# Foundations and Methods of Second Language Acquisition

## BIE_DL 4330

## Theories of Language Acquisition

## EDUC 5314

**Spring 2017**

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<table>
<thead>
<tr>
<th>Section</th>
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<tbody>
<tr>
<td><strong>Prerequisites</strong></td>
<td>None</td>
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<tr>
<td><strong>Class time</strong></td>
<td>Tuesday 5:30-8:15 P.M.</td>
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</table>
| **Office Hours** | Monday: By appointment  
Tuesday: 12:00 P.M.-2:00 P.M.; 3:30 P.M.-4:30 P.M.  
Wednesday: By appointment  
Thursday: 11:30 A.M.-12:30 P.M.; 3:30 P.M.-6:30 P.M.  
Friday: By appointment |

### Course Description and Goals

This course, designed for teachers of English Language Learners (ELL), in various settings: Mainstream (general education), ESL, or Bilingual instructional settings will introduce theories of second language acquisition and current research and methodology related to language acquisition, linguistic diversity and relevant contemporary issues that impact the academic achievement of second language learners. The content delivered in this course has been designed to meet competencies tested by the Educator Preparation TExES program, but more importantly, to assist new teachers in developing basic understanding of issues surrounding instruction of English Language Learners (ELL) students enrolled in Houston-area schools.

**Nature of this course:** A course designed to provide comprehension of important theories, research, and programs to teachers who have second language learners (ELLs) in their classrooms.

**This course does not:** Provide methods, strategies or techniques utilized to teach ELLs in the classroom. If interested in a more in depth study of these areas, the School of Education provides 3 additional courses leading to ESL Certification (strongly recommended) as well as a MEd. in either TESOL or Dual Language Instruction.
By the end of the course, the student will be able:

1. Identify theoretical and pedagogical principles relevant to the education of language minority students.
2. Cover TExES competencies for Bilingual Education and ESL set by the State Board of Educator Certification.
4. Understand sociolinguistic, psycholinguistic, linguistic, and cognitive factors that interfere with the second language acquisition process.
5. Review traditional and innovative trends in L2 methods.
6. Demonstrate an understanding of language acquisition in the LEP student by applying knowledge of language assessment.

**ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS**

*Standard I.* The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

*Standard II.* The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

*Standard III.* The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students’ language development in English.

*Standard IV.* The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

*Standard V.* The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.

*Standard VI.* The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

*Standard VII.* The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

**Required Textbooks:**


*Suggested Texts:* 2010-6th edition of the APA Manual (*graduate only*)

These texts are available at the University of St. Thomas bookstore and online at various sites.
## Course Requirements

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<tr>
<th>Attendance</th>
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<tr>
<td>Attendance is defined as being present and on time, participating in class discussions and group activities, and turning in all assignments and projects by the specified dates. Attendance is extremely important. Students will be expected to attend all classes and to arrive on time. You should exert every effort to attend class meetings. Please note that your final grade will reflect your attendance. For each unexcused absence, 2 points will be deducted from the final course grade. Any absence for which the professor has not given prior approval will automatically be considered unexcused. Allowances for absences that result from emergencies will be made at the discretion of the professor. One point will be deducted from the final course grade for each unexcused late arrival. If a student misses more than three times, he/she may be administratively dropped from class.</td>
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<tr>
<th>Project and Assignments</th>
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<tr>
<td>All course assignments must be submitted electronically on Blackboard when due and as indicated. You will submit a hard copy of the assignment at the beginning of the class period. Any late submissions will receive a 5-point deduction for each day that the assignment is overdue. No assignments will be accepted after one week.</td>
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## Professional Standards of Behavior

### Americans with Disabilities Act

The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that “no student shall be denied the benefits of an education "solely by reason of a handicap.” If you have a documented disability that may impact your Performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crocker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162.

### Academic Dishonesty

Students are not allowed to submit the same paper/project for more than one course. Failure to do so may result in a failing grade for the assignment in question.

**Academic dishonesty includes, but is not limited to:**

1. Cheating on an examination or test, for example, by copying from another’s paper or by using unauthorized materials before or during the test;
2. Plagiarism, which means representing as one’s own work the work of another person, or using the same paper for another course, whether published or not, without acknowledging the precise source.
3. Knowingly participating in the academic dishonesty of another student even though one’s own work is not directly affected.
4. Any conduct which reasonable persons in similar circumstances would recognize as dishonest in an academic setting.

*Note: The penalty for an incident of academic dishonesty is, at the discretion of the professor, either a mark of zero for the work in question or the grade of an “F” for the course. For the complete procedure consult University of St. Thomas Undergraduate Student Handbook, pages 9-32 or University of St. Thomas Catalog.*
### Professional Standards for Students and Professor

Students will be provided a statement that outlines the principles of professional behavior and academic integrity expected in the class. Students will sign the **STATEMENT OF AGREEMENT** demonstrating agreement with these policies. A statement outlining professional behaviors that you may expect from me is on the same page as your **STATEMENT OF AGREEMENT**.

### Tenets of Social Justice

The University of St. Thomas, dedicated to educating leaders of faith and character, is a private institution committed to the liberal arts and to the religious, ethical, and intellectual tradition of Catholic higher education. The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the programs of the SEHS.

**Subsidiarity:** Educational institutions should be organized and governed to the extent possible by the community being served; education should only be controlled at higher levels of society when it cannot be effectively done at a local level.

**Dignity and rights of children:** Children possess full human dignity and are bearers of rights that should be recognized and upheld in the educational process.

**People have a right to an education:** All people have a responsibility, for the good of a society, to contribute to and foster education.

**Reflection:** What do you believe is the relationship between any or all of these principles and your own personal goal of obtaining a teaching or a Master of Education degree from the School of Education and Human Services at the University of Saint Thomas?

### Personal Use of Technology

Cell phones should not be used or be visible during class. Students may step outside if a phone call is necessary for emergency purposes only. Please refrain from text messaging in class. Laptop computers and the use of the Internet will be permitted only for purposes of note-taking and accessing documents needed for class. However, Internet surfing is not an appropriate use of computers during class time.

### Community of Learners

As a community of learners at UST, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an UST degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. We can agree to disagree, but we will appreciate and respect one another.

### Tips to be successful

- Come to each class prepared, do the assigned homework and bring materials to share and discuss.
- Share ideas- orally or hand in articles that relate to the topics being studied in class.
- Speak up during discussions of the chapter or other assigned work.
- Listen to the ideas of other and respond positively.
- Be open-minded and help those that need help.
- Attend all classes and contribute to each class by speaking, discussing class issues, etc. One must come to class prepared and energetic. Sitting quietly is not contributing.
- Have a positive attitude.
If possible, it is strongly recommended that you make an appointment to visit with the professor in person. I am here to help you complete the class and look forward to meeting you and providing assistance. Deadlines were designed to assist you in completing the course. Please do not hesitate to contact me if you have any questions or concerns.

### Course Requirements

1. **Attendance and Participation:** Perfect attendance is expected and required. Attendance is defined as being present, participating in class discussions and group activities, and turning in all assignments by the specified dates. (**10% of your final grade**)

2. **Creative group presentation:** Due **February 21 and February 28, 2017 (15% of your final grade)**

   Your group will agree on a topic, conduct research, and put together a 15-20 minutes presentation 5 groups of 3 (undergraduate and graduate students collaborate)

   Topics:
   a) Language loss, language planning, or revitalization. Choose a country or countries where this has occurred (i.e., Ireland, Spain, New Zealand, Wales, Canada)
   b) Variables influencing language acquisition in the children or adults
   c) Brain theory and second language acquisition
   d) The politics of language in Puerto Rico, USA
   e) Minority speaking community in Houston schools (i.e., Spanish, Chinese, Vietnamese, Arabic)

3. **Reflections:** You will complete 3 reflections over reading material throughout the semester. More information will be provided for each one. Due on **February 14, February 28, and March 28, 2017 (5% of your final grade)**

4. **Midterm exam** on **March 7, 2017 (15% of your final grade)**

5. **Gallery Walk Project:** Due **March 21, 2017** (done individually)

   You will interview a second language learner following the protocol provided. After determining their level of language proficiency, prepare a poster describing the learner, background variables, level of language proficiency, and some theories providing an explanation for this person’s language proficiency level.

   This project is **20% of your grade** as follows:
   a) Gallery poster (submit digital picture) and Presentation-10%
   b) Interview audio recording and transcription-10%

6. **Classroom Observations:** (**undergraduate only**) You will be asked to observe and document at least **10 hours** of second language instruction (no more than 2 hours at a time). These observations may be conducted in a Dual Language, Bilingual, or
ESL classroom. Explanation and checklists will be distributed in class. Document your work by turning in your field observation reflections (at least two pages each, typed, double space) in which you will reflect and record the activities carried out during your observations. If you are a Bilingual Education major, refer to your Bilingual Portfolio guide to see details about what is required for this course. Please turn in copies of your detailed log to me. Reflections will be due on April 18, 2017. You will present a summary of your observations and reflections in a 5-7 minutes presentation on April 25, 2017. (20% of your final grade.)

*Case Study: (*graduate only) You will conduct two interviews (one protocol will be provided and the other one is open-ended). You will write an eight- to ten-page paper (not including recordings and transcripts) that analyzes the language development of your ELL. You should use outside research sources (3-5: articles, books, book chapters, Baker, etc.) to strengthen the claims you make in your analysis. More details will be provided to graduate students. The case study will be due on April 18, 2017. Be prepared to present and discuss your case study findings a 10-15 minutes presentation on May 2, 2017 (20% of your final grade.)

7. Final exam on May 16, 2017 (15% of your final grade.)

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<th>Grade Distributions</th>
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<tbody>
<tr>
<td>A: 95-100 points</td>
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<tr>
<td>A-: 90-94 points</td>
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<tr>
<td>B+: 88-89 points</td>
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<tr>
<td>B: 84-87 points</td>
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<tr>
<td>B-: 80-83 points</td>
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<tr>
<td>C+: 78-79 points</td>
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<td>C: 74-77 points</td>
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<td>C-: 70-73 points</td>
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*Note: Any student receiving a grade of 75 or below on any assignment must schedule a mandatory conference with the professor.*

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<tr>
<th>Calendar</th>
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| **Week 1** January 24 | **Topic:** Overview and Language  
**Readings:** Monograph: 1. What is Language? |
| **Week 2** January 31 | **Topic:** Bilingualism  
**Readings:** Baker, chapter 1 |
| **Week 3** February 7 | **Topic:** Language Assessment  
**Readings:** Baker, chapter 2 |
| **Week 4** February 14 | **Topic:** Societal Bilingualism  
**Assignments due:** Complete Reflection #1  
**Readings:** Chapters 3 and 4 |
<table>
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<tr>
<th>Week 5</th>
<th>February 21</th>
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| **Topic:** Second Language Acquisition and Learning  
**Assignment due:** Creative group presentations (Groups 1, 2, & 3)  
**Readings:** Chapter 5 |

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<tr>
<th>Week 6</th>
<th>February 28</th>
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| **Topic:** Second Language Acquisition: Sequential  
**Assignments Due:** Complete Reflection #2  
Creative group presentations (Groups 4 & 5)  
**Readings:** Chapter 6  
Review for the midterm |

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<th>Week 7</th>
<th>March 7</th>
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<td>Midterm exam. More information will be provided throughout the course.</td>
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**Spring Break**

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<tr>
<th>Week 8</th>
<th>March 21</th>
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| **Topic:** Bilingualism and Cognition  
**Assignment due:** Second language learner interview project—Gallery walk  
**Readings:** Chapter 7 |

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<tr>
<th>Week 9</th>
<th>March 28</th>
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| **Topic:** Cognition and Language: Cummins  
**Assignment due:** Complete Reflection #3  
**Readings:** Chapter 8 |

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<th>Week 10</th>
<th>April 4</th>
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| **Topic:** Historical Foundations  
**Readings:** Chapters 9 and 10 |

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<th>Week 11</th>
<th>April 11</th>
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| No class  
Work on field based classroom observations; case study project |

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<tr>
<th>Week 12</th>
<th>April 18</th>
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| **Topic:** Programs and Research  
**Assignment due:** Classroom observations; Case Studies |

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<tr>
<th>Week 13</th>
<th>April 25</th>
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| **Topic:** Literacy  
**Readings:** Chapter 14  
**Assignment due:** Classroom observations presentations |

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<tr>
<th>Week 14</th>
<th>May 2</th>
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| **Topic:** Final presentations  
**Assignment due:** Case study presentations  
**Readings:** Final exam review |

**Final Exam**  
**Tuesday, May 16 at 6:00-8:30 PM (no exceptions)**

*The instructor reserves the right to make any modifications to the syllabus as needed throughout the course.*