Second Language Acquisition for Language Educators (REQ / 3 cr.)

Instructor: Dr. Bill Snyder
Email: snyderkuissla@gmail.com

Course Dates

4/7 (Sun. 10:00-17:00)	4/28 (Sun. 10:00-17:00)	6/2 (Sun. 10:00-17:00)
6/23 (Sun. 10:00-17:00)	7/21 (Sun. 10:00-17:00)	

Note: Online work equivalent to 6 hours will be provided.

Course Description

The content of this course focuses on instructed second language acquisition, a field that looks at different ways of deliberately attempting to influence the course of language learning and their impact on the acquisition of language knowledge (grammar, vocabulary, pronunciation, and pragmatics). The course will consider ways to influence language input and processing along with considering ways in which the learning environment may be altered to affect learning. Students will be introduced to theories of language learning that are relevant to classroom teaching and will discuss how these relate to their experiences as learners and teachers. Finally, students will also receive instruction in how to read academic articles, summarize them, and integrate them in a literature review relating to an area of instructed second language acquisition.

Key Course Outcomes

Through participation in this course and the completion of course assignments, students will:

1. Become familiar with theories of second language acquisition that are relevant to classroom language teaching **(DP#2,3)**
2. Become aware of instructional practices that can influence classroom language positively **(DP#4)**
3. Be able to discuss their own learning and teaching processes in relation to the material presented in the class and draw conclusions about effective teaching in their context **(DP#5,7,8)**
4. Gain familiarity with the reading and writing processes that can support the writing of a literature review on a topic related to instructed second language acquisition **(DP#1, 6)**

Note. DP is an abbreviation of Diploma Policy statements. TESOL Program statements (objectives) can be found here. Numbers correspond to the statement(s) emphasized in each course outcome.

Course Schedule

Session	Topics	Assigned Readings
1.	- Defining SLA and ISLA; - The relationship between learning and instruction - The effectiveness of instruction; - The nature of second language knowledge (knowledge versus skill learning); - Implicit and explicit knowledge.	Loewen (2020) Chapter 1: *Introduction* Loewen (2020) Chapter 2: *The nature of second language knowledge*

2.	- Cognitivist (Input, Interaction, and Output hypotheses) versus Sociocultural Approaches to understanding language acquisition - Factors affecting classroom interaction; - Focus on Form and Form(s); Noticing; Sociocultural theory; Mediation and the Zone of Proximal Development; - Situated Learning; Communities of Practice	Loewen (2020) Chapter 3: *Interaction in the Second Language Classroom* Loewen (2020) Chapter 4: *Focus on Form* Loewen (2020) Chapter 5 *Sociocultural Theory in the Second Language Classroom* Foster and Ohta article (2005)
3.	- What is grammar? - The teachability of grammar - What does it mean to know a word? - Factors affecting grammar and vocabulary acquisition - Incidental learning - Instructional approaches to teaching grammar and vocabulary and their effectiveness	Loewen (2020) Chapter 6: *The Acquisition of Grammar* Loewen (2020) Chapter 7 *The Acquisition of Vocabulary* Swan (2012)
4.	- Perception and production of speech - Goals for pronunciation (Nativeness versus Intelligibility); - Pronunciation instruction and its effectiveness - Pragmalinguistics - Sociopragmatics; Speech acts; Pragmatics instruction and its effectiveness	Loewen (2020) Chapter 8: *The Acquisition of Pronunciation* Loewen (2020): Chapter 9 *The Acquisition of Pragmatics* TBD
5.	- Second language versus foreign language contexts - Study abroad - Computer-mediated instruction - Individual differences (age, aptitude, motivation, strategies, willingness to communicate) and their effects on second language acquisition; - Connecting research to teaching and vice-versa	Loewen (2020) Chapter 10: *Contexts of Instructed Second Language Acquisition* Loewen (2020) Chapter 11 *Individual Differences in Second Language Acquisition* Loewen (2020) Chapter 12 *The Research-Pedagogy Link* Bartels (2003)

Note. Between class meetings, students will participate in a discussion board based on the previous class discussions and the upcoming readings.

Pre-course Reading
Please read the following chapters from the course text (Loewen, 2020):
1. Chapter 1 (Introduction)
2. Chapter 2 (The nature of second language knowledge).

Required textbook
Loewen, S. (2020). Introduction to instructed second language acquisition, 2nd ed. Routledge. ISBN: 978-1-138-67178-2

Other readings will be supplied by the instructor.

Assignments and Assessment
Attendance and Participation in Class Meetings: 30%
Participation in Online Discussions: 30%
Final Paper: 40%

Evaluation
Letter grade