Ling 4030.002 **Acquisition of English as a Second Language**  
Instructor: Katie Crowder  
Meeting place: Language Bldg. 212  
Time: MW 12:00-1:20  
Office hours: TTH 12:30-2:00 and by appt.  
Office: Auditorium 207  
katie.crowder@unt.edu

**Prerequisite: LING 3060**

**Required Textbooks:**  
*How Languages are Learned, 3rd edition.* Lightbown, Patsy and Nina Spada.  
Oxford University Press.  
Longman.

Note: Because we’ll rely heavily on these texts, I require students to bring them to class every class period. Besides the two required texts, we’ll also read scholarly articles.

**Course Objectives:** This course is designed to provide information on theories and research in second language acquisition (SLA). The focus will be on the acquisition of English as a Second Language; however, we will study acquisition in a general sense as well. An overall objective of the class is bridging the gap between theory and practice; therefore, we will analyze Second Language Acquisition theory, the application of theory, and English as a Second Language teaching methodology and practice. There is also a 3-week English grammar component.

**Grading:**

2 tests@ 15% each (30 %)  
1 article summary @ 20%  
Blog/Podcast discussion posts @ 20%  
Group Presentation @ 20%  
Grammar post-test @ 10%

**Blackboard:** The class will also be on blackboard. We will use this medium to communicate with each other (email, chat, discussions), submit assignments, post to discussion groups for the blog/podcast requirement, post announcements, work in pairs and groups, read articles, and much more. Plan to check into Blackboard several times a week.

**Scholarly article summaries:** Second Language Acquisition is a rapidly changing field of study. Students will be required to find articles related to the topics we study. You’ll
find an article, read it, discuss it in a group, analyze it; then compose and submit a summary/analysis of the article. We’ll go over all stages of this in class, starting with how to find quality articles in SLA. By the end of the semester, all students should be quite familiar with the research, leading scholars in this field, and practical considerations—the classroom, language school/program, etc.

**Blog/Podcast Assignment:** You will select one or more blogs and/or podcasts to follow online throughout the semester. They should be related to Language Acquisition, ESL, English Grammar, and Education. I will provide you with a list of some good blogs, but I’ll expect you to explore this on your own as well. You’ll follow the blog and post to an assigned discussion group on Blackboard every other week. Be sure to select a blog that you connect with since you’ll follow it all semester. I will also provide time at the beginning of class for you to meet with your groups to discuss what you’re learning from the blogs. I piloted this curriculum component last semester, and I discovered that it enhanced and extended learning on a variety of language topics.

**Group Presentations:** We will have group presentations on a variety of Acquisition and ESL topics (I will give you a handout with choices and we’ll discuss the topics for each presentation in class). Each group will be assigned a specific topic and be given time to prepare, research and then present to the class. I will work with each group on the specifications for the presentation. Time: 20-30 minutes.

**Weekly Plan:**

**Note:** With the exception of the first day of class, assigned readings should be done before the scheduled class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Assigned readings; due dates; tests</th>
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<tbody>
<tr>
<td>1 Aug. 29</td>
<td>Course introduction/overview; Blog/Podcast assignment; First Language Acquisition</td>
<td>First Language Acquisition packet on Blackboard and C. 1 Lightbown and Spada</td>
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<tr>
<td>2 Sept. 5</td>
<td>Theories and stages of L1 acquisition</td>
<td>Continue reading in the packet. Post to discussions for blog assmt.</td>
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<tr>
<td>3 Sept. 10 and 12</td>
<td>Universal Grammar versus Cognitive/Sociocultural approaches to L1 acquisition; Film: <em>Genie, Secrets of the Wild Child.</em></td>
<td>Post to discussions on topic related to L1 Acquisition.</td>
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<tr>
<td>4 Sept. 17 and 19</td>
<td>Second Language Acquisition overview</td>
<td>C. 2 Lightbown and Spada</td>
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<tr>
<td>5 Sept 24 and 26</td>
<td>Second Language Acquisition: two schools of thought—a comparison</td>
<td>C. 2 L/S continued</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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| 6 Oct. 1  
and 3    | Library research workshop; overview of journal article summary assignment.          |
| 7 Oct. 8  
and 10   | Bring articles and summaries to class to submit and discuss in groups.              |
| 8 Oct. 15 
and 17   | Individual differences and learner language                                          |
| 9 Oct. 22 
and 24   | Listening to Learner Language                                                      |
| 10 Oct. 29 
and 31  | Grammar pre-test and beginning of Grammar component                                 |
| 11 Nov. 5 
and 7    | More grammar                                                                        |
| 12 Nov. 12 
and 14  | Even more grammar; teaching grammar—implicit vs. explicit                           |
| 13 Nov. 19 | ESL Methodology                                                                     |
| 14 Nov. 26 
and 28  | ESL Methods; ESL Modes (Speaking, Listening, Reading, Writing)                     |
| 15 Dec. 3  
and 5    | Putting it all together: designing curriculum and setting up your classroom          |
| 16 Finals week | TBA                                                                                |

**Classroom behavior (my policy):** We will work in pairs, groups, and as a whole class. In order to do so harmoniously, we must be respectful of one another. Please refrain from using electronic devices, sleeping, working on other classes, chatting off topic, and anything else distracting to the learning environment. My goal is that we create a collective in which we can all learn from one other and flourish; respect and trust are key elements in this.
**Academic Dishonesty:** Plagiarism is both “the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement” (Student Handbook). According to the Student Handbook, instances of academic dishonesty or plagiarism may result in failure of the course. Please cite all sources when quoting and paraphrasing information. As you write, keep in mind that paragraphs, phrases, data, results, and quotations copied or purchased from any site on the internet is a violation of UNT policy.

**Disabilities:** The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. Please contact me during the first week of class with requests or recommendations.

**Acceptable Student Behavior (departmental/university policy)**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr)