

Instructor: Peter De Costa
Classroom: 041 Kresage Art Center (10:20-11:40am)
Office Hours: Wednesday 8:30-10:30am, and by appointment

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Course Description and Objectives:

This course introduces students to theories and principles underlying the acquisition of second languages and literacies. Upon successful completion of this course, you will:

- become familiar with how major theories of second language acquisition (SLA) apply to classroom practice.
- become familiar with theory, methods, and practices of teacher research.
- understand how research in SLA is conducted.
- review and evaluate research that has been conducted in both naturalistic and classroom second language learning.
- explore what implications the SLA research and theories have for classroom design and practice.
- become critical, reflective practitioners.

Required Texts:

Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford: Oxford University Press.

Organization:

The class will be organized as follows: in Part 1, we will explore how the field of SLA (its historical context and development, current status, and relevant issues) relates to actual classroom issues and practices. We will also be introduced to teacher research (what it is, what it tells us, how it's done). For Parts 2 and 3 of the course (focus on the language learner and focus on the classroom and social context, respectively), we will read and discuss how research within the field of SLA has been applied to classroom practice. We will identify topics and issues within the field, explore how research into those issues has been conducted, and how the research findings can enhance learning and teaching.

In a group, you will identify a language teacher, who is also a language learner, to be the focus of an ongoing case study during the semester¹. You will interview your case participant to find about his or her learning and teaching styles. Additionally, you will observe him/her teach one session of a language class. After you have conducted your interview and class observation, you will submit a group report.

¹ Each group will work with one Fulbright Foreign Language Teaching Assistant (FLTA). For a profile of the 2013-2014 FLTAs at MSU, go to: <http://flta.cal.msu.edu/index.php/people/2/> Because there are 30 of you enrolled in this class, group sizes will vary.

Following your interview and observation, your group will submit a joint report containing your findings/analysis (including implications for teaching practice). At the end of the course you will individually produce a position paper on what you understand about learning and teaching. For this final paper, you will draw on course readings discussed in class and on the interview and observation report submitted earlier in the semester.

To ensure that you keep up with the readings, you will participate in quizzes, an online discussion, in-class discussions, and deliver a group presentation.

You will be expected to attend all class meetings.

Grading:

Your course grade will be based on the completion of the following:

- Class Attendance and Participation (10%)²
- Quizzes (15%)
- Online Discussions (10%)
- Group Presentation (15%)
- Assignment 1 (group): Classroom Observation and Interview Report (25%)
- Assignment 2 (individual): Position Paper (25%)

A	4.0	Student met all requirements and performed exceptionally.
A-	3.5	Student met all requirements and performed very well.
B	3.0	Student met most requirements and performed adequately.
B-	2.5	Student met some requirements and performed at a less than satisfactory level.
C	2.0	Student did not meet requirements and performed at an unsatisfactory level.
C-	1.5	Student did not meet requirements for the course and performed poorly.

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- You are only **one allowed absence** from class this semester. If you need to miss class for legitimate reasons, please **provide proper documentation as evidence**.
- Any additional absences (i.e., beyond your one entitled absence) will result in a **docking of your grade**. Each additional absence will result in a **1% reduction of your overall course grade**.
- You are also expected to turn up for class on time. You will be considered as being late if you turn up **more than 5 minutes after the class has begun**.
- **3 lates = 1 absence**.
- You are expected to stay **till the end of class** in order to be considered as having attended a given lesson.
- Laptops and all other electronic devices (e.g., cell phones and tablets) are **strictly for LLT 361 course-related purposes**. Using these devices for non-course related purposes will negatively impact your participation grade. In any case, you ought to give the professor and your peers your undivided attention as a simple courtesy to them.

Class Website and Email:

- Students are responsible for checking our class D2L website (<https://d2l.msu.edu>) every week for messages about class from either your classmates or me. I will be posting course information about assignments, due dates, follow up to class discussions, course log questions etc. – **you are responsible for checking the course website so you can keep updated with this information.**
- I will also regularly post other resources on acquiring second languages and literacies on the website. Anyone else who would like to do so should go ahead and post any material related to this topic. You should also feel free to initiate a discussion about any SLA-related topic when we cover it in class and everyone should feel free entering into these discussions.
- I am readily available on email so if you have a question or concern you would like answered outside of office hours, feel free to email me.

Late Policy:

- All work is due on the specified due date. Late work will be accepted without penalty only under extraordinary circumstances. In any other case, late work will receive one grade lower. In ALL cases, please see me ahead of time if your work will be late.

Academic integrity:

- Please keep in mind the guidelines for academic integrity outlined in the MSU Guidelines for Integrity in Research and Creative Activities (<http://grad.msu.edu/publications/docs/integrityresearch.pdf>).

Additional Course Readings and Resources (Available through D2L Website)

In addition to the Lightbown and Spada (2013) course text, you will read the following articles and book chapters:

Chan, T., Lee, J., Moy, J. Chan, M.F., & Zwicker, U. (Producers). (2005). *Combination platter* [DVD].

Cook, V. (2008). *Second language learning and language teaching* (4th ed.). London: Hodder Education.

Gass, S., & Mackey, A. (2007). Input, interaction, and output in second language acquisition. In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition* (pp. 175-199). Mahwah, N.J.: Lawrence Erlbaum.

Gray, B. R. (Producers). (2007). *In between days* [DVD].

Gu, P.Y., Hu, G., & Zhang, L.J. (2005). Investigating language learner strategies among lower primary school pupils in Singapore. *Language and Education*, 19, 281-303.

- Freeman, D.E., & Freeman, Y., (2011). *Between worlds: access to second language acquisition*. Portsmouth, NH: Heinemann. [Chapter 7]
- Hawkins, M. & Graue, E. (2008) Working with linguistically and culturally diverse families. In T. L. Good (Ed.) *21st century education: a reference handbook* (pp. 392-400). Thousand Oaks, CA: Sage.
- Ioup, G., Boustagui, E., Tigi, M., & Moselle, M. (1994). Reexamining the critical period hypothesis: A case of successful adult SLA in a naturalistic environment. *Studies in Second Language Acquisition*, 16, 73-98.
- Kramsch, C. (2009). *The multilingual subject*. Oxford: Oxford University Press.
- Norton, B., & Toohey, K. (2001). Changing perspectives on good language learners. *TESOL Quarterly*, 35, 307-322.
- Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29, 9-31.
- Sheen, Y., & Ellis, R. (2011). Corrective feedback in language teaching. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning Volume II* (pp. 593-610). New York: Routledge.
- Swain, M., Kinnear, P., & Steinman, L. (2010a). *Sociocultural theory in second language education: An introduction through narratives*. Bristol: Multilingual Matters. [Chapter 1]
- Swain, M., Kinnear, P., & Steinman, L. (2010b). *Sociocultural theory in second language education: An introduction through narratives*. Bristol: Multilingual Matters. [Chapter 3]
- Swain, M., Kinnear, P., & Steinman, L. (2010c). *Sociocultural theory in second language education: An introduction through narratives*. Bristol: Multilingual Matters. [Chapter 5]
- Vasquez, V. M., & Felderman, C. B. (2013a). *Technology and critical literacy in early childhood*. New York: Routledge. [Chapter 4]
- Vasquez, V. M., & Felderman, C. B. (2013b). *Technology and critical literacy in early childhood*. New York: Routledge. [Chapter 8]
- Wong, L.L.C. (2013). Technological innovation and teacher change: IT in teacher professional development. In K. Hyland & L.L.C. Wong (Eds.), *Innovation and change in English language education* (pp. 248-262). New York: Routledge.

Further References

- Atkinson, D. (Ed.). (2011). *Alternate approaches to second language acquisition*. New York: Routledge.
- Batstone, R. (Ed.). (2010). *Sociocognitive perspectives on language use and language learning*. Oxford: Oxford University Press.
- Block, D. (2003). *The social turn in second language acquisition*. Washington, DC: Georgetown University Press.
- Cook, V. (2008). *Second language learning and language teaching* (4th ed.). London: Hodder Education.
- Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford: Oxford University Press.
- Gass, S.M., Behney, J., & Plonsky, L. (2013). *Second language acquisition: An introductory course* (4th ed.). New York: Routledge.
- Gass, S.M., & Mackey, A. (2012). *The Routledge handbook of second language acquisition*. New York: Routledge.
- Loewen, S., & Reinders, H. (2011). *Key concepts in second language acquisition*. London: Palgrave MacMillan.
- Mitchell, R. & Myles, F. (2013). *Second language learning theories* 3rd ed.). Routledge: New York.
- Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.
- Saville-Troike, M. (2012). *Introducing second language acquisition* (2nd ed.). Cambridge: Cambridge University Press.
- Shatz, M., & Wilkinson, L. C. (2013). *Understanding language in diverse classrooms: a primer for all teachers*. New York: Routledge.
- Shin, S. (2012). *Bilingualism in schools and society: Language, identity, and policy*. New York: Routledge.
- Tarone, E., & Swierzbin, B. (2009). *Exploring learner language*. Oxford: Oxford University Press.
- Wright, W. W. (2010). *Foundations for teaching English language learners: research, theory, policy, and practice*. Philadelphia, PA: Caslon Publishing.

Course Outline (Spring 2014)

Week	Date	Topics	Readings	Assignments Due
Part 1: Introduction				
1	1/9	Course Introduction	L&S ¹ (Introduction)	
2	1/14	Language Learning in Early Childhood (Part 1)	L&S (Chap. 1)	
	1/16	Language Learning in Early Childhood (Part 2)	Norton & Toohey (2001) Video: Acquiring the Human Language	
Part 2: Focus on the Language Learner				
3	1/21	Multicompetence; The Embodied Self	Cook (2008); Kramsch (2009)	
	1/23	Second Language Learning (Part 1)/ Analyzing Learner Language	L&S (Chap. 2); pp. 35-57/ Excerpts from Tarone & Swierzbins (2009) (to be provided in class)	Quiz 1
4	1/28	Second Language Learning (Part 2)/Analyzing Learner Language	L&S (Chap. 2); pp. 57-74/ Excerpts from Tarone & Swierzbins (2009) (to be provided in class)	
	1/30	Video 1: Combination Platter	Chan et al. (2005)	
5	2/4	Video 2: In Between Days	Gray (2007)	Online Discussion 1
	2/6	Individual Differences in Second Language Learning (Part 1): An Overview	L&S (Chap. 3)	
6	2/11	Individual Differences in Second Language Learning (Part 2): Age	<i>Ioup et al. (1994)</i>	<i>Presentation 1</i> (Group of 3)
	2/13	Individual Differences in Second Language Learning (Part 3): Identity	<i>Norton Peirce (1995)</i>	<i>Presentation 2</i> (Group of 3)
7	2/18	Individual Differences in Second Language Learning (Part 4): Learner Strategies	<i>Hu, Gu & Zhang (2005)</i>	<i>Presentation 3</i> (Group of 3)
	2/20	Explaining Second Language Learning	L&S (Chap. 4)	
Part 3: Focus on the Classroom and Social Context				
8	2/25	Interaction	Gass & Mackey (2007)	
	2/27	Observing Learning and Teaching in the L2 Classroom	L&S (Chap. 5)	Quiz 2
9	3/4	Spring Break		
	3/6	Spring Break		

10	3/11	Corrective Feedback in Language Teaching	<i>Sheen & Ellis (2011)</i>	<i>Presentation 4</i> (Group of 3)
	3/13	Vygotskyan Sociocultural Theory (Part 1): Mediation	<i>Swain et al. (2010a)</i>	<i>Presentation 5</i> (Group of 3)
11	3/18	Vygotskyan Sociocultural Theory (Part 2): Linguaging	<i>Swain et al. (2010b)</i>	<i>Presentation 6</i> (Group of 3)
	3/20	No Class: AAAL Conference		
12	3/25	No Class: AAAL Conference		
	3/27	No Class: TESOL Conference		
13	4/1	Vygotskyan Sociocultural Theory (Part 3): Affect	<i>Swain et al. (2010c)</i>	<i>Presentation 7</i> (Group of 3)
	4/3	Cultural Beliefs and Models (Part 1)	<i>Freeman & Freeman (2011)</i>	<i>Presentation 8</i> (Group of 3)
14	4/8	Cultural Beliefs and Models (Part 2)	<i>Vasquez & Felderman (2013a)</i>	<i>Presentation 9</i> (Group of 3)/ Classroom Observation and Interview Report
	4/10	Second Language Learning in the Classroom	L&S (Chap. 6)	Quiz 3
15	4/15	CALL (Part 1)	Vasquez & Felderman (2013b); Visit by Betsy Lavolette	
	4/17	CALL (Part 2)	Wong (2013)	<i>Presentation 10</i> (Group of 3)
16	4/22	No Class: Online Discussion	No new readings: A review of course readings	Online Discussion 2
	4/24	Course Review/ Popular Ideas about Language Learning Revisited	L&S (Chap. 7)	Position Paper (due 4/29)

ⁱ L&S=Lightbown and Spada (2013)