

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 2020 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 and seek to explain their relevance for language teaching. It will examine many assumptions regarding how to teach languages in light of SLA research. Topics include: age, L1 influence, the linguistic environment, individual differences, and social factors, among others. Each meeting will involve lectures by the instructor, guided group/pair discussion of course readings, journal article facilitations, analyses of learner data, or research or teaching materials, and a thorough consideration of educational implications. These activities are intended to 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 analyzing learner language, teaching materials, research instruments, and so on.
- Practice their academic writing skills by writing a term paper on a chosen topic

**Required textbook** (When you register, please email the instructor for a PDF copy)

Ortega, L. (in preparation). *Understanding second language acquisition* (2<sup>nd</sup> Edition).  
London, UK: Hodder Education. [USLA]

### Course schedule and agenda

Date	Agenda
5/10	<p><b>Meeting 1 – Before class:</b> Read USLA Ch. 1 &amp; 2</p> <p>Introductions and course overview</p> <p>Topic: Age</p> <p>Discussion based on <i>USLA</i> Ch. 2</p> <p>Article facilitation details</p> <p>Analysis of rules from Johnson &amp; Newport (1989)</p> <p>Implications: ‘It’s never too early and never too late’</p> <p><b>HW for next time:</b> Read USLA Ch. 3, bring language samples</p>
5/17	<b>No meeting: Discussion forum postings due. Replies due by 5/22.</b>
5/24	<p><b>Meeting 2</b></p> <p>Topic: Crosslinguistic influence</p> <p>Discussion based on <i>USLA</i> Ch. 3</p> <p>Student facilitation of _____ by _____</p> <p>Analysis of language samples</p> <p>Implications: When and how to address L1 influence</p> <p><b>HW for next time:</b> Read <i>USLA</i> Ch. 4, bring classroom tasks</p>
5/31	<b>No meeting: Discussion forum postings due. Replies due by 6/5.</b>
6/7	<p><b>Meeting 3</b></p> <p>Topic: The linguistic environment</p> <p>Discussion based on <i>USLA</i> Ch. 4</p> <p>Student facilitation of _____ by _____</p> <p>Analysis of classroom tasks</p> <p>Implications: Interactional contexts for SLA</p> <p><b>HW for next time:</b> Read <i>USLA</i> Ch. 7-9, bring IDs measure</p>
6/21	<b>No meeting: Discussion forum postings due. Replies due by 7/3.</b>
7/5	<p><b>Meeting 4</b></p> <p>Topic: Individual differences</p> <p>Discussion based on <i>USLA</i> Ch. 7-9</p> <p>Student facilitation of _____ by _____</p> <p>Analysis of ID measures</p> <p>Implications: Matching, training, or both?</p> <p><b>HW for next time:</b> Read <i>USLA</i> Ch. 10, bring term paper references (at least 5 items)</p>
7/12	<b>No meeting: Discussion forum postings due. Replies due by 7/17.</b>
7/19	<p><b>Meeting 5</b></p> <p>Topic: Social dimensions</p> <p>Discussion based on <i>USLA</i> Ch. 10</p> <p>Student facilitation of _____ by _____</p> <p>Implications: SLA beyond the classroom walls</p> <p>Wrap-up discussion of course and term paper</p>
7/26	<b>No meeting: Discussion forum postings due</b>
8/9	<b>No meeting: Term paper assignment due by today</b>

**Recommended SLA resources****Academic journals (accessible via RemoteX)**

*Annual Review of Applied Linguistics* (Cambridge)  
*Applied Linguistics* (Oxford)  
*Language Learning* (Wiley)  
*Studies in Second Language Acquisition* (Cambridge)  
*System* (Elsevier)  
*TESOL Quarterly* (Wiley)  
*The Modern Language Journal* (Wiley)

**Recent books (2010-Present)**

Atkinson, D. (2011). *Alternative approaches to SLA*. NY, NY: Routledge.  
 Bergsleithner, J. M., Frota, S. N., & Yoshioka, J. K. (Eds.). (2013). *Noticing and SLA: Studies in honor of Richard Schmidt*. Honolulu, HI: NFLRC.  
 Cook, V. & Singleton, D. (2014). *Key topics in SLA*. Bristol, UK: Multilingual Matters.  
 Dörnyei, Z. & Ryan, S. (2015). *The psychology of the language learner, revisited*. NY, NY: Routledge.  
 Ellis, R. & Shintani, N. (2014). *Exploring language pedagogy through SLA*. NY: Routledge.  
 Gass, S., Behney, J., & Plonsky, L. (2013). *SLA: An introductory course* (4<sup>th</sup> ed.). NY, NY: Routledge.  
 Gass, S. & Mackey, A. (2013). *The Routledge handbook of SLA*. NY, NY: Routledge.  
 Granena, G., Jackson, D. O., & Yilmaz, Y. (Eds.). (2016). *Cognitive individual differences in second language processing and acquisition*. Amsterdam, NL: John Benjamins.  
 Hall, J. K. (2019). *Essentials of SLA for L2 teachers*. NY, NY: Routledge.  
 Loewen, S. (2015). *Introduction to instructed SLA*. NY, NY: Routledge.  
 Loewen, S. & Sato, M. (Eds.). (2017). *The Routledge handbook of instructed SLA*. NY, NY: Routledge.  
 Long, M. (2015). *SLA and task-based language teaching*. Malden, MA: Wiley.  
 Mackey, A. & Gass, S. M. (Eds.). (2011). *Research methods in SLA*. Malden, MA: Wiley.  
 Meisel, J. M. (2011). *First and second language acquisition*. Cambridge, UK: CUP.  
 Mitchell, R., Myles, F. & Marsden, E. (2013). *Second language learning theories* (3<sup>rd</sup> ed.). NY, NY: Routledge.  
 Robinson, P. (Ed.). (2014). *The Routledge encyclopedia of SLA*. NY, NY: Routledge.  
 Slabakova, R. (2016). *Second language acquisition*. Oxford, UK: Oxford.  
 VanPatten, B., & Benati, A. G. (2010). *Key terms in SLA*. London, UK: Continuum.  
 VanPatten, B., Smith, M. & Benati, A. G. (2020). *Key questions in SLA: An introduction*. Cambridge, UK: CUP.  
 VanPatten, B., & Williams, J. (Eds.). (2015). *Theories in SLA: An introduction* (2<sup>nd</sup> ed.). NY, NY: Routledge.

**Book series (see these for more specialized SLA topics)**

‘Cognitive Science and SLA’ edited by Robinson (Routledge)  
 ‘SLA’ edited by Singleton & Pfenninger (Multilingual Matters)  
 ‘SLA Research’ edited by Gass & Mackey (Routledge)

## 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 the reading guides 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 lively discussion about the article among class members, which you can initiate at any time before, during, or after the main presentation.
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 format (in consultation with the instructor) or choose any one of the following options\*:
  - a. A report based on teacher research, in which you cite SLA work that informs your topic
  - b. A book review that thoroughly describes and evaluates a recent book on instructed SLA
  - c. A literature review that draws on SLA research to answer a specific question asked by a language teacher

\*Student-written and other published examples of each will be shared and discussed in class.

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) clear statement of the issue(s) addressed, (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.

**NOTE:** This is a provisional syllabus. It may change depending on the needs of the class.