

Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

Second Language Acquisition
KUIS, Graduate School of Language Sciences, MA TESOL Program
Spring 2016 Syllabus

Instructor: Daniel Jackson

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Meeting times: 10:00-17:00

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Course description

This course is an introduction to second language acquisition (SLA) for practicing language teachers. As a field, SLA draws on a diverse range of scholarly perspectives (e.g., linguistic, psychological, social) to understand how people learn languages after having learned their first language. Such languages may include second or foreign languages, in instructed or uninstructed contexts, the learning of which typically results in varying degrees of bilingual or multilingual competence. This course will focus on theories and findings from SLA relevant to language pedagogy. It will examine many assumptions regarding how to teach languages in light of SLA research. Topics to be covered include: syllabus design, explicit instruction, task-based language teaching, input, interaction, first language use, corrective feedback, and individual differences, among others. Readings, lectures, and course assignments will encourage deeper understanding of, and critical reflection on, the relevance of topics in SLA to participants' involvement in the TESOL profession.

Student learning outcomes

In this course, students will....

- Reflect on their beliefs about language learning and teaching by writing a brief statement
- Learn key terms used in SLA research by reading from the textbook and other sources and using these terms throughout the course
- Develop an understanding of the interface between teaching and research through lectures, readings, and discussions
- Enhance their presentation skills by facilitating a discussion of a published article on an SLA topic
- Exchange views on key questions from the textbook by posting to an online discussion forum

- Apply SLA concepts by doing surveys, analyzing English learner language, and evaluating EFL teaching materials in class
- Practice their academic writing skills by writing a short term paper on a topic of their choice

Required textbook

Ellis, R., & Shintani, N. (2014). *Exploring language pedagogy through second language acquisition research*. New York, NY: Routledge.

Course schedule

Date	Agenda
4/24	Meeting 1: Instructed SLA Introductions Course overview Pre-course survey
5/7	No meeting: Discussion forum postings based on Chs. 2 & 3 due by today
5/8	Meeting 2: Methods, Syllabus Design, and Explicit Instruction Examples of 'Teacher guides' Materials evaluation: Syllabi Article facilitations Homework: Bring an ESL/EFL textbook to class today
6/12	No meeting: Discussion forum postings based on Chs. 4 & 5 due by today
7/16	No meeting: Discussion forum postings based on Chs. 6 & 7 due by today
7/17	Meeting 3: CBI & PBI, TBLT, and Input Materials evaluation: Tasks Analysis of learner language: Complexity, accuracy, and fluency Article facilitations Homework: Bring an example of a task to class today
8/27	No meeting: Discussion forum postings based on Chs. 8 & 9 due by today
8/28	Meeting 4: Interaction, L1 Use, and Corrective Feedback Lesson Transcripts from Prabhu (1987) Analysis of learner language: Interaction Article facilitations Homework: Bring a brief lesson transcript to class today
9/17	No meeting: Discussion forum postings based on Chs. 10 & 11 due by today
9/18	Meeting 5: Individual Differences and Conclusion Video: <i>Motivation for Learning Foreign Languages</i> by Richard Schmidt (NFLRC, 1996) Article facilitations Post-course survey
10/2	No meeting: Term paper assignment due by today

Assignments and grading

1. **Statement of beliefs (10%)** – In Week 1, you will write a brief statement of your personal beliefs regarding SLA and language pedagogy.
2. **Online discussion forum postings (25%)** – Five times throughout the course, you will: (a) post your answer to a discussion question raised in one of the textbook chapters and (b) respond to two other students' postings in an online forum.

3. **Article facilitation (25%)** – You will read and present one published research report on second language acquisition in class on an assigned date (a list of suggested articles will be provided in the first class).
4. **Participation and homework (15%)** – Your attendance and active participation in class are essential to your grade. This includes coming to class on time, completing homework assignments, and participating in-class during discussions.

Assignments and grading (continued)

5. **Term paper assignment (25%)** – You will choose one of the following options:
 - a. Write a paper that draws on SLA research to answer a specific question asked by a language teacher.
 - b. Write a paper that draws on SLA research to evaluate a specific proposal for pedagogic action.

The paper should be submitted as a MS Word (.docx) file, double-spaced, and written in Times New Roman, 12-point font using standard margins, using APA style.

Based on your performance on these assignments, you will receive a grade of A, B, C, or Fail.

Additional resources (* = available in the TESOL MA Program library)

- Atkinson, D. (2011). *Alternative approaches to second language acquisition*. New York, NY: Routledge.
- Bergsleithner, J. M., Frota, S. N., & Yoshioka, J. K. (Eds.). (2013). *Noticing and second language acquisition: Studies in honor of Richard Schmidt*. Honolulu, HI: NFLRC.
- Bialystok, E., & Hakuta, K. (1994). *In other words: The science and psychology of second-language acquisition*. New York, NY: BasicBooks.
- *Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- *Doughty, C., & Williams, J. (1998). *Focus on form in classroom second language acquisition*. Cambridge, UK: Cambridge.
- *Doughty, C. J., & Long, M. H. (Eds.). (2003). *The handbook of second language acquisition*. Malden, MA: Blackwell.
- *Ellis, R. (2003). *Task-based language learning and teaching*. Oxford, UK: Oxford.
- *Ellis, R., Loewen, S., Elder, C., Erlam, R., Philp, J., & Reinders, H. (2009). *Implicit and explicit knowledge in second language learning, testing and teaching*. Bristol, UK: Multilingual Matters.
- Gass, S., Behney, J., & Plonksky, L. (2013). *Second language acquisition: An introductory course* (4th ed.). New York, NY: Routledge.
- Granena, G., & Long, M. (Eds.). (2013). *Sensitive periods, language aptitude, and ultimate L2 attainment*. Amsterdam/Philadelphia: John Benjamins.
- *Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford, UK: Pergamon.
- *Lantolf, J. (Ed.). (2000). *Sociocultural theory and second language learning*. Oxford, UK: Oxford.
- *Larsen-Freeman, D., & Long, M. H. (1991). *An introduction to second language acquisition research*. London, UK: Longman.
- *Lightbown, P. M., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford, UK: Oxford.
- *Long, M. H. (2007). *Problems in SLA*. Mahwah, NJ: Lawrence Erlbaum.
- Mackey, A. (2013). *Input, interaction, and corrective feedback in L2 learning*. Oxford, UK: Oxford.
- *Ortega, L. (2009). *Understanding second language acquisition*. London, UK: Hodder Education.
- *Ritchie, W. C., & Bhatia, T. K. (Eds.). (2009). *The new handbook of second language acquisition*. Bingley, UK: Emerald.
- Robinson, P. (2014). *The Routledge encyclopedia of second language acquisition*. New York, NY: Routledge.
- *Skehan, P. (1998). *A cognitive approach to language learning*. Oxford, UK: Oxford.
- VanPatten, B., & Benati, A. G. (2010). *Key terms in second language acquisition*. London and New York: Continuum.

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SLA

VanPatten, B., & Williams, J. (2015). *Theories in second language acquisition: An introduction* (2nd ed.).
New York, NY: Routledge.

Note: This is a provisional syllabus. The course may change depending on student needs.