LLLC 4325/5325 Second Language Acquisition

**UCA- Fall 2015** (**CRN #: 17926 / 17927)**

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| **Instructor:** Dr.Gena Bennett | **Office:** IRBY 429 |
| **Class Time:** T/R 4:05-5:20 PM | **Phone:** 501-450-3433 |
| **Classroom:** Irby 208 | **Email:** gbennett@uca.edu |
| **Office Hours:** M/F 11:00AM-12:00PM ; T/R 3:00-4:00PM; and by appointment. | |
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**Course Description and Purpose:**

This course focuses on the study of the most common theories and research on second language acquisition (SLA), similarities and differences of first and second language acquisition, and the relevance of SLA to classroom teaching of second languages. The purpose of the course is to help students know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support second language development, including literacy skills and content area achievement. Issues related to the teaching of language minority students will be discussed. Emphasis will also be placed on the interrelationships between language and culture. Course goals will be accomplished through the use of lecture, discussion, written assignments, and service-learning experience. It may not be presented as part of the foreign language major or minor requirements. This course is part of the ESL endorsement and foreign language teaching license program at UCA.

**Learning Objectives:**

At the successful completion of this course, students should be able to:

* Have increased knowledge and deeper understanding of SLA
* Apply the major concepts, theories and research in SLA to help build a community empowered through literacy
* Provide SL instruction tailored to the literacy skills and learning objectives of each learner
* Understand and appreciate linguistic, cultural, and community diversity
* Provide valuable service to the community

**Course Readings:**

**Required textbook**:

Lightbown, Patsy M. & Spada, Nina. (2013). (4th ed.). *How Languages are Learned.* Cary, NC: Oxford University Press.

**Course pack readings (tentative list; please expect changes as needed):** PDF files will be placed on the course Blackboard under *Course Pack* (TBA). You can download them through the Blackboard page in course content.

**Course Requirements:**

1. *Class attendance and participation*: 15%

Students are expected to be present and on time. Three tardies will be counted as an absence. Each absence affects a student’s class participation grade. For unavoidable absences, proper notification is expected, as well as plans to make up any work covered in class. ***Five* unexcused absences will result in a WF**. Students should note the university’s drop date policy, which includes notifying the registrar’s office. Late assignments will be accepted at the discretion of the instructor. Unless otherwise noted, all assignments are due on Blackboard.

2. *Class preparation and reading questions/reflections posting:* 15%

Every student must prepare for class by reading the assigned chapter and articles before each meeting. To facilitate meaningful discussions, each student should submit two questions/thoughts about the readings of the week via the discussion tool on the course blackboard **by noon each Monday**. Each question/thought will be roughly a paragraph or two in length.

3. *Research Digest*: 20%

Write and present a brief synopsis of a recent article (2008 or later) from a peer-reviewed journal related to second language acquisition. The digest should tie the article content to a general issue or topic in second language acquisition, and should show how the article is relevant to the field of second language teaching.

4. *Service-learning (S-L) Experience*: 50%

A minimum of ten (10) hours of documented community service experience is required for course credit. Students will spend one hour weekly for 10 weeks tutoring an English Language Learner or teaching an English as a Second Language (ESL) class. Pertinent assignments based on the community service experience are listed as follows:

* Design and deliver learning activities.
* *3 reflective journals.* Summarize what happened during your service sessions and how the experience helped you grow professionally.
* *A case study* *portfolio.* Submit a case study portfolio in which students will record and reflect on the progress of the student they have tutored/the class they have taught, as well as their own professional growth.

**Grading System:**

Items Percentage

Classroom Attendance & Participation 15%

Class Preparation & Reading Questions Posting 15%

S-L Experience: 3 Reflective Field Journals 20%

Case Study Portfolio 25%

Research Digest 15%

Initial/Final Assumptions 10%

Total 100%

Course Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = below 60

**Course Policies:**

Students are expected to follow the policies regarding academic dishonesty/plagiarism, sexual harassment, and academic issues as outlined in the current UCA Student Handbook. Students should familiarize themselves with all policies listed in the Handbook.

BUILDING EMERGENCY PLAN STATEMENT:

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at http://uca.edu/mysafety/bep/ Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

STATEMENT OF ACADEMIC MISCONDUCT AND ACADEMIC INTEGRITY:

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

DISABILITY ACCOMMODATIONS AND UNIVERSITY POLICIES:

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613. You may also wish to speak with your instructor. Please refer to the UCA *Undergraduate Bulletin* for information on UCA’s sexual harassment policy and all other university-wide policies.

#### Important Dates:

# *Learning will occur in every class session. The following, however, represent dates significant to course assignments. These dates are subject to change as the course developments; any changes will be announced in class and posted on Blackboard.*

Aug. 20 Course Introduction

Aug. 25 Community partner representative visits class (Literacy Action)

Aug. 27 Community partner representative visits class (Coho Academy)

Sept. 7 Begin service learning experience

Sept. 24 Field Journal #1 due

Oct. 20 Research Digest Presentations

Oct. 22 Field Journal #2 due

FALL BREAK, NO CLASS! ☺

Nov. 15 Field Journal #3 due

Nov. 26 HAPPY THANKSGIVING, NO CLASS! ☺

Dec. 1 Case Study Presentations

Dec. 3 Case Study Presentations

Final (Initial) Assumptions due

Dec. 11 Portfolio Due by 6:00PM

**Course Schedule:**

Aug. 25 Popular Ideas about Language Learning

L/S Introduction

Aug. 27 First Language Acquisition

L/S Chap 1

Sept. 2 Explaining First Language Acquisition

L/S Chap1 cont.; course pack reading

Sept. 4 Second Language Learning

L/S Chap2

**SERVICE-LEARNING ASSIGNMENT**

**Service-Learning Overview**

UCA’s Definition: Academic service-learning is a course-based teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. (Adapted from National Service-Learning Clearinghouse, Retrieved, February 25, 2013 <http://www.servicelearning.org>)

Each student will spend 10 hours (spread out over a period of 10-12 weeks) tutoring a student who is learning English as a second language or co-teaching with another volunteer an ESL class.

**Service-Learning Community Partners**

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| **Community Partner** | **Representative Contact** | **S-L Opportunities** |
| *Literacy Action of Central Arkansas*  1900 Tyler Street  Conway, AR 72034  [www.literacylittlerock.org](file:///C:\Users\UCA\Downloads\www.literacylittlerock.org) | Sydne  Faulkner County Program Coordinator  sdoyle@literacylittlerock.org  501-329-7323 | * One-on-one ESL tutoring * Conversational Class (pair teaching) *after Oct. 15* |
| The City of Hope Outreach Academy at Brookside Mobile Village  100 Brookside Dr.,  Conway, AR 72032  [www.coho58.org](file:///C:\Users\UCA\Downloads\www.coho58.org) | Mary Nabholz  HIM Director  maryn@coho58.org  501-499-1083 (cell) | * Adult ESL Courses * After-school Tutoring Programs (K-6) |

**Reflective Field Journals**

Summarize the sessions you have had up to the due date for each journal. Use the heading shown below, and include the following information by number in each journal. Submit journal via Blackboard on the date indicated on the syllabus.

Before the first session, contact your tutee to introduce yourself and also to find out what areas that she/he hopes to work on with you. Prepare a “Get to Know You” activity for the first session. You may also want to prepare an activity that can be used as a pre-test during your first session and as a post-test during your last session. This will provide language development data for your Case Study.

During regular sessions, bring books to read, content-based games, ESL worksheets, etc. Bring extra materials, in case you finish early. Reading is always a good activity, if done interactively. You might alternate reading pages aloud, if the student is at that level. Be sure to do a pre-reading activity and to check comprehension often using verbal or written questions and/or having the student draw a picture etc.

Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Language Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Submission Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Journal Number: 1 2 3

(Circle One)

1. A description of your planning and preparation prior to the sessions (your efforts to seek input from the tutee, preparation of materials, etc.).
2. Reflections on the instructional environment (physical, affective, and cognitive).
3. A description of the interactions between yourself and the learner, including the instructional activities that took place. (Collect samples of student work, when possible, and write down examples of “interlanguage” as they occur. These will be required for your Case Study.)
4. An evaluation of the progress of the sessions, including adjustments that may be needed to better meet the needs of the learner.
5. Reflections on how your experiences connect with current classroom readings and discussions, including specific SLA theories. (These will be required for your Case Study.)
6. Reflections on how your experiences will help you develop into a more effective teacher.

**CASE STUDY PORTFOLIO AND PRESENTATION**

**Sections of the Case Study Portfolio:**

1) *Description of Learner.* Obtain this information from the student, school teacher, parent/guardian, and/or observation. Write detailed, typed paragraphs for each bulleted topic:

* Demographic Information: age, gender, grade, please use a pseudonym
* Background Information: cultural heritage, first language, experience with the second language/length of time in the U.S., academic background in first language, parents’ academic background in L1 and L2
* Personal Information: personality traits, attitudes, motivations, learning styles/strategies, interests, home environment
* Language Skills: describe language development observed during the 10-week tutorial (pre-test and post-test results, if available); describe proficiency in social/conversational language vs. academic language skills; give specific examples of “interlanguage” observed (correlated to student work samples, if possible); which components of communicative competence are most or least developed
* Factors Affecting Success/Failure: give your analysis of the impact of learner variables (intelligence, aptitude, personality, attitudes, motivation, learner preferences/strategies, learner beliefs, exceptionalities) plus societal, home, and school variables on your student’s second language learning. Clearly identify both positive and negative factors. Consider your learner in relation to the possible characteristics of “a good language learner” (Lightbown & Spada, 2013)

2) *Work Samples & SLA Theories.* Include a minimum of 3 student work samples in your portfolio. Describe the context for each sample. Reflect on each sample, explaining how it connects to specific second language acquisition theories.

3) *Professional Growth.* In 4 separate sections, one per TPOA domain, reflect upon and describe your personal growth as an educator as a result of this experience. Focus on and identify by number at least 3 criteria per each TPOA domain (as described in the UCA Teacher Performance Outcomes Assessment). Total = 12 criteria.

**Case Study Presentation:**

Create a 10- minute oral presentation (with PowerPoint) based on highlights of the information in sections 1), 2), and 3) above. It should include photos of your interactions with your student (if permitted), as well as three or more student work samples.

**Portfolio Submission:**

Submit a hard copy of the complete, typed case study portfolio in a presentation binder. It should be organized clearly, with three major section divisions. The portfolio is due on the day of final exam in the LLLC office.

**Portfolio Rubric:**

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| **Grading Criteria** | **25 pts.** | **20 pts.** | **15 pts.** | **10 pts.** | **5 pts.** |
| **Effectiveness of Oral Presentation** (coverage of info., creativity, neatness, visual support, poise, excitement, comprehensibility) | Exceptional in all areas; very professional presentation and highly engaging | Good communication of ideas; good audience response | Limited coverage of information and/or enthusiasm | Mostly mediocre; presentation shows little effort | Very poor presentation; audience was bored |
| **Description of Learner** (in-depth, reflective coverage) | Very thorough & reflective | Most items covered well | Limited information | Few items covered | Very poor in all aspects |
| **SLA Connections**  (detailed, appropriate, connected to samples) | Thorough understanding of theories | Several appropriate connections | Few and/or inappropriate connections | No SLA connections made | No student samples provided |
| **Professional Growth**  (reflective, in-depth coverage of criteria) | Exceptional reflection | Good  reflection | Satisfactory reflection | Mediocre reflection | Poor  reflection |
| **Use of English/ Neatness/Organization** | Professional in all ways | Well-written; easy to follow | Several errors  And/or messy | Difficult to read and/or very sloppy | Little effort shown/un- professional |

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| **UCA Teacher Performance Outcomes Assessment (TPOA) Criteria** |
| **Domain A: Planning and Preparation** |
| A1 Demonstrates knowledge of students (age group, diversity, interests, heritage) |
| A2 Selects instructional goals appropriate for lesson and students |
| A3 Demonstrates knowledge of content by designing instruction that connects past, present, and future content |
| A4 Demonstrates knowledge of pedagogy by planning appropriate instructional methods and learning activities, using appropriate materials and resources |
| A5 Assesses student learning by planning assessments appropriate for students and aligned with learning goals |
| **Domain B: The Classroom Environment** |
| B1 Creates an environment that promotes fairness |
| B2 Creates an environment of respect and rapport |
| B3 Communicates challenging learning expectations |
| B4 Establishes and maintains consistent standards of behavior |
| B5 Organizes physical space for maximum learning and safety |
| **Domain C: Instruction** |
| C1 Communicates learning goals and instructional procedures |
| C2 Makes content comprehensible to students (coherent structure, makes material relevant to students) |
| C3 Extends student thinking |
| C4 Monitors learning, provides feedback, and adjusts learning activities to meet the needs of all students |
| C5 Uses instructional time effectively |
| C6 Communicates clearly and accurately (in speaking and writing), encourages effective communication |
| C7 Integrates technology into instruction |
| C8 Impacts student learning as evidenced by formative and/or summative assessments |
| **Domain D: Professional Responsibilities** |
| D1 Reflects on teaching |
| D2 Demonstrates a sense of efficacy (assumes responsibility for student learning) |
| D3 Builds professional relationships |
| D4 Communicates with families and communities |
| D5 Maintains accurate records |
| D6 Grows and develops professionally (service, memberships, use of research) |
| D7 Professional demeanor (adheres to school policies, dresses and behaves in a professional manner) |

**RESEARCH DIGEST ASSIGNMENT**

**Paper**

Write a brief synopsis of a recent article from a peer-reviewed journal related to second language acquisition. Keep in mind that the article should be a research article; that is, one in which the authors are presenting original data in order to address a question of interest.  A book review, editorial, or "how to" article will not work.  If possible, the article should be from a recent issue (2008 or later).    
  
The digest should be no longer than ~500 words, should tie the article content to a general issue or topic in second language acquisition, and should show how the article is relevant to the field of language learning/teaching.  For examples of the digest, see the “Research Digest” section in recent issues of TESOL Quarterly.  An A quality digest will offer a coherent, informative summary of the article and may be suitable for publication.  
  
Also, keep in mind the following points concerning the content and form of your digest.  
*Content*

1. Focus the digest not on the introductory literature review you will find in the article but rather on the new insights contributed by this article.  In particular, summarize  
   •  The main research questions investigated   
   •  The methods used (the research design, subjects, data collection techniques)   
   •  The main results   
   •  The author’s conclusions
2. A general introduction is unnecessary.  Get right to the point.  A good strategy is to begin with the main question addressed by the article.
3. Do not include personal application, response or opinion.  Instead, evaluate the design or conclusions of the study based on theoretical or logical grounds.
4. Avoid quotations or use them sparingly.  If a major portion of your digest consists of material copied verbatim from the article, with or without quotation marks, you will receive no credit.

*Form*

1. Include a list of references at the end for any works cited in the digest, apart from the article itself.
2. Put complete bibliographic information for the article you are reviewing in the heading of your digest.
3. Refer to the article by the author’s last name, or “the author.”

For example

* + - Correct:  Hurley and Smith studied the effects of different teaching methods.
    - Incorrect:  The article presents a study of different teaching methods

**Presentation**

Create a 5- minute oral presentation (with PowerPoint) based on highlights of the information in section 1 of the *Content* above. It should include an evaluation of the design or conclusions of the study based on theoretical or logical grounds.

**Research Digest Grading Rubric**

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| **Score** | **Description** |
| 100 | The digest presents a concise, coherent, informative summary of an appropriate article, and may be suitable for publication. It clearly identifies the general issue addressed by the article, the type of data presented and results, and the author’s conclusions; it includes an insightful, balanced critical evaluation without self referencing. The writing has an engaging style and a strong academic register, is well organized, and is free from grammar & mechanical errors. |
| 95 | The digest presents a concise, coherent, informative summary of an appropriate article, and may be suitable for publication with modest revision. It accurately identifies the general issue addressed by the article, the type of data presented and/or results, and the author’s conclusions; it may include an insightful, balanced critical evaluation with minimal self referencing. The writing has a strong academic register, is well organized, and is relatively free from grammar & mechanical errors. |
| 85 | The digest presents a generally informative summary of the article and evidences competent engagement with the topic. It identifies the general issue addressed by the article and the author’s conclusions, though it may have some inaccuracies or omissions. The writing is generally competent with adequate clarity, but non-academic register, wordiness, and /or errors may prove distracting. |
| 75 | The digest may be unclear or suggest an inadequate grasp of the content of the article. It may identify some points raised in the article, but the main idea remains somewhat obscure. No critical evaluation is present, though there may be an attempt at personal application. The writing quality may be below professional level; frequent errors may interfere with clarity. |
| 65 | The digest demonstrates an inadequate grasp of the content of the article. At most, it touches on some topics in the article, but without clear understanding. No critical evaluation is present, though there may be an attempt at personal application. The writing quality is plainly below professional level; frequent errors interfere with clarity. |

**INITIAL/FINAL ASSUMPTIONS ASSIGNMENT**

**Paper**

Prepare a ~1,000 word summary of what you have learned from this course addressing the following aspects.

1. Refer back to your Initial Assumptions document from the beginning of the course.

* What beliefs have been challenged?  How?
* Which beliefs have been confirmed?  How?

1. What are the most important new perspectives that you have developed? Consider your understanding in each of these areas:

* The second language learner, including cognitive and affective variables.
* The language learning process.
* The nature of second language proficiency.
* The role of context, including linguistic, cultural and social context.
* The role of teaching.

**Grading Rubric**

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| **Score** | **Description** |
| 100 | The assignment competently addresses major aspects of SLA, including process; individual contextual, cognitive, and affective variables; and the nature of L2 proficiency. It evidences significant insights and a well-reasoned position grounded in research and sound reasoning. The writing has a strong academic register and is concise, coherent, well organized, & free from grammar & mechanical errors. |
| 90 | The assignment touches on all the relevant aspects of SLA with clear evidence of a reasonably solid grasp of concepts. Accuracy of understanding is at or somewhat above the expected competence for a language teacher. It evidences above average insight and adequately supports a reasonable position that is consistent with current research. The writing is generally clear, coherent, and organized; marked by occasional, salient instances of errors, wordiness, or informality. |
| 80 | The assignment touches on most of the relevant aspects of SLA but clearly evidneces some misunderstanding, such as misapplcation of terms, indicating an overall competence slightly below expectations. It evidences some insight but may take positions on some issues that are neither adquately supported nor consistent with current research. The writing is generally competence with adequate clarity, but non-academic register, wordiness, and/or errors prove distracting. |
| 70 | The assignment represents sincere effort, but major parts of the task may have been overlooked. Overall, the paper demonstrates a seriously insufficient grasp of SLA concepts. It may lack any supportable insights and/or simply reflect uninformed popular opinion, with little or no evidence of learning from the course. The writing is intelligible, but the writing quality is clearly well below graduate level standards. |