Linguistics 4030.001 Acquisition of English as a Second Language
Instructor: Katie Crowder
Meeting place: Language Bldg. 310
Time: M/W 2:00-3:20
Office hours: M/W 3:30-5:00; Tues 5:00-6:20, and by appt.
Office: Auditorium 207
katie.crowder@unt.edu

Prerequisite: LING 3060

Required Textbook:
How Languages are Learned, 3rd or 4th edition. Lightbown, Patsy and Nina Spada.
Oxford University Press.

Optional grammar text:
Longman.

Note: Because we’ll rely heavily on the required text, I ask students to bring it to class every class period. Besides the required text, we’ll also read scholarly articles, and I’ll provide you with a reading packet (it will be in a pdf on Blackboard).

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.

Grading:
- 3 tests@ 20% each (60 %)
- Discussion groups/posts (on Blackboard) @ 20%
- Group Presentation @ 20%

Blackboard: The class will also be on Blackboard (BB). We will use this medium to communicate with each other (email, chat, discussions), submit assignments, post to discussion groups, check announcements, work in pairs and groups, read articles, and much more. Plan to check into Blackboard several times a week. You should download the IM app so we can use the chat tool in BB.

Discussion Groups/Posts on Blackboard: You will be in a discussion group on Blackboard. I will post articles, discussion questions, and a variety of resources. You will respond to 1. The questions, and 2. Your classmates’ responses to the questions. We will do this throughout the semester, and I’ll provide you with requirements and reminders on this component.
**Group Presentations:** We will have group presentations on a variety of language acquisition and ESL topics (I will give you a handout with topic choices and we’ll discuss the topics for each presentation in class). Each group will select a 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. We will also use some class time for students to meet with their groups.

**Weekly Plan:**

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

Abbreviation guide:

- L1=First Language
- L2=Second Language
- SLA=Second Language Acquisition; this abbreviation refers to the field of study
- L/S=Lightbown and Spada; your primary text for this class
- ESL=English as a Second Language

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assigned readings; due dates; presentations; tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan. 13, 15</td>
<td>Course introduction/overview; icebreaker</td>
<td>Reading: First Language Acquisition packet on Blackboard and C. 1 Lightbown and Spada (L/S) text</td>
</tr>
<tr>
<td>2 Jan. 20 (holiday), 22</td>
<td>Theories and stages of First Language Acquisition (L1 acquisition)</td>
<td>Readings continued</td>
</tr>
<tr>
<td>3 Jan. 27, 29</td>
<td>Universal Grammar versus Cognitive/Sociocultural approaches to L1 acquisition</td>
<td>Readings continued</td>
</tr>
<tr>
<td>4 Feb. 3, 5</td>
<td>L1 Acquisition Review</td>
<td>L1 Acquisition Test: Feb. 5</td>
</tr>
<tr>
<td>5 Feb. 10, 12</td>
<td>Second Language Acquisition (SLA) overview and comparison</td>
<td>Reading: Chapters 2 and 4 (L/S)</td>
</tr>
<tr>
<td>6 Feb. 17, 19</td>
<td>Second Language Acquisition: Behaviorism</td>
<td>Reading: C. 4 L/S continued</td>
</tr>
<tr>
<td>7 Feb. 24, 26</td>
<td>SLA: Innatism; Cognitive theories</td>
<td>1st Group Presentation: Early SLA theory</td>
</tr>
<tr>
<td>8 Mar. 3, 5</td>
<td>Cognitive Theories continued</td>
<td>2nd group presentation: Later SLA theories; 3rd group presentation: Multilingualism/Bilingualism</td>
</tr>
<tr>
<td>9 Mar. 10-16</td>
<td>Spring Break</td>
<td>No class</td>
</tr>
</tbody>
</table>
**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)