

Second Language Acquisition

EDC F385G Summer 2020

M-F 1:00-3:45 pm June 4-22

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COURSE DESCRIPTION

This course will provide a critical overview of the various theoretical perspectives and the research on second-language acquisition, with particular implications to teaching and learning in K-12 urban classroom settings. We will employ a sociocultural framework to analyze cross-language dimensions and the variety of contexts of interaction involved when learning an additional language, including English and Spanish. Our discussions will include language variation, bi/multilingualism, ideologies towards second-language assessment and instructional applications.

REQUIRED TEXTS

- Razfar, A., & Rumenapp, J. C. (2014). *Applying linguistics in the classroom: A sociocultural approach*. New York: Routledge
- Additional readings available in Canvas.

GRADING SCALE

93-100%=A 90-92%=A- 87-89%=B+ 83-86%=B 80-82%=B- 77-79%=C+ 73-76%=C 70-72%=C- 60-69%=D Below 60%=F

SUMMARY OF COURSE REQUIREMENTS

1. Written critical reading commentaries (30%)
2. Attendance and class participation in whole group (15%)
3. In-class small group discussion participation (10%)
4. Paired presentation and discussion facilitation (15%)
5. SLA/ Language learner report (30%)

COURSE POLICIES

Quality of Work: All written assignments should be typed, double-spaced (12-point font), and edited for spelling and grammar. Graduate and upper division level work is expected for all assignments. The final paper must follow APA style. For help with APA style, please visit <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx> for a tutorial. The APA website (<http://www.apastyle.org>) also offers more resources and guidance on specific questions.

On time Submissions: Please submit your work on time. Late submissions may be penalized at the discretion of the instructor, except in cases of medical emergencies. If you encounter a major disruption in your life and need extra time, I am willing to work with you; in such cases, please make a request as early as possible.

Absences: Except for special cases, I do not distinguish between “excused” and “unexcused” absences. Absences and habitual tardiness will affect your grade for class participation. Every two absences usually constitute a course letter grade reduction. If you are unable to attend class, please let me know ahead of time. Two absences usually result in a letter-grade reduction. If you must be absent on a day when you are scheduled to present, it is imperative that you let me know several days in advance.

Use of Technology: Please silence or turn off your cell phones during class time. If you need to take a call or send a text message, you may do so after our zoom meeting time. Please refrain from surfing the net, messaging, checking e-mail, shopping, doing research, downloading pictures or videos, or completing assignments for other classes in your laptops during our meetings.

Use of e-mail and Canvas: All assignments must be submitted electronically through Canvas. Please note that we will also use Canvas for all communication. Announcements, updates, and new documents during the course will be emailed and posted on Canvas.

UNIVERSITY POLICIES

Academic Honesty: All students are expected to demonstrate high ethical behavior and conform to the terms and conditions of The University of Texas at Austin Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Violating University rules on academic honesty can lead to disciplinary penalties, including failing grades and/or dismissal from the University. Because such dishonesty harms the individual, fellow students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. The Student Judicial Services Web site has more information in the Office of the Dean of Students section at: <http://www.utexas.edu/depts/dos/sjs/>

Students with Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

Religious Holidays: UT policy requires students to notify the professor of an upcoming absence due to a religious holiday at least fourteen days prior to the day to be missed. Work missed as a result of the holiday can be made up within a reasonable period of time following the absence.

ASSIGNMENTS

WRITTEN CRITICAL READING COMMENTARIES (30% of final grade)

In addition to the class textbook, a number of readings will be available on the Canvas site. You are expected to read the assigned readings prior to class each day and except for the day that you present and facilitate, write a critical reading commentary (CRC) on the topic of the day no later than 9 am that day. Please identify ONE theme, topic or section in the assigned readings which interested you the most and write a CRC. Consider bringing your annotations of each week's readings to our zoom meeting for reference during class discussions.

Procedure for writing your critical commentaries:

- a) **Title(s)** – List the reading that you are discussing.
- b) **Brief summary** – Provide a brief summary of ONE theme/topic/section in the reading that you found interesting.
- c) **Response** – Share the results of your interaction with the text, so others can gain new insights from your perspectives. What connections can you make to your experiences or observations? Did you agree / disagree? Why? Any new insights from the reading? How does it relate to other readings for this class or others? What critical perspectives can you offer?

- Please write between two to three paragraphs for each CRC and post the CRC to the CRC Discussion Board on Canvas no later than 9:00 a.m. before class.
- While informal, please carefully edit CRC for spelling, grammar, syntax and clarity
- You will receive a grade for each individual commentary
- You will periodically be given time in class to read and respond to your classmates' commentaries.

NOTE: you will not be expected to submit a CRC on the day that you present and facilitate (see calendar for dates). This means that you are required to submit a total of 9 CRCs on your own; one written class activity will count towards the tenth CRC.

For tips on how to read academic texts productively, I strongly recommend you browse Zachary Shore's chapter on how to read an academic text, available at: <https://content.ucpress.edu/chapters/13060.Ch01.pdf>. You can also access a copy of the chapter via Canvas.

ATTENDANCE & PARTICIPATION IN WHOLE GROUP (15%)

The building of knowledge in this course will be based on oral and written responses communicated in real-time and asynchronously, as well as presentations and online discussions and interactions with colleagues. You are expected to be present and to participate in a variety of ways when we meet as a whole group. Because the course is founded on critical frameworks, the material will include diverse perspectives, not necessarily aligning with traditional or dominant views, in order to expand the parameters of our thinking. I encourage you to engage in candid,

honest, respectful, and thoughtful dialogue, based on a common expectation that alternative sides of an issue will be considered.

PARTICIPATION IN SMALL GROUP DISCUSSIONS (10 %)

This assignment provides you with practice in working in groups to address a scenario or question related to the process of second language acquisition in urban settings from a critical perspective. You will work in groups of three (one with four) to meet and address a discussion prompt generated from the day's readings, and then one representative from the group will share the reactions with the rest of the class. You will have the opportunity to assess yourself for this assignment. At the end of the course (see calendar) please upload a self-reflection of your participation in small groups, giving yourself a final grade for this assignment, out of 10 total points. Please mention one or more of the following in your self-reflection: 1) to what extent you integrated class readings into participation, 2) how much awareness or interaction you displayed; 3) your attitude during group discussions; 4) to what extent you were able to make connections to classroom contexts or to research during group discussions.

PAIRED PRESENTATIONS AND FACILITATIONS (15 %)

This assignment provides you with practice in summarizing, presenting and critiquing research, and in engaging other students in a critical discussion on scholarly articles and/or book chapters from the perspective of classroom applications and/or research. You will work in pairs to prepare a short presentation and lead one discussion based on one or more readings from the available ones assigned each day. You will have a choice of dates on a 'first come, first served' basis.

The sequence and format of this discussion are flexible. For example, in terms of sequence, you might choose to present some of the key points before inviting discussion. Another option would be to invite discussion before summarizing the key points. A third option would be to move back and forth between discussion and presentation. This is entirely up to you. For facilitation, you may consider including questions or specific oral and written activities, as possible in a zoom environment. With respect to format, please use Google slides as we will embed each presentation to the corresponding page in Canvas.

In terms of what is required, please do the following:

- Prepare a short presentation with brief summary or overview of the author's key points (consider emphasizing relevant terms and concepts, and making connections to other course readings and/or topics)
- Share your pair's thoughts/reflections on the text (including relevant critiques, questions, and/or connections to personal experiences as students, teachers, speakers), and to relevant course themes/topics
- Design an activity to engage the other students with your topic and to stimulate discussion and critical perspectives
- Facilitate discussion in such a way that all students are encouraged to participate and contribute (you may want to post discussion prompts to be addressed via Canvas.
- Paired presentations and facilitations should last between 30- 40 minutes.

- The day before you present, please upload a Google slides presentation embedded to Pages in Canvas containing the presentation and the questions/activities you used to engage students (instructions will be given and an example will be provided). Please make sure the title of your presentation follows the following format: “Presentation title, Last Name, Last Name”.

LANGUAGE INTERVIEW AND REPORT (30%)

This assignment is an opportunity for you to articulate your understanding of second language acquisition theory, and how the latter informs your analysis and ideas about the language processes, the experiences, and the instructional or research approaches that can support language learners. The report will be divided in two parts.

Part 1: Interview and Description of Language Learner (3-5 pgs.)

There will be two options for the interview part of the assignment. Choose the first option if your goal is to use the interview to analyze the speech sample of your participant in order to design adequate pedagogies. Choose the second option if your goal is to understand the language experiences of your participant, also to inform appropriate pedagogies.

Option 1: gathering a speech sample

You will interview an individual who is currently engaged in learning English as a second language. Your subject can be any age or level (beginning, intermediate, or advanced). Interview that individual in English for at least 15 minutes and audiotape the interview (with permission from your interviewee). If this is not possible, take very detailed notes.

Following the interview, transcribe and/or analyze the language sample in the interview, and write a paper analyzing the individual’s use of English. Choose one example of pronunciation, one example of grammar, one example of word choice/vocabulary, and one example of discourse/pragmatics that the individual used. Analyze these examples based on the readings and our critical classroom discussions.

The interview section of the paper should be 3-4 pages (not to exceed 4 pages), not including the title page and references. Interview transcript and notes should be included as an appendix. Please note that the purpose of the interview for this option is to obtain a speech sample for analysis, not to analyze the participant's personal narrative.

Option 2: gathering a personal narrative

You will interview an individual who is currently engaged in learning English as a second language. Your subject can be any age or level (beginning, advanced, etc.) Interview that individual in English for at least 15 minutes and either audiotape the interview (with permission from your interviewee) or take very detailed notes. Consider addressing some of the following aspects during your interview:

- Age at which your interviewee began learning English as a second language
- Reasons for wanting or needing to learn English

- Circumstances for learning English (e.g., in school, on the job, in an English- speaking country or elsewhere, from friends)? If in school, consider obtaining information on school language classes/programs and scheduling/time
- Ideas and feelings about the school experiences and instructional practices
- Ideas and feelings about what could have been better in his/her learning experience
- Strategies employed and feelings about the experience of communicating in English
- Any anecdotes about the experiences of learning English
- Learner characteristics: (attitudes, motivation, beliefs, anxiety, etc.)
- Rewards and frustrations of learning English a second language
- Any other information you think is relevant

Following the interview, transcribe the interview and write a paper describing your participant's use of language (option 1) or language experience (option 2) learning English as a second language. The interview description section of the paper should be 3-4 pages (not to exceed 4 pages), not including the title page and references. Interview transcript and notes should be included as an appendix.

Part 2: Reflection on principles and Practices (4-5 pgs.) Please identify 2-3 broad principles or concepts that you have learned in this course related to second language acquisition that are relevant to the analysis of the speech sample (option 1) or to the experience of your participant (option 2). Please describe *each principle or concept*, citing the necessary literature from course readings. Offer your approach for an ideal language learning situation for your subject. Describe your proposal for situations/experiences that others should arrange for the learner (including teachers/instructors, parents, educational institutions, etc.) to help him/her learn the language based on the principle/concept. Be specific as to why your proposal is ideal for your learner based on the literature reviewed in class to support your claims. If applicable, explain how you would incorporate the principle/concept in your own research or teaching practice in the future.

This assignment will consist of several components, and prepared in stages:

On June 8, you will share your initial ideas regarding your language learner interview

On June 12, you will share your interview plan: option you selected and why, goals of our interview, who you will interview, questions you will ask, and what you expect to learn from your interview

On either June 18 or 22 (depending upon sign-up), you will informally present the process and the results of your interview. Prepare a PowerPoint or other form of visual to present the main insights of your language learner project to your peers in class. Due to the time constraint, it's important that you prepare your presentation well to avoid getting cut off in the middle of it. Please upload the transcript of your interview that day.

No later than June 26, please upload your language learner report, consisting of three parts: 1) a description of your learner's language (option 1) or experience (option 2), with a maximum of 4 pages ; 2) your reflections, with a maximum of 5 pages; 3) an appendix with the transcript or detailed notes of the information you generated in the interview.

CLASS SCHEDULE (Subject to change)

DATE	TOPICS/READINGS	ASSIGNMENTS DUE
6/4 Class 1:	Course introduction & overview: historical background of language minoritized children in the U.S Assigned readings: <ul style="list-style-type: none"> • Baker and Wright (2017): Chapter 5 • Fillmore (1991): Losing the first language Optional supplemental <ul style="list-style-type: none"> • Razfar & Rumenapp (2014): Chapter 9, pp. 179-182 • Catherine_Snow (1992): Perspectives_SLA_Bil_Ed • Lightbrown & Spada (2013): Popular ideas on language learning 	<ul style="list-style-type: none"> • Sign up for paired presentations and facilitations • Sign up to share language learner interview analysis (last two days of class)
6/5 Class 2:	Research and theories of SLA Assigned readings: <ul style="list-style-type: none"> • Baker and Wright (2017): Chapter 6 • Collier (2008): SLA theories Optional supplemental <ul style="list-style-type: none"> • Razfar & Rumenapp (2014): Chapter 9, pp. 181-189 • Escamilla & Grassi (2000):Brief_Desc_SLA • Zhao, Shin, Burgess-Brigman & Unai (2012) 	<ul style="list-style-type: none"> • Submit CC#1 to Canvas • Identify Second language learner for interview
6/8 Class 3:	Sociocultural contributions to SLA Assigned readings: <ul style="list-style-type: none"> • Faltis & Coulter (2008): Commitments in practice • Razfar & Rumenapp (2014): Chapter 1, language as social practice, pp 4-18. Optional supplemental <ul style="list-style-type: none"> • Duff & Talmy (2011) • Lantolf, J., Thorne, S. L., & Poehner, M. (2015) 	<ul style="list-style-type: none"> • Submit CC#2 to Canvas • Pair facilitation #1: <ol style="list-style-type: none"> 1. 2. • Share initial interview ideas and plan
6/9 Class 4:	Exploring the sounds and symbols of a second language Assigned reading: <ul style="list-style-type: none"> • Razfar & Rumenapp (2014): Chapter 3, Phonology Optional supplemental <ul style="list-style-type: none"> • NYT Article (2020): Julian Castro's speech • Razfar & Rumenapp (2014): Chapter 8, Written language • 	<ul style="list-style-type: none"> • Submit CC# 3 to Canvas • Pair facilitation #2: <ol style="list-style-type: none"> 1. 2.

DATE	TOPICS/READINGS	ASSIGNMENTS DUE
6/10 Class 5:	Re-thinking “errors” and grammar in SLA Assigned reading: • Razfar & Rumenapp (2014): Chapter 5, syntax Optional supplemental • Poza (2016) • Razfar & Rumenapp (2014): Chapter 6, morphology	<ul style="list-style-type: none"> • Submit CC#4 to Canvas • Pair facilitation #3: <ol style="list-style-type: none"> 1. 2.
6/11 Class 6:	Considering cultural practices and experiences for meaning making in a second language Assigned reading: • Razfar & Rumenapp (2014): Chapter 7, pp 138-153 Optional supplemental • Razfar & Rumenapp (2014): Chapter 8, written language	<ul style="list-style-type: none"> • Submit CC#5 to Canvas • Pair facilitation #4: <ol style="list-style-type: none"> 1. 2.
6/12 Class 7:	Re-framing standard and academic English Assigned readings: • Secret (2020): Interview_classroom_implications • Valdés et al(2014):Construction_learner_categories Optional supplemental • Delpit (2020): Debate on Ebonics • DiCerbo, Anstrom, & Rivera(2014): Ac_English_Rev • Green (2012):English_with_Accent • MacSwan, J. (2018):Ac_English_Ideology	<ul style="list-style-type: none"> • Submit CC#6 to Canvas • Pair facilitation #5: <ol style="list-style-type: none"> 1. 2. <p>Upload interview plan</p>
6/15 Class 8	Multilingual perspectives in SLA Assigned readings: • Hopewell & Abril Gonzalez (2019):Code_switching • Przymus (2016):Challenging_monolingual_HS Optional supplemental • Guiso (2013):Every language is special • Martinez, Hikida & Durán (2015):Translanguaging • Palmer (2019): Parallel_Monolingualism_Bilingualism • Salerno & Kibler (2017):Dual language in HS	<ul style="list-style-type: none"> • Submit CC#7 to Canvas • Pair facilitation #6: <ol style="list-style-type: none"> 1. 2.
6/16 Class 9	Towards asset-based assessment in SLA Assigned readings: • Beaumont (2002):Alt_Ass_Readers • Butvilofsky_Sparrow(2012)_Eval_biliterate_writing Optional supplemental • Hargett (1998): Assessment in ESL & Bilingual Ed. • Ortiz, Robertson & Wilkinson (2018):Ass_framework • SOLOM • Biliterate writing rubric	<ul style="list-style-type: none"> • Submit CC#8 to Canvas • Pair facilitation #7: <ol style="list-style-type: none"> 1. 2.

DATE	TOPICS/READINGS	ASSIGNMENTS DUE
6/17 Class 10	Re-envisioning pedagogies as cultural practices in SLA Assigned readings: ·Faltis & Coulter (2008):English in an English class ·Hopewell & Butvilofsky (2016):Biliteracy Optional supplemental ·Bunch, Walqui, Kibler (2020):Communities_Practice ·Valdés, Kibler, & Walqui (2014):New roles ESL ·Walqui (2014): Designing instruction	<ul style="list-style-type: none"> • Submit CC#9 to Canvas • Pair facilitation #8: <ol style="list-style-type: none"> 1. 2.
6/18 Class 11	Re-envisioning pedagogies as cultural practices in SLA Assigned readings: ·Faltis & Coulter (2008):Communities_Practice Franquiz & Salinas (2013):Knowing English is not enough Optional supplemental ·Franquiz & Ortiz (2017): Asset-based bilingualism ·Lucas & Villegas (2011): Teacher preparation ·Reinders (2010): Pedagogy of autonomy	<ul style="list-style-type: none"> • Submit CC#10 to Canvas • Pair facilitation #9: <ol style="list-style-type: none"> 1. 2. • Language learner transcript or detailed notes of interview due
6/19 Class 12	SLA Re-imagined: Language learner presentations Synthesis and conclusions	<ul style="list-style-type: none"> • Language learner presentations: <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9.
6/22 Class 13	SLA Re-imagined: Language learner presentations Synthesis and conclusions	<ul style="list-style-type: none"> • Language learner presentations: <ol style="list-style-type: none"> 10. 11. 12. 13. 14. 15. 16. 17. 18.
6/26 (No class)	----- --	Language learner paper due via Canvas

Course Readings available on Canvas

- Baker, C., & Wright, W. E. (2017). *Foundations of bilingual education and bilingualism* (6th ed.). Bristol, UK: Multilingual Matters.
- Beaumont, C. , de Valenzuela, J. , Scherba , & Trumbull, E. (2002). Alternative assessmentfor transitional readers. *Bilingual Research Journal*, 26(2), 241-268.
- Bunch, G. C., Walqui, A., & Kibler, A. K. (2015). Attending to language, engaging in practice: Scaffolding English language learners' apprenticeship into the Common Core English Language Arts standards. In L. C. DeOliveria, M. Klassen & M. M. (Eds.), *The Common Core State Standards in English Language Arts for English Language Learners: Grades 6-12*: Charlotte, NC: TESOL Press.
- Butvilofsky, S., & Sparrow, W. (2012). Training teachers to evaluate emerging bilingual students' biliterate writing. *Language and Education*, 1, 1–21.
- Collier, C. (2008). *Handbook of Second Language Acquisition*. Cross-Cultural Development Education Services.
- Delpit, L. (2017). *Ebonics and Culturally Responsive Instruction. What should teachers do?* In Barbian, E., Cornell Gonzales, G., & Mejía, P. Rethinking Bilingual Education.
- DiCerbo, P. A., Anstrom, K. A., Baker, L. L., & Rivera, C. (2014). A Review of the literature on teaching academic English to English language learners. *Review of Educational Research*, 84(3), 446-482. <https://www.jstor.org/stable/24434244>
- Duff, P. A., & Talmy, S. (2011). Language socialization approaches to second language acquisition: Social, cultural, and linguistic development in additional languages. In D. Atkinson (Ed.), *Alternative approaches to second language acquisition* (pp. 95-116). New York: Routledge. <https://doi.org/10.4324/9780203830932>
- Escamilla, K., & Grassi, E. (2000). A Brief Description of Second Language Acquisition. The Professional Development Resource Series, "Second Language Acquisition." BUENO Center, University of Colorado, Boulder. Retrieved from: <https://tinyurl.com/ybbgvjjl>
- Faltis, C. J. & Coulter, C. A. (2008). Teaching English learners and immigrant students in secondary schools. Upper Saddle River, NJ: Pearson. (Chapters 4 and 8)
- Fillmore, L. W. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6(3), 323–346. [https://doi.org/10.1016/S0885-2006\(05\)80059-6](https://doi.org/10.1016/S0885-2006(05)80059-6)
- Franquiz & Salinas (2013). Knowing English is Not Enough! Cultivating Academic Literacies Among High School Newcomers
- Fránquiz, M. & Salinas, C. (2011). Newcomers to the U.S.: Developing historical thinking among Latino immigrant students in a central Texas high school. *Bilingual Research Journal*, 34, 58-75.
- Ghiso, M.P. (2013): Every Language Is Special: Promoting Dual Language Learning in Multicultural Primary Schools, YC Young Children, Vol. 68, No. 1 (March 2013), pp. 22-26. Available from: <https://www.jstor.org/stable/42731298>
- Hopewell, S. & Abril-Gonzalez (2019). ¿Por qué estamos code-switching? Understanding language use in second-grade classrooms. *Bilingual Research Journal*, 42:1, 105-120.
- Hopewell, S. & Buftilovsky, S. (2016).pdf
- Lantolf, J., Thorne, S. L., & Poehner, M. (2015). Sociocultural theory and second language development. In B. van Patten & J. Williams (Eds.), *Theories in second language acquisition* (pp. 207-226). New York: Routledge.

- Lippi-Green, R. (2012). *English with an accent: Language, ideology and discrimination in the United States*. New York, NY: Routledge.
- Lightbown, P. M., & Spada, N. (2013). Popular ideas about language learning revisited. In *How languages are learned* (4th ed., pp. 183-194). Oxford: Oxford University Press.
- Lucas, T., & Villegas, A. M. (2011). A framework for preparing linguistically responsive teachers. In T. Lucas (Ed.), *Teacher preparation for linguistically diverse classrooms: A resource for teacher educators* (pp. 55-72). New York, NY: Routledge.
- Martínez, R. A., Hikida, M., & Durán, L. (2015). Unpacking Ideologies of Linguistic Purism: How Dual Language Teachers Make Sense of Everyday Translanguaging. *International Multilingual Research Journal*, 9(1), 26–42.
<https://doi.org/10.1080/19313152.2014.977712>
- MacSwan, J. (2018). Academic English as standard language ideology: A renewed research agenda for asset-based language education. *Language Teaching Research*, 1-9.
<http://dx.doi.org/10.1177/1362168818777540>
- Palmer, D. (2019) “You’re not a Spanish speaker!/We are all bilingual” The purple kids on being and becoming bilingual in a dual language kindergarten classroom. In: Faltis, C. & MacSwan, J. Eds. *Code-Switching in the Classroom: A Multilingual Perspective on Language and Language Practices*. Routledge, pp.247-267.
- Palmer, D. & Martínez, R. (2016) Developing biliteracy: What do teachers really need to know about language? *Research Commentary, Language Arts* 9 3(5), 379-385.
- Przymus, S. (2016): Challenging the monolingual paradigm in secondary dual-language instruction: Reducing language-as-a-problem with the 2-1-L2 model. *Bilingual Research*, 39(3-4), 279-295.
- Reinders, H. (2010). Towards a classroom pedagogy for learner autonomy: A framework of independent language learning skills. *The Australian Journal of Teacher Education*. 35(5), 1-17. <http://dx.doi.org/10.14221/ajte.2010v35n5.4>
- Snow, C. (1992). Perspectives on Second-Language Development: Implications for Bilingual Education, *Educational Researcher*, <https://doi.org/10.3102/0013189X021002016>
- Valdés, G., Poza, L., & Brooks, M.D. (2014). Educating students who do not speak the societal language: The social construction of language learner categories. Retrieved from <http://profession.commons.mla.org/2014/10/09/educating-students-who-do-not-speak-the-societal-language/>
- Valdés, G., Kibler, A., & Walqui, A. (2014). *Changes in the expertise of ESL professionals: Knowledge and action in an era of new standards*. Alexandria, VA: TESOL International Association.
- Walqui, A. & van Lier, L. (2010). *Scaffolding the academic success of adolescent English Learners: A pedagogy of promise*. San Francisco, CA: WestEd.
- Zhao, Shin, Burgess-Brigman & Unai (2012).

Additional recommended readings

- Bunch, G. C., & Kibler, A. K. (2015). Integrating language, literacy, and academic development: Alternatives to traditional English as a second language and remedial English for language minority students in community colleges. *Community College Journal of Research and Practice*, 39(1), 20-33.
- Edele, A., & Stanat, P. (2016). The role of first-language listening comprehension in second-language reading comprehension. *Journal of Educational Psychology*, 108(2), 163-180. <http://dx.doi.org/10.1037/edu0000060>
- Gass, S. M., Beheny, J., & Plonsky, L. (2013). Introduction. In *Second language acquisition: An introductory course* (4th ed.) (pp. 1-16). New York: Routledge.
- Gardoqui, K. (2012). *How did English evolve?* [YouTube video]. TED-Ed. Retrieved from <https://www.youtube.com/watch?v=kIzFz9T5rhI>
- Guerrero, M. (2004). Acquiring Academic English in one year: An unlikely proposition for English language learners. *Urban Education*, 39(2), 172-199.
- Justice, P. (2004). Phonetics: The sounds of English. In *Relevant linguistics: An introduction to the structure and use of English for teachers* (2nd ed., pp. 13-32). Stanford, CA: CSLI Publications.
- Krashen, K. D. (2009). *Principles and practice in second language acquisition*. Oxford, UK: Pergamon Press. Available from: http://www.sdkrashen.com/content/books/principles_and_practice.pdf
- Kroll, J. F., & Bialystok, E. (2013). Understanding the consequences of bilingualism for language processing and cognition. *Journal of Cognitive Psychology*, 25(5), 497-514.
- Leeman, J. (2015). Heritage language education and identity in the United States. *Annual Review of Applied Linguistics*, 35, 100-119. <http://dx.doi.org/10.1017/S0267190514000245>
- Lantolf, J., Thorne, S. L., & Poehner, M. (2015). Sociocultural theory and second language development. In B. van Patten & J. Williams (Eds.), *Theories in second language acquisition* (pp. 207-226). New York: Routledge.
- Leeman, J. (2015). Heritage language education and identity in the United States. *Annual Review of Applied Linguistics*, 35, 100-119. <http://dx.doi.org/10.1017/S0267190514000245>
- Li, P., Legault, J., & Litcofsky, K. A. (2014). Neuroplasticity as a function of second language learning: Anatomical changes in the human brain. *Cortex*, 58, 301-324. <http://dx.doi.org/10.1016/j.cortex.2014.05.001>
- Lyon, E. G., Tolbert, S., Solis, J., Stoddart, T., and Bunch, G. C. (Eds.) (2016). *Secondary science teaching for English learners: Developing supportive and responsive learning contexts for sense-making and language development*. Rowman & Littlefield.
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