10 (March 19-25)	Acquisition of Pronunciation	<p>Loewen - Ch. 7</p> <p>Required</p> <p>Levis, J.M. & Grant, L. (2003). Integrating pronunciation into ESL/EFL classrooms. <i>TESOL Journal</i>, 12(2). 13-19.</p> <p>Optional</p> <p>Derwing, T.M., Munro, M.J., Foote, J.A., Waugh, E. & Fleming, J. (2014). Opening the window on comprehensible pronunciation: A workplace training study. <i>Language Learning</i>, 64(3). 526-548.</p>

		<p>Gooch, R.; Saito, K. & Lyster, R. (2016). Effects of recasts and prompts on L2 pronunciation development: Teaching English /ɹ/ to Korean adult EFL learners. <i>System</i>, 60, 117-127.</p> <p><i>Research paper topic</i> Due March 25 (Sunday), 11:59pm</p>
Week 11 (March 26-April 1)	Acquisition of Pragmatics	<p>Loewen - Ch. 8 Required Lenchuk, R. & Ahmed, A. (2013). Teaching pragmatic competence: A journey from teaching cultural facts to teaching cultural awareness. <i>TESL Canada Journal</i>, 30(7). 82-97. Optional Bardovi-Harlig, K. (2013). Developing L2 pragmatics. <i>Language Learning</i>, 63(1).68-86.</p> <p>Discussion 11</p>
Week 12 (April 2-8)	Diverse contexts of instructed second language acquisition	<p>Loewen - Ch.9</p> <p>Serrano, R., Llanes, A. & Tragant E. 2011. Analyzing the effect of context of second language learning: Domestic intensive and semi-intensive courses vs. study abroad in Europe. <i>System</i>, 39, 133-143.</p> <p>Discussion 12</p>
Week 13 (April 9-15)	Individual differences	<p>Loewen - Ch. 10</p> <p>Tomita, Y. & Spada, N. (2013). Form-focused instruction and learner investment in L2 communication. <i>The Modern Language Journal</i>, 97(3) 591-610.</p> <p>Discussion 13</p>
Week 14 (April 16-22)	Multilingualism & problematizing the NS/NNS dichotomy in second language learning/teacher	<p>Norton, B. & McKinney, C. (2011). Identity and second language acquisition. In D. Atkinson (Ed). <i>Alternative approaches to second language acquisition</i>. (pp. 73-94). New York: Routledge</p> <p>Discussion 14</p> <p>Research Paper Assignment Due April 22 (Sunday), 11:59pm</p>

Week 15 (April 23-29)	SLA research and Implications for language teaching & learning	<p>Ellis, R. (2005). Section C: General for successful instructed learning. In R. Ellis, <i>Instructed second language acquisition: A literature review</i>. (pp. 33-43). Wellington: Ministry of Education, New Zealand.</p> <p>Valdes, G., Capitelli, S., & Alvarez, L. (2010). Realistic expectations: English language learners and the acquisition of “academic” English. In G. Valdes, S. Capitelli, & L. Alvarez. <i>Latino children learning English: Steps in the journey</i>. (pp. 15-42) New York, NY: Teachers College Press.</p> <p>Discussion 15</p>
Week 16 (April 29- May 4) <i>May 4, Last Day of Class at SHSU</i>	Conclusion	<p>Reading to be determined</p> <p><i>Final thoughts</i></p>

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 Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)

Bibliography:

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Durrant, P., & Schmitt, N. (2010). Adult learners' retention of collocations from exposure. *Second Language Research*, 26, 163–188.

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College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within

the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken and are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.