EDUC 541  Second Language Acquisition and Development  (3 units)

Instructor Contact Information and Office Hours

Instructor: Sarina Chugani Molina  
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Email: sarina@sandiego.edu  
Phone: (619) 260-4685
Office Hours: Tuesday and Thursday 1:00 – 3:30 p.m. OR by appointment

Course Description

Candidates will learn theories, research, and apply concepts in language learning to classroom practice. In particular, this course highlights current issues in first and second language acquisition, approaches and methodologies, the role of age in acquisition, human learning and training, types of learning, transfer, interference, reasoning, aptitude and intelligence, learning styles and strategies, personality factors, sociocultural factors, cross-linguistic influence and learner language, communicative competence and integrated theories of second language acquisition.

Course Objectives/Candidate Outcomes  (ACE)

This course is for teachers and prospective teachers of ESL/EFL, bilingual, structured immersion and anyone working with English Language Learner, in K-12, Community College, and Adult Education Language settings (private or public). As a result of this course candidates will:

Outcome 1: Academic Excellence & Critical Inquiry and Reflection

• Demonstrate knowledge of Second Language Acquisition theory, background, history, and definitions of key terms in SLA.
• Demonstrate an understanding how how language is learned by developing a model of SLA based on the cognitive, linguistic, and psychological factors involved in learning language.
• Demonstrate an understanding of the difference between learning a first language and learning a second language.
• Learn and teach strategies that ESL students can use for understanding input and provide frequent opportunities for ESL students to monitor their own comprehension.
• Use their understanding of language and literacy development theory and research to provide optimal learning environments for their ESL learners and to conduct theory-based research in their own classrooms.
• Encourage and learn strategies in order for students to accept responsibility for and take ownership of their learning.
• Be knowledgeable and have an understanding of sociolinguistic competence, communication standards, pragmatic aspects of language learning with a focus on language in the communicative classroom.

Outcome 2: Community and Service

• Be able to establish a community of learners in which all members are considered part of the learning process and must take chances and make mistakes in order to learn.
• Be able to build a curriculum around the students’ interests and will vary their instruction to suit different learners’ needs including involving students’ families and communities.
• Be able to establish and maintain an inquiry-based classroom, where ESL students are provided with rich models of oral and print language and are encouraged to experiment with and extend their use of English. Students will have an understanding of the input hypothesis and of the importance of input and interaction so ESL students may monitor their own comprehension.
• Monitor and plan language content instruction for ESL students based on each student’s individual stage of inter-language development.
• Understand the importance of being able to interact appropriately in multiple social settings. They will model strategies that ESL students can use to monitor their own communicative competence in diverse settings.
• Be able to monitor ESL students’ academic language development and plan academic instruction with students’ individual needs in mind. They will be able to provide a range and depth of exposure to and opportunities to use academic language and emphasize learning strategies for learning and expressing academic content.

Outcome 3: Ethics, Values, and Diversity
• Demonstrate knowledge of affective factors affecting second-language development (e.g., motivation, inhibition, attitudes, levels of anxiety and self-esteem, teacher expectations, classroom environment).
• Analyze the pedagogical implications of affective factors for the instruction of English Learners (e.g., with respect to lowering students’ affective filters, providing supportive and constructive feedback, creating an inclusive classroom environment, valuing and validating students’ home cultures and languages).
• Demonstrate knowledge of sociocultural and political factors affecting second-language development (e.g., family expectations, acculturation patterns, value systems, prior educational experiences, school culture and organization, differential status of the primary language or dialect and the target language, language planning and policies, community influences).
• Analyze the pedagogical implications of sociocultural and political factors for the instruction of English Learners and for program organization (e.g., with respect to creating a culturally and linguistically inclusive classroom and school environment, providing culturally and linguistically inclusive instruction, respecting linguistic and cultural differences, promoting family and community involvement, evaluating program organization).

Required Textbooks

Articles (Available through e-reserves)


Recommended Books


Course Requirements

**Class Participation:** Students are expected to be active participants, informed and prepared, with required materials and assignments completed. In a case of an absence, it is the student's responsibility to get all notes, assignments and handouts from a classmate.

**Assignments:** All assignments must be submitted on time. Points will be deducted for late assignments. Opportunities will be provided for improving upon assignments, but students should turn these revisions in **one week** from the date of return.

**Classroom Observations/Journals (15 hours/15 entries):** Students will maintain a journal containing fifteen hours of classroom observations. In these observations, students will record reflections on the theoretical backdrop of the lecture/activities/group work they observe. As students begin to learn about theories in second language acquisition and choose an area of interest, the observation journals can then focus on this aspect of second language acquisition theory as data for the research paper.

**Foreign Language Study (10 lessons):** Students will enroll in a foreign language study of their choice through [www.livemocha.com](http://www.livemocha.com) and complete a minimum of 10 lessons. Students will be required to submit a screen shot of the successful completion of these lessons at the end of the term.

**Foreign Language Study BlogSpot Response (10 online BlogSpot entries):** Students will be required to respond to a question tying second language acquisition theories with their experiences learning the foreign language. A URL has been provided for each blog question below. Students will post comments for each question after completing their weekly language lessons.

**5 Response Papers:** Students will write a response paper integrating lectures, readings and classroom discussions.

**6 Webinar Series and 5 Webinar Assignments:** Students will attend 6 webinar series based on the chapters from the text *Improving Education for English Learners: Research-Based Practices*. Students will be respond to five assignments based on the content of the webinars.

**SLA Model and Presentation:** Students will make a presentation of no more than 10 minutes on an integrated model of second language acquisition and the impact of this understanding of SLA on their teaching philosophy and classroom practice.

**Research Paper:** Students will write a 10-15 page research paper based on one aspect of second language acquisition theory of interest. The paper will include a literary review section citing 5-7 authors who have researched this particular field, an observation section on what the student observed in actual classroom instruction, specifically what components supported or conflicted with the theories studied, and a reflection component on what the student has learned through the process of researching this topic and how this would impact the student’s teaching methodology.
Grading Criteria

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Classroom Engagement</td>
<td>10%</td>
</tr>
<tr>
<td>Classroom Observations/Journal</td>
<td>20%</td>
</tr>
<tr>
<td>Foreign Language Study Blogspot Entries (10 lessons+ 10 entries)</td>
<td>10%</td>
</tr>
<tr>
<td>Improving Education for English Learners: Research-Based Approaches</td>
<td>10%</td>
</tr>
<tr>
<td>6 Webinar Series/5 Assignments (6 sessions based on accompanying text)</td>
<td></td>
</tr>
<tr>
<td>5 Response Papers</td>
<td>20%</td>
</tr>
<tr>
<td>SLA Model and Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>15%</td>
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</table>

Response Paper Prompts:

**Response Paper 1** (Due: 2/8)
What are some ways in which you can differentiate between special needs and language proficiency needs?

**Response Paper 2** (Due: 3/1)
What are the similarities and differences between L1 and L2 acquisition?

**Response Paper 3** (Due: 3/22)
Which theoretical perspective/s do you believe are pertinent to L2 acquisition? Explain your answer.

**Response Paper 4** (Due: 4/12)
How should L2 teachers take into account student learning styles & strategies, personality & sociocultural factors in L2 instruction? Provide specific examples.

**Response Paper 5** (Due: 4/26)
How can/does the study of Error Analysis inform your teaching practice? Describe the history of the ways in which errors have been addressed and how the literature informs the way in which you address/plan to address this with your students.

Webinar Assignments:

**Webinar Assignment # 1** (Due: 2/15)
Discuss the 16 guidelines on English Language Development informed by research and what these mean in the context of the L2 classroom instruction and school policy?

**Webinar Assignment # 2** (Due: 3/1)
Describe the research findings with regards to effective literacy instruction for English Learners and provide concrete examples about how these findings can be applied to the L2 classroom?

**Webinar Assignment # 3** (Due: 3/8)
Describe the SIOP model and evaluate its feasibility in the L2 classroom?

**Webinar Assignment # 4** (Due: 4/12)
Discuss particularly effective research-based practices and how you would implement these ideas at your level of interest?

**Webinar Assignment # 5** (Due: 5/3)
What are the roles of native language and oral language skills in L2 acquisition?

**BlogSpot Prompts:**

- BlogSpot Response 1 (Due: 2/1)  

- BlogSpot Response 2 (Due: 2/8)  

- BlogSpot Response 3 (Due: 2/15)  

- BlogSpot Response 4 (Due: 2/22)  

- BlogSpot Response 5 (Due: 3/1)  

- BlogSpot Response 6 (Due: 3/8)  

- BlogSpot Response 7 (Due: 3/22)  

- BlogSpot Response 8 (Due: 3/29)  

- BlogSpot Response 9 (Due: 4/5)  

- BlogSpot Response 10 (Due: 4/12)  
Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

Grade of Incomplete:

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the “I” grade will become a permanent “F.”

A petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor.
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>BELOW STANDARD (0)</th>
<th>MEETS STANDARD (2)</th>
<th>EXCEEDS STANDARD (4)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literature Review</strong></td>
<td>The paper uses literature ineffectively or sources may be misunderstood. The articles selected are not from peer-reviewed journals or are opinion-based without research-based evidence.</td>
<td>The paper reflects an understanding of the literature relevant to the topic.</td>
<td>The paper clearly reflects an accurate understanding and critique of the literature relevant to the topic. Appropriately defines terms.</td>
<td></td>
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<tr>
<td><strong>Use of Observation Data</strong></td>
<td>The paper does not refer to any observation data to support the topic.</td>
<td>The paper effectively presents the data in relation to the topic.</td>
<td>The paper embeds the data effectively in the paper using a critical lens when necessary.</td>
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<tr>
<td><strong>Writing Style and Development of Ideas</strong></td>
<td>The paper does not have a clear, central idea, or does not respond appropriately to the assignment. Paper lacks development.</td>
<td>The paper responds appropriately to the assignment. The thesis is clear, and the paper has sufficient development.</td>
<td>The paper excels in responding to assignment. Paper is interesting and demonstrates sophistication in thought. Central idea/thesis is clearly communicated and is worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis; may acknowledge its contradictions, qualifications, or limits and follow out their logical implications.</td>
<td></td>
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<tr>
<td><strong>Mechanics and Usage</strong></td>
<td>Frequent errors in punctuation, capitalization, and spelling. No errors in sentence structure and word usage.</td>
<td>Almost no errors in punctuation, capitalization, and spelling. No errors in sentence structure and word usage.</td>
<td>No errors in punctuation, capitalization, and spelling. No errors in sentence structure and word usage.</td>
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<tr>
<td><strong>Citation and Bibliography</strong></td>
<td>No citations or errors in format. Bibliography includes less than 5 academic references, which may or may not follow the APA format accurately.</td>
<td>The majority of cited works are done in the correct format with no errors. Bibliography includes 5 academic references and follows the APA format accurately.</td>
<td>All cited works are done in the correct format with no errors. Bibliography includes 6-7 academic references and follows the APA format accurately.</td>
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**TOTAL SCORE:**
SECOND LANGUAGE ACQUISITION
MODEL CHECKLIST

Your model should include the following elements of SLA. This project is a culmination of your understanding of class readings, lectures, and peer presentations, so references to these must be made.

- ✓ Internal variables
- ✓ External variables
- ✓ Acquisition & Learning
- ✓ Nature vs. Nurture
- ✓ Role of Formal Instruction
- ✓ Input
- ✓ Interaction
- ✓ Role of Error/Error Correction
- ✓ Role of Transfer/Cross-Linguistic Influence
- ✓ Interlanguage
- ✓ Age and Acquisition

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<thead>
<tr>
<th>CRITERIA</th>
<th>5</th>
<th>3</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td>MODEL</td>
<td>The model reflects careful thought and creativity in design.</td>
<td>The model is missing a few (3) components delineated in the checklist. References made to sources (theorist, theory) are accurate.</td>
<td>The model only refers to 1-2 components delineated in the checklist. References made to sources are inaccurate.</td>
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<tr>
<td></td>
<td>The model covers all of the components delineated in the checklist. References made to sources (theorist, theory) are accurate and reflects critical thought.</td>
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<tr>
<td>PRESENTATION</td>
<td>The presenter is engaging and communicates the ideas effectively; The presentation exhibits logical organization. The student carefully explains the process of SLA and the resulting learning from this project.</td>
<td>The presenter is engaging and exhibits some level of organization, but ideas are not always clear.</td>
<td>The presenter doesn’t exude enthusiasm. Ideas are not communicated effectively where the presentation is not logically organized resulting in confusion on the part of the audience.</td>
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TOTAL SCORE:
<table>
<thead>
<tr>
<th>SESSION</th>
<th>DATE</th>
<th>SESSION TOPIC</th>
<th>READINGS/WEBINARS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1       | 1/25/11   | Review of the Syllabus and Course Expectations  
Introduction to SLA: Overview      | Brown, Chapter 1  
Ellis, R. (1994) “Second language acquisition research: An overview” | Language Lesson # 1  
BlogSpot Response 1 |
| 2       | 2/1/11    | Language  
Current Issues in SLA  
Schools of Thought in SLA: Structuralism/Behavior  
Rationalism and Cognitive Psychology  
Constructivism  
Language Teaching Methodology | Brown, Chapter 2  
Introduction from *Improving Education for ELs* | Language Lesson # 2  
BlogSpot Response 2 |
| 3       | Saturday  
King *et al.* (2009) “CLD and Gifted Education” | Response Paper # 1  
BlogSpot Response 1 |
| 4       | 2/8/11    | *Online Session – NO CLASS*  
Watch Webinar “Research to Guide English Language Development and Instruction”  
[http://www.schoolsmovingup.net/webinars/ellresearch2](http://www.schoolsmovingup.net/webinars/ellresearch2) | Chapter 3 in *Improving Education for ELs.* | Webinar Assignment # 1  
Language Lesson # 3  
BlogSpot Response 3 |
|         |           | Theories of First Language Acquisition  
Behavioristic Approaches  
The Nativist Approach | Brown, Chapter 3 | Language Lesson # 4 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Assignment</th>
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| 5    | 2/15/11| Functional Approaches  
Issues in First Language Acquisition  
Systematicity and Variability  
Language and Thought  
Imitation, Practice, Input, Discourse |  
Brown, Chapter 4  
Chapter 4 in *Improving Education for ELs.*  
Watch Webinar: “Effective English Literacy Instruction for English Learners”  
http://www.schoolsmovingup.net/webinars/ellliteracy | BlogSpot Response # 4  
Response Paper # 2  
Webinar Assignment # 2  
Language Lesson # 5  
BlogSpot Response # 5 |
| 6    | 2/22/11| Age and Acquisition  
Critical Period Hypothesis  
Neurological Considerations  
Accent  
Cognitive Considerations  
Affective Considerations  
Linguistic Considerations  
First language Interference  
Order of Acquisition  
Issues in First Language Acquisition Revisited |  
Brown, Chapter 4  
Chapter 4 in *Improving Education for ELs.*  
Watch Webinar: “Effective English Literacy Instruction for English Learners”  
http://www.schoolsmovingup.net/webinars/ellliteracy | Response Paper # 2  
Webinar Assignment # 2  
Language Lesson # 5  
BlogSpot Response # 5 |
| 7    | 3/1/11 | Human Learning  
Pavlov’s Classical Behaviorism  
Skinner’s Operant Conditioning  
Ausubel’s Meaningful Learning Theory  
Roger’s Humanistic Psychology  
Types of Learning  
Transfer, Interference, and Overgeneralization  
Inductive and Deductive Reasoning  
Aptitude and Intelligence |  
Brown, Chapter 5  
Chapter 5 in *Improving Education for ELs.*  
Watch Webinar: “Programs and Practices for Effective Sheltered Content Instruction”  
http://www.schoolsmovingup.net/webinars/ellsheltered | Webinar Assignment # 3  
Language Lesson # 6  
BlogSpot Response 6 |
|      |        | Learning Styles  
Field Independence/Dependence  
Left- and Right Functioning  
Ambiguity Tolerance |  
Brown, Chapter 6 | Response Paper # 3  
Language Lesson # 7 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Resources</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 8    | 3/8/11| Reflectivity and Impulsivity  
Visual and Auditory Styles  
Learning Strategies  
Communication Strategies  
Avoidance Strategies  
Compensatory Strategies  
Strategies-Based Instruction | BlogSpot Response # 7                                                   |                                                 |
|      | 3/15/11| SPRING BREAK                                                          |                                                                           |                                                 |
| 9    | 3/22/11| Personality Factors  
Affective Domain: Esteem, Inhibition, Risk Taking, Anxiety, Empathy, Extroversion  
Myers-Briggs Character Types  
Motivation: Instrumental and Integrative, Intrinsic and Extrinsic  
The Neurobiology of Affect  
Measuring Affective Factors | Brown, Chapter 7                                                       | Language Lesson # 8  
BlogSpot Response # 8 |
| 10   | 3/29/11| Sociocultural Factors  
Stereotypes to Generalizations  
Attitudes  
Second Culture Acquisition  
Social Distance  
Culture in the Classroom  
Language Policy and Politics  
World Englishes  
ESL and EFL  
Linguistic Imperialism  
Language Thought and Culture | Brown, Chapter 8                                                       | Language Lesson # 9  
BlogSpot Response # 9 |

**Online Session: NO CLASS**  
Conferencing

Chapter 2 and 3 in *Improving*  
Webinar Assignment # 4
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Task</th>
<th>Literature</th>
<th>Other</th>
</tr>
</thead>
</table>
| 11| 4/5/11  | Watch 2 Webinars  
1. “English Language Development: Foundations & Implementation in Kindergarten through Grade 5” [http://schoolsmovingup.net/webinars/elk-5](http://schoolsmovingup.net/webinars/elk-5)  
Language Lesson #10  
BlogSpot Response # 10 |
| 12| 4/12/11 | Communicative Competence  
Language Functions  
Functional Syllabi  
Discourse Analysis/Conversation Analysis  
Pragmatics  
Language and Gender  
Styles and Registers  
Nonverbal Communication | [Brown, Chapter 9](https://doi.org/10.1017/CBO9780511667935)  
| 13| 4/19/11 | Cross-Linguistic Influence and Learner Language  
Contrastive Analysis Hypothesis  
Markedness and Universal Grammar  
Error Analysis  
Intra- and Inter-lingual transfer  
Stages of Learner Language Development  
Variability in Learner Language  
Fossilization  
Form-Focused Instruction | [Brown, Chapter 10](https://doi.org/10.1017/CBO9780511667935.010)  
|---|-------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------|
| 14| 4/26/11 | Building a Theory of SLA  
Input Hypothesis  
Cognitive Models  
McLaughlin’s Attention-Processing Model  
Implicit and Explicit Models  
A Social Constructivist Model: Long’s Interaction Hypothesis  
Input and Interaction | Webinar: “Alternative Educational Programs for English Learners”  
[http://www.schoolsmovingup.net/webinars/ellalternative](http://www.schoolsmovingup.net/webinars/ellalternative)  
Chapter 6 in *Improving Education for ELs* |                                                |
| 15| 5/3/11 | SLA Model Presentations                                                      |                                                                                                  | Observation Journals  
Final Research Paper |
| 16| 5/10/11 | Submit Observation Journals  
Final Research Papers                                                        |                                                                                                  |                                                |