

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 2017 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 course 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 English teaching materials in class
- Practice their academic writing skills by writing a short term paper on a topic of their choice

Required textbook (Note: Please read Chapter 1 before Meeting 1)

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

Course schedule and agenda

Date	Agenda
4/9	Meeting 1: Instructed SLA <i>Introductions / Student questionnaire / Course and assignment overview / Article facilitation (by instructor) / Key points from Chapter 1 / SLA and language teaching / Begin Assignment #1: Statement of beliefs</i>
4/21	No meeting: Discussion forum postings based on Chs. 2 & 3 due by today
4/23	Meeting 2: Methods, Syllabus Design, and Explicit Instruction <i>The method construct / Audio-lingual method example / Communicative language teaching example / 'Teacher guides' / Materials evaluation: Your syllabi / Microteaching on explicit instruction / Article facilitations</i> Homework: Bring an English syllabus (or textbook) to class today
5/19	No meeting: Discussion forum postings based on Chs. 4 & 5 due by today
5/21	Meeting 3: CBI & PBI, TBLT, and Input <i>Key concepts / Understanding quantitative SLA research / CBI vs. PBI / Learner language analysis / TBLT / Materials evaluation: Your tasks / Input / Learner language analysis / Article facilitations</i> Homework: Bring an example of a task to class today
6/16	No meeting: Discussion forum postings based on Chs. 6 & 7 due by today
6/18	Meeting 4: Interaction, L1 Use, and Corrective Feedback <i>Review of terminology / Interaction in SLA / Learner language analysis: Interaction / L1 Use / Review of H.W. / Corrective feedback / Brainstorm term paper topics / Article facilitations</i> Homework: Bring your learner language analysis
7/7	No meeting: Discussion forum postings based on Chs. 8 & 9 due by today
7/9	Meeting 5: Individual Differences and Conclusion <i>Key concepts in IDs / Personalizing IDs / Problematizing IDs / Microteaching on strategy instruction / Term paper discussions / Teaching for learning / Post-course reflections / Article facilitations</i>
7/16	No meeting: Discussion forum postings on Chs. 10 & 11 due by today
7/23	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 classroom SLA. These beliefs might be based on your own previous experiences as a classroom language learner, your real-life experiences as a language user, ideas that you have learned about through coursework, personal reflections on your teaching, conversations with colleagues or other teaching professionals, or the views of the general public, among others. Which factors do you believe are the most important for students learning another language in a classroom environment and why?
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. You are encouraged to share your personal views and reflections on textbook topics, evaluate ideas in terms of your own teaching and learning experiences, and tailor your responses to be supportive. Please indicate the question clearly at the beginning of your posts, answer it using your own words, and be sure to sign your name at the bottom of all messages. Feel free to add page references from the text or citations to other sources, as needed. Each post counts as 3% and each reply as 1% of your final grade.
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). Your presentation should be approximately 30 minutes, plus 10 additional minutes for class discussion. The article facilitation will be graded according to the following criteria: (1) preparation (including slides and handouts), (2) knowledge of the article's content, (3) explanation of any technical terms needed to understand the purpose and results of the research, (4) an evaluation of the research in light of language teaching, including your own perspective as a language teacher, and (5) facilitation of discussion about the article among class members, which you can initiate at any time during the presentation by asking or inviting relevant questions.
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. Please contact me ahead of time if you encounter any issues regarding class participation or assignment deadlines.
5. **Term paper assignment (25%)** – For this assignment, you will focus on a specific course topic and write about it using additional sources. This means that you will need to do some additional reading to write your paper. You may suggest your own topic (in consultation with the instructor) or choose any 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.
 - c. Write a book review that describes and evaluates a recent book on instructed SLA.

The paper should be submitted by email as a MS Word (.docx) file, double-spaced, written in Times New Roman, 12-point font using standard margins. It should not exceed 10 pages. This page count includes the reference list, which should not exceed 2 pages. The term paper will be graded according to the following criteria: (1) organization, including use of headers; (2) explanation and advice pertaining to the question (Option a) or a clear summary and evaluation of the proposal or book (options b, c), (3) support from recent SLA research, (4) use of APA style, and (5) presentation according to formatting guidelines.

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

Recommended books on SLA (many of these titles are 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 SLA*. New York, NY: BasicBooks.
- Birdsong, D. (Ed.). (1999). *SLA and the critical period hypothesis*. Mahwah, NJ: Lawrence Erlbaum.
- Chapelle, C. A. (2001). *Computer applications in second language acquisition*. Cambridge, UK: Cambridge.
- Cook, V. (2016). *Second language learning and language teaching* (5th Ed.). New York, NY: Routledge.
- DeKeyser, R. M. (Ed.). (2007). *Practice in a second language: Perspectives from applied linguistics and cognitive psychology*. Cambridge, UK: Cambridge.
- Dörnyei, Z. (2009). *The psychology of second language acquisition*. Oxford, UK: Oxford University Press.
- Dörnyei, Z. & Ryan, S. (2015). *The psychology of the language learner revisited*. NY, NY: Routledge.
- Doughty, C., & Williams, J. (1998). *Focus on form in classroom SLA*. Cambridge, UK: Cambridge.
- Doughty, C. J., & Long, M. H. (Eds.). (2003). *The handbook of second language acquisition*. Malden, MA: Blackwell.
- Ellis, R., & Barkhuizen, G. (2005). *Analyzing learner language*. Oxford, UK: Oxford.
- Ellis, R. (2015). *Understanding second language acquisition* (2nd ed.). Oxford, UK: Oxford.
- Gass, S., Behney, J., & Plonksky, L. (2013). *Second language acquisition: An introductory course* (4th ed.). NY, NY: Routledge.
- Granena, G., & Long, M. (Eds.). (2013). *Sensitive periods, language aptitude, and ultimate L2 attainment*. Amsterdam, NL: John Benjamins.
- Granena, G., Jackson, D. O., & Yilmaz, Y. (2016). *Cognitive individual differences in second language acquisition and processing*. Amsterdam, NL: John Benjamins.
- Hulstijn, J. (2015). *Language proficiency in native and non-native speakers*. Amsterdam, NL: John Benjamins.
- Kormos, J. (2017). *The second language learning processes of students with specific learning difficulties*. NY, NY: Routledge.
- Klein, W. (1986). *Second language acquisition*. Cambridge, UK: Cambridge.
- 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.
- Loewen, S. (2015). *Introduction to instructed second language acquisition*. NY, NY: Routledge.
- Loewen, S. & Sato, M. (forthcoming). *The Routledge handbook of instructed SLA*. NY, NY: Routledge.
- Long, M. (2007). *Problems in SLA*. Mahwah, NJ: Lawrence Erlbaum.
- Long, M. (2015). *Second language acquisition and task-based language teaching*. Malden, MA: Wiley.
- Mackey, A. (2007). (Ed.). *Conversational interaction in second language acquisition*. Oxford, UK: Oxford.
- Mackey, A. (2012). *Input, interaction, and corrective feedback in L2 learning*. Oxford, UK: Oxford.
- Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories*. NY, NY: Routledge.
- Norris, J. M. & Ortega, L. (2006). *Synthesizing research on language learning and teaching*. Amsterdam, NL: John Benjamins.
- Ortega, L. (2009). *Understanding second language acquisition*. London, UK: Hodder Education.
- Philp, J., Adams, R., & Iwashita, N. (2014). *Peer interaction and second language learning*. NY, NY: Routledge.
- Rebuschat, P. (Ed.). (2015). *Implicit and explicit learning of languages*. Amsterdam, NL: John Benjamins.
- Ritchie, W. C., & Bhatia, T. K. (Eds.). (2009). *The new handbook of SLA*. Bingley, UK: Emerald.
- Robinson, P., & Ellis, N. C. (Eds.). (2008). *Handbook of cognitive linguistics and SLA*. NY, NY: Routledge.
- Robinson, P. (Ed.). (2001). *Cognition and second language instruction*. Cambridge, UK: Cambridge.
- Robinson, P. (2014). *The Routledge encyclopedia of second language acquisition*. NY, NY: Routledge.
- Schmidt, R. (Ed.). (1995). *Attention and awareness in foreign language learning*. Honolulu, HI: UH Press.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford, UK: Oxford.
- Slabakova, R. (2016). *Second language acquisition*. Oxford, UK: Oxford.
- Tarone, E., & Swierzbin, B. (2009). *Exploring learner language*. Oxford, UK: Oxford.
- Tyler, A. (2012). *Cognitive linguistics and second language learning: Theoretical basics and experimental evidence*. NY, NY: Routledge.
- VanPatten, B., & Benati, A. G. (2010). *Key terms in second language acquisition*. London, UK: Continuum.
- VanPatten, B., & Williams, J. (2015). *Theories in SLA: An introduction* (2nd ed.). NY, NY: Routledge.
- Williams, M., Mercer, S., & Ryan, S. (2015). *Exploring psychology in language learning and teaching*. Oxford, UK: Oxford.

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