

EBE 521

theories of second language acquisition: sociocultural considerations

description

This course will provide students with an understanding of the complex theoretical underpinnings and processes of second language acquisition as it develops student awareness of the impact of cognitive, linguistic, and socio-cultural influences that shape language, language choice, language use, and language and power. Application to the English-learning classroom will be emphasized.

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Office hours (in Post Annex 2):

Mondays, 1-3 PM

Tuesdays, 1-3 PM

Wednesdays, 4:30-6:30 PM

Email me for appointment or to do an online office meeting

goals and objectives

In collaboration with others, through readings and written online discussions, candidates will:

1. Explore main ideas in the field of Second Language Acquisition, with a focus on socio-cultural and socio-cognitive approaches to language learning;
2. Critically examine connections among research, personal beliefs, and teaching practices; and;
3. Develop a theoretical and personal understanding of language learning and the role(s) for language learners in the process.

required

All readings will be on Moodle.

important notes

Here are a few helpful notes to smooth communication for this class:

- Read this syllabus in its entirety and be sure you understand all requirements and assignments
- Look through the Google Sheet that will be shared with you that includes all the rubrics to the assignments
- Pay attention to what is posted on Moodle
- If you are sending me a document via email or posting it to a forum, be sure to include the assignment name, your first and last name, and the version number, for example: "JohnSmith_FutureSchool_Draft1.docx". Be sure to include file extension! Please use only Microsoft Word style extensions (e.g., .doc/.docx, .ppt/.pptx, etc.) If you don't have Word, you can always use Google Documents. **Points will be taken off if you don't follow this for anything (draft, revisions, final write-ups) sent to me or to the Moodle forums.**
- If you are citing or borrowing from another source, be sure to cite it accurately, using APA format. You can find out more about APA from the Purdue OWL writing center (<https://owl.english.purdue.edu/owl/resource/560/01/>).
- Anytime you are asked to respond to anything online, you should do so in your own words.
- For your *Philosophy of Language* paper, please use Times New Roman, 12-point font, 1-inch margins, and double-spaced. Please also include your name and page numbers.

class sessions

WEEK 1: INTRODUCTION (in-class: March 26)

Readings due:

- Graddol, D. (1994). Three models of language description. In D. Graddol & O. Boyd-Barrett (Eds.), *Media texts: Authors and readers* (pp. 1-21). Clevedon: Multilingual Matters Ltd.
- VanPatten and Williams (2015) The nature of theories. In B. VanPatten and J. Williams (pp. 1-16), *Theories in second language acquisition: An introduction*. Cambridge: Cambridge University Press.

Assignment due: ***Philosophy of Language rough draft (in-class assignment)***

WEEK 2: COGNITIVE MODELS (online)

Readings due:

- Krashen, S. D. & Terrell, T. D. (2000). *The natural approach: Language acquisition in the classroom* (Ch. 2-3). Essex, UK: Pearson Education Limited.
- Saville-Troike, M. (2006) The linguistics of second language acquisition.
- Saville-Troike, M. (2006) The psychology of second language acquisition.

WEEK 3: TOPICS IN SLA (in-class: April 9)

Readings due:

- Lantolf, J. P. (2006) Second culture acquisition: Cognitive considerations. In E. Hunkel (Ed.), *Culture in second language teaching and learning* (pp. 28-46). Cambridge: Cambridge University Press.

Assignment due: ***Literature Review Map***

WEEK 4: SOCIOCULTURAL THEORIES (online)

Readings due:

- Ajayi, L. (2008) ESL theory-practice dynamics: The difficulty of integrating sociocultural perspectives into pedagogical practices. *Foreign Language Annals*, 42(4), 639-549.
- Lantolf, J. P. (2006) Second culture acquisition: Cognitive considerations. In E. Hunkel (Ed.), *Culture in second language teaching and learning* (pp. 28-46). Cambridge: Cambridge University Press.
- Lantolf, J. P. (2009) Sociocultural theory and second language acquisition. *Language Teaching*, 42(4) 459-475.
- Saville-Troike (2006) Social contexts of second language acquisition.

WEEK 5: CROSS-CULTURAL PERSPECTIVES (in-class: April 23)

Readings due:

- Levinson, S. C. (2006) Linguistic diversity.

- Ochs, E. & Schieffelin, B. (1984). Language acquisition and socialization. In R. Shweder, & R. LeVine (Eds.) *Cultural Theory* (pp. 276-320). Cambridge: Cambridge University Press.

Assignment due: ***Philosophy of Language second draft***

WEEK 6: CHALLENGES [\(online\)](#)

Readings due:

- Canagarajah, S. (2007). Lingua franca English, multilingual communities, and language acquisition. *The Modern Language Journal*, 91(Focus Issue), 923–939.
- Firth, A. and Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal*, 81(3), 285-300.
- Kramsch, C. and Whiteside, A. (2007). Three fundamental concepts in second language acquisition and their relevance in multilingual contexts. *The Modern Language Journal*, 91(Focus Issue), 907-922.
- Larsen-Freeman, D. (2007). Reflecting on the cognitive-social debate in second language acquisition. *The Modern Language Journal*, 91(Focus Issue), 773-787.

WEEK 7: ADDITIONAL MODELS [\(in-class: May 7\)](#)

Assignment due: ***Models of SLA***

WEEK 8: CONCLUSION [\(online\)](#)

Assignment due: ***Philosophy of Language final draft and all final drafts of all assignments***

assignments

PARTICIPATION

This is a graduate course where you are expected to complete weekly readings and then fully participate in discussions on Moodle. In order for the discussion to flow smoothly online, you should respond to the online discussion questions by Saturday and come back later in the week to respond to your peers. Your responses to your peers should be thoughtful, critical, and connect with the readings. **Your participation grade will be based on the timeliness and quality of your posts and your responses to your peers.**

PHILOSOPHY OF LANGUAGE

Early in the course, you will submit an early draft articulating your philosophy of language. In the course of learning, your views on language may and are likely to alter. You will reflect on the nature of language and on the ways you may use your philosophy in your own teaching and learning during the last weeks of class. In your revised philosophy you will address the same questions suggested for your initial philosophy plus the additional ones. Please, remember that at this stage the question-answer format should be abandoned in favor of a fluid, coherent text which is guided by the suggested questions. You will submit a rough draft of your revised philosophy for my comments on April 23. Upon receipt of the corrected version, you will make the necessary adjustments and are asked to include the final version of your revised philosophy of language plus the corrected draft in your final portfolio. **Length: 3-4 pages.**

LITERATURE REVIEW MAP

This activity is intended to complement a related assignment for Dr. Bauler's class. The main purpose of a literature review is for you to immerse yourself into your topic of study and communicate the seminal works related to your topic to your readers. An effective and efficient way to approach this is to look at the bibliographies. Start with an article related to your topic and see what readings and/or authors have influenced the author(s). Track down one of these readings and see whether the two cite similar readings. Your goal here is NOT to read all the readings you come across, but to find patterns of influence within them in order to put together a map that tells you how the topic has evolved. What were some historical conversations? What were some controversies?

Narrow down your list to **at least TEN readings**, drawing primarily from **peer-reviewed journals and academic publications**. Once you have narrowed it down, you may want to look at the abstracts or skim the reading. Put together a rationale for each of the entries explaining why you decided to include the entry.

Organize your map in a way that someone who is new to the field would be able to easily follow. Look at the Lantolf and Beckett (2009) Sociocultural theory and second language acquisition reading for one example of how to organize it. How you decide to organize it yourself is your decision and should be shaped by your topic.

Put together a handout that includes your map, the citation for the entries, and a brief rationale for why it was included. Put together a presentation that explains this to your class. In your presentation, you should explain how you went about making the selections and why you included the entries you did. Slideshow and handouts are optional. **(Length: 2 pages / 10-15 minutes)**

MODELS OF SLA PROJECT

Our class covers key models of second language acquisition, but there are many others we won't be able to cover in eight weeks. Pick one of the following to do a mini-research project on:

- Universal grammar
- Connectionism
- Behaviorism
- Acculturation Theory
- Competition Model
- Processability
- Declarative/procedural Model
- Output Hypothesis
- Noticing Hypothesis
- Audiolingual Approach
- The Silent Way

Once you have picked a model, research into it and put together a brief handout that includes:

- Brief description of the model
- Key author(s) associated with it
- What model(s) it was opposing (if applicable)
- Strengths of the model
- Criticisms/shortcomings of the model
- Application to the classroom

Put together a brief (1-2 pages) handout that include the information above and present it to the class. You can choose to do a regular presentation or be creative with its format.
(Length: 1-2 pages / 10-15 minutes)

grading system

Participation: 25%

Philosophy of Language: 30% (due May 14)

Literature Review Map: 20% (due April 9)

Models of SLA Research: 25% (due May 7)

university statement on academic assistance for students with disabilities

If you are a qualified student with a disability seeking accommodations under the Americans with Disability Act, you are required to self-identify with the Office of Disability Services, 3rd floor, University Center (516) 877-3145. Please see me at the soonest possible time for special arrangements, seating and other accommodations if necessary. At any point during the semester if you encounter difficulty with the course or feel you could be performing at a higher level, please feel free to see me.

university statement on academic integrity

You are expected to behave with the highest level of academic integrity. Cheating and other forms of dishonesty will not be tolerated and will result in the proper disciplinary action from the university. Classroom behavior that interferes with the instructor's ability to conduct the class or ability of students to benefit from the instruction will not be tolerated. All beepers and cellular phones should be turned off while class is in session. You are expected to come to class prepared – this means having read and studied the assigned chapters before class. By having prepared in this manner, you will be able to maximize your time spent in class.

Adelphi University demands the highest standards of academic integrity. Proper conduct during examinations, the proper attribution of sources in preparation of written work, and complete honesty in all academic endeavors is required. Submission of false data, falsification of grades or records, misconduct during examinations, and plagiarism are among the violations of academic integrity. Students who do not meet these standards are subject to dismissal from the University.

use of candidate work

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.