Theories of Second Language Acquisition
EDCE 5800C
Course Syllabus
Spring Semester I 2021

Instructor: *William Oliver*
Class Meets: *Thursday "4:50-7:20"*
Location: *Zoom*
Email: wio563@mail.harvard.edu

Course Description

Designed to develop students' understanding of different theories that have been developed to explain the process of acquisition of second languages and of the interaction between such theories and strategies for maintaining and developing bilingualism.

Required Text

Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What teachers need to know to teach ESL, reading, spelling, grammar* (2nd ed.). Portsmouth, NH: Heinemann.

Working Themes of the Conceptual Framework of the School of Education

EDUCATING FOR AND ABOUT DIVERSITY: By assisting candidates to use their knowledge and skills to inform practice in culturally and linguistically diverse classroom environments.
DEVELOPING IN-DEPTH KNOWLEDGE ABOUT THE WORLD: By developing knowledge and skills regarding various theories and practices that promote student learning and achievement.
BECOMING SKILLFUL, REFLECTIVE PRACTITIONERS: By completing assignments and creating lesson plans that display reflective practice based on real-life experience with teaching and learning.
NURTURING LEADERSHIP FOR LEARNING: By developing techniques for participating in school-wide leadership activities and serving as active agents for improvement and change.
BUILDING CARING COMMUNITIES: By working in cooperative groups, sharing insights, and jointly constructing knowledge; and creating democratic communities in classrooms and schools by modeling caring, committed, and ethical practice for students and colleagues.

Class Principles

EXPERIENCE: We learn new ideas by experiencing them first-hand
REFLECTION: We learn by reflecting upon what we have done, both individually and in groups, both as a learner and as a teacher
CONNECTING: We learn by studying theory and applying it to practice and by connecting what we are doing in this space to other experiences, in and out of classrooms
APPLICATION: We learn by trying out new strategies and approaches with our students

Accommodations for Students with Disabilities

Any student who requires disability-related accommodations may communicate these needs to me directly and/or provide documentation from The City College Access Ability Center (AAC). The AAC facilitates equal access and coordinates accommodations and support services for students with disabilities, and is located in NAC 1/218 (phone: 212-650-5913). Students who do not identify as disabled but who are nonetheless in need of accommodations are encouraged to speak to me as early as possible about such accommodations.

Basis for Evaluation

Participation in Zoom Meetings (30%)

Blackboard Responses (60%)

Research Article Presentation (10%)

Participation in Zoom Meetings

Active participation in Zoom Meetings is required. During these meetings, we will be reviewing assigned readings, discussing course materials, and presenting/watching research article presentations. Meetings will take place every Thursday starting at 4:50 from February 2nd to May 13th and will last between an hour and a half to an hour and 45 minutes. It is impossible to make up the learning that takes place within the Zoom sessions. Students who are present and on time for all Zoom meetings will receive full points. If there is an unavoidable reason that you cannot attend a Zoom meeting, you must let the instructor know in advance. Students who miss more than two Zoom meetings cannot receive credit for the course.

Blackboard Responses

There will be 13 Blackboard responses due throughout this course. They will consist of responding to readings and videos, which will be available on Blackboard. (The textbook *Essential Linguistics* must be purchased, so readings from that book will not be available on Blackboard. Please make sure you buy the second edition.) Responses will be due every Wednesday by 11:59 PM. Each response is worth 10 points. It is essential that we keep up with the pace of the course, so please make sure the responses are submitted on time. One point will be deducted for each day the submission is late.

Research Article Presentation

Starting the second week, each Zoom meeting will include an article presentation. The article presentation will consist of (1) a PowerPoint that will be projected during the presentation, (2) a summary of the article, (3) an explanation of how the article connects to classroom practice or U.S. education policy, (4) two open-ended discussion questions related to the article that students will discuss in small breakout groups, and (5) a question-and-answer session. It is not necessary to include the statistical methods of the research study in your presentation. We are more interested in the major ideas of the study and its conclusions. The entire presentation should last about 15 to 25 minutes. <u>Groups must email me their PowerPoint presentation by the Tuesday before their presentation is due to receive feedback.</u> Also, if you would like to discuss your presentation beforehand, I would be happy to set up a time to talk with your group through Zoom. All the articles for the presentations will be available in a folder in

Blackboard, but it is not required to read the articles that you are not presenting.

Grade Scale

A+ = 97-100	A = 93-96	A- = 90-92
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	F= Below 73

Course Outline

Date	Topic	Research Article Presentation	Zoom Meetings and Submission Deadlines
Thu. 2/4	Class Introduction		**Zoom Meeting @ 4:50 PM** Required Reading **(Read Before the First Class)**: Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What teachers need to know to teach ESL, reading, spelling, grammar* (2nd ed.). (pp. 1-20) Portsmouth, NH: Heinemann.
Wed. 2/10			**Submission 1 Due by 11:59 PM** Required Reading: Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What teachers need to know to teach ESL, reading, spelling, grammar* (2nd ed.). (pp. 21-50) Portsmouth, NH: Heinemann.
Thu. 2/11	First Language Acquisition	Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (2005). English language learners in US schools: An overview of research findings. *Journal of Education for students placed at risk*, *10*(4), 363-385.	**Zoom Meeting @ 4:50 PM**
Wed. 2/17			**Submission 2 Due by 11:59 PM** Required Reading: Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What teachers need to know to teach ESL, reading, spelling, grammar* (2nd ed.). (pp. 52-83) Portsmouth, NH: Heinemann.
Thu. 2/18	Teaching Writing and	Tse, L. (2001). Resisting and reversing language	**Zoom Meeting @ 4:50 PM**

	Spelling to ELLs	shift: Heritage-language resilience among US native biliterates. *Harvard educational review, 71*(4), 676-709.	
Wed. 2/24			**Submission 3 Due by 11:59 PM** Required Reading: Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What teachers need to know to teach ESL, reading, spelling, grammar* (2nd ed.). (pp. 119-145) Portsmouth, NH: Heinemann. Recommended Reading: Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What teachers need to know to teach ESL, reading, spelling, grammar* (2nd ed.). (pp. 84-118) Portsmouth, NH: Heinemann.
Thu. 2/25	Building Student Oral Language Skills	Gámez, P. B., & Lesaux, N. K. (2012). The relation between exposure to sophisticated and complex language and early-adolescent English-only and language minority learners' vocabulary. *Child Development, 83*(4), 1316-1331.	**Zoom Meeting @ 4:50 PM**
Wed. 3/3			**Submission 4 Due by 11:59 PM** Required Reading: Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What teachers need to know to teach ESL, reading, spelling, grammar* (2nd ed.). (pp. 146-179) Portsmouth, NH: Heinemann.
Thu. 3/4	Teaching Spelling to ELLs	Palmer, B. C., El-Ashry, F., Leclere, J. T., & Chang, S. (2007). Learning From Abdallah: A case study of an Arabic-Speaking child in a US school. *The Reading Teacher, 61*(1), 8-17.	**Zoom Meeting @ 4:50 PM**

Wed. 3/10			**Submission 5 Due by 11:59 PM** Required Reading: Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What teachers need to know to teach ESL, reading, spelling, grammar* (2nd ed.). (pp. 209-229) Portsmouth, NH: Heinemann. Recommended Reading: Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What teachers need to know to teach ESL, reading, spelling, grammar* (2nd ed.). (pp. 180-208) Portsmouth, NH: Heinemann.
Thu. 3/11	The Role of Morphology in English Language Learning	Broom, Y. (2004). Reading English in multilingual South African primary schools. *International Journal of Bilingual Education and Bilingualism*, 7(6), 506-528.	**Zoom Meeting @ 4:50 PM**
Wed. 3/17			**Submission 6 Due by 11:59 PM** Required Reading: Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What teachers need to know to teach ESL, reading, spelling, grammar* (2nd ed.). (pp. 265-287) Portsmouth, NH: Heinemann. Recommended Reading: Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What teachers need to know to teach ESL, reading, spelling, grammar* (2nd ed.). (pp. 230-264) Portsmouth, NH: Heinemann.
Thu. 3/18	Teaching Grammar in ESL Classrooms	Silverman, R. D., Proctor, C. P., Harring, J. R., Doyle, B., Mitchell, M. A., & Meyer, A. G. (2014). Teachers' instruction and students' vocabulary and comprehension: An exploratory study with English monolingual and	**Zoom Meeting @ 4:50 PM**

		Spanish–English bilingual students in Grades 3–5. *Reading Research Quarterly*, *49*(1), 31-60.	
Wed. 3/24			**Submission 7 Due by 11:59 PM** Required Reading: Dixon, L. Q., Zhao, J., Shin, J. Y., Wu, S., Su, J. H., Burgess-Brigham, R., ... & Snow, C. (2012). What we know about second language acquisition: A synthesis from four perspectives. *Review of Educational Research*, *82*(1), 5-60.
Thu. 3/25	Overview of Second Language Acquisition Field	Nguyen, T. K., & Astington, J. W. (2014). Reassessing the bilingual advantage in theory of mind and its cognitive underpinnings. *Bilingualism: Language and Cognition*, 17(2), 396-409.	**Zoom Meeting @ 4:50 PM**
Wed. 4/7			**Submission 8 Due by 11:59 PM** Required Reading: O'Grady, W., Dobrovolsky, M., & Katamba, F. (Eds.). (1997). *Contemporary linguistics*. (pp. 391-413) St. Martin's.
Thu. 4/8	Interlanguage	Hoff, E. (2013). Interpreting the early language trajectories of children from low-SES and language minority homes: implications for closing achievement gaps. *Developmental psychology*, *49*(1), 4.	**Zoom Meeting @ 4:50 PM**
Wed. 4/14			**Submission 9 Due by 11:59 PM** Required Reading: O'Grady, W., Dobrovolsky, M., & Katamba, F. (Eds.). (1997). *Contemporary linguistics*. (pp. 413-426) St. Martin's.
Thu. 4/15	English Language Education	Gebhard, M. (2004). Fast capitalism, school reform, and second language literacy practices. *The Modern*	**Zoom Meeting @ 4:50 PM**

		Language Journal, *88*(2), 245-265.	
Wed. 4/21			**Submission 10 Due by 11:59 PM** Required Reading: Bialystok, E., & Hakuta, K. (1994). *In Other Words*. (pp. 1-10; 204-219) New York: Basic Books.
Thu. 4/22	Psychology & Bilingual Pedagogy	Bialystok, E., Luk, G., & Kwan, E. (2005). Bilingualism, biliteracy, and learning to read: Interactions among languages and writing systems. *Scientific studies of reading*, 9(1), 43-61.	**Zoom Meeting @ 4:50 PM**
Wed. 4/28			**Submission 11 Due by 11:59 PM** Required Reading: Barac, R., & Bialystok, E. (2011). Cognitive development of bilingual children. *Language Teaching*, 44(1), 36-54.
Thu. 4/29	The History of Research on the Psychology of Bilingualism	Bialystok, E., & Craik, F. I. (2010). Cognitive and linguistic processing in the bilingual mind. *Current directions in psychological science*, 19(1), 19-23.	**Zoom Meeting @ 4:50 PM**
Wed. 5/5			**Submission 12 Due by 11:59 PM** Required Reading: Snow, C. E., & Kang, J. Y. (2007). Becoming bilingual, biliterate, and bicultural. *Handbook of child psychology*, 4.
Thu. 5/6	Sociology & Bilingual Education	Dixon, L. Q. (2005). Bilingual education policy in Singapore: An analysis of its sociohistorical roots and current academic outcomes. *International Journal of Bilingual Education and Bilingualism*, 8(1), 25-47.	**Zoom Meeting @ 4:50 PM**
Wed. 5/12			**Submission 13 Due by 11:59 PM** Required Reading:

			Ruiz, R. (1984). Orientations in language planning. *NABE journal*, 8(2), 15-34.
Thu. 5/13	Language Planning	Bayley, R., Schecter, S. R., & Torres-Ayala, B. (1996). Strategies for bilingual maintenance: Case studies of Mexican-origin families in Texas. *Linguistics and education*, 8(4), 389-408.	**Zoom Meeting @ 4:50 PM**