

Instructor: Peter De Costa
Classroom & Meeting Time: A322 Wells Hall; 3:00-5:50 (Tuesday)
Office Hours: Tuesday, 1:00-3:00, and by appointment

Office: B257 Wells Hall
Phone: 517-884-7728
Email: pdecosta@msu.edu

Course Description and Objectives:

This course offers graduate students an opportunity to be introduced to:

- the methods, findings, and theoretical issues in SLA research, from both a historical and contemporary perspective
- the processes and principles of language learning
- how to critically assess assumptions about language learning, while forming their own knowledge and ideas of how languages are acquired, based on empirical research.

Some of the specific questions that will be addressed include: What kind of knowledge of the second language (L2) do learners have? What are the roles of linguistic input and output, and how does interaction with both native and non-native speakers affect SLA? Why do some learners seem to be more successful than others at learning an L2? What is the role of vocabulary in L2 learning, and how do learners learn words? How can teachers scaffold second language learning? In what ways do sociopolitical processes influence second language development?

Required Texts:

Atkinson, D. (Ed.) (2011). *Alternative approaches to second language acquisition*. New York: Routledge.

Loewen, S. (2015). *Introduction to instructed second language acquisition*. New York: Routledge.

Recommended Texts:

Loewen, S. & Reinders, H. (2011). *Key concepts in second language acquisition*. New York: Palgrave Macmillan.

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

Requirements and Grading:

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

- Leading a discussion of one course reading (10%)
- Five forum posts on D2L (30%)
- Interaction Assignment (30%)
- Final paper (30%)

- A. Leading a discussion of a course reading (10%)
- Each student will lead a discussion of one assigned reading. Discussion leaders will lead a 30-minute critique of the reading in relation to the other readings for that week. To assist your peers in preparing for the discussion, post a list of discussion questions on the class website **one day** before our class meeting.
- B. Forum posts on D2L (30%)
- To ensure that you keep up with the readings and to foster intellectual dialogue on topics discussed in class, each of you will post reflections on readings that would have influenced your thinking. In total, **five posts** will be initiated by you across the semester (see the course outline). Each post will contain reflections on **three readings (of your choice)**. The self-initiated posts will be staggered across the semester and will respond to readings in the preceding weeks. In addition to your self-initiated posts, you will also respond to the posts of **three classmates for each D2L forum**. In other words, this spring, you will make five self-initiated posts and respond to a total of 15 posts by your classmates.
- C. Interaction Assignment (30%)
- You will consider L2 interaction by engaging in communicative tasks with a second language learner. After the interaction, you will be expected to write a report synthesizing the interaction and the readings/discussions on the role of interaction in second language learning.
- D. Final Paper (30%)
- You will write a position paper that will be due on 4/30. In this paper, you will articulate your stance on language learning and language teaching by drawing on our course readings (**i.e., you will need to cite at least 10 readings from our course syllabus**). Your manuscript should be **double-spaced, Times Roman font 12, and not exceed 12 pages** (not including references).

Grading scale for all assignments:

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.

Class Website and Email:

- Students are responsible for checking our D2L class website 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 SLA research on the website. Anyone else who would like to do so should go ahead and post any material related to SLA research. 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 M.A. TESOL Program Graduate handbook (http://linglang.msu.edu/files/4714/4001/6150/MA_TESOL_Handbook_2015-16.pdf)
 - the MSU Guidelines for Integrity in Research and Creative Activities (<http://grad.msu.edu/publications/docs/integrityresearch.pdf>).

Expectations:

- Class activities will vary. What happens in each class will depend on a combination of the nature of the material we will cover during that class period and what the needs are of the class at that time.
- The readings need to be read before the class where we will discuss the subject matter. When everyone is reading, this makes for a more involved and richer class experience and allows you to come prepared to add to discussions and identify areas you have questions about.
- This a **heavy reading and application course** that requires you to merge theory with practice. Some class sessions will have less reading than others, some more. My recommendation, particularly for the heavier reading days, and for those times in the semester that get a little crazy with work, is to form reading groups where you share the reading.
- This is a graduate seminar, which means that in most cases we will not be going over the readings in class but will use them in our discussions. If you have particular questions or reactions to the readings, please come to class with these. You can also use our course website and/or email to address questions.

Course Readings

De Costa, P.I. (2011). Using language ideology and positioning to broaden the SLA learner beliefs landscape: The case of an ESL learner from China. *System*, 39, 347-358.

De Costa, P. I. (2015). Re-envisioning language anxiety in the globalized classroom through a social imaginary lens. *Language Learning*, 65(3), 504-532.

- Douglas Fir Group (2016, in press). A transdisciplinary framework for SLA in a multilingual world. *The Modern Language Journal*, 100.
- Ellis, R. (2010). Second language acquisition, teacher education and language pedagogy. *Language Teaching*, 43, 182-201.
- García, O., & Sylvan, C.E. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. *The Modern Language Journal*, 95, 385-400.
- Gass, S.M., & Mackey, A. (2015). Input, interaction, and output in second language acquisition. In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition: an introduction* (2nd ed.) (pp. 180-206). New York: Routledge.
- Gibbons, P. (2003). Mediating language learning: Teacher interactions with ESL students in a content-based classroom. *TESOL Quarterly*, 37, 247-271.
- Hellerman, J., & Cole, E. (2008). Practices for social interaction in the language-learning classroom: Disengagements from dyadic task interaction. *Applied Linguistics*, 30, 186-215.
- Hulsjtin, J. et al. (2014). Bridging the gap: Cognitive and social approaches to research in second language learning and teaching. *Studies in Second Language Acquisition*, 36, 361-421.
- May, S. (2014). Disciplinary divides, knowledge construction, and the multilingual turn. In S. May (Ed.), *The multilingual turn: Implications for SLA, TESOL, and bilingual education* (pp.7-31). New York: Routledge.
- Norton, B. (2015). Identity, investment, and faces of English internationally. *Chinese Journal of Applied Linguistics*, 38(4), 375-391.
- Norton, B., & De Costa, P.I. (forthcoming). Research tasks on identity and language education, *Language Teaching*.
- Ortega, L. (2010). Second language acquisition. In J. Simpson (Ed.), *The Routledge handbook of applied linguistics* (pp. 171-184). New York: Routledge.
- Park, J.H., & De Costa, P.I. (2015). Reframing graduate student writing strategies from an activity theory perspective. *Language and Sociocultural Theory*, 2(1), 25-50.
- Shintani, N. (2015). The Incidental Grammar Acquisition in Focus on Form and Focus on Forms Instruction for Young Beginner Learners. *TESOL Quarterly*, 49 (1), 115-140.

Swain, M., Kinnear, P., & Steinman, L. (2010). *Sociocultural theory in second language education: An introduction through narratives* (pp. 15-31). Bristol: Multilingual Matters. [Chapter 2]

Taguchi, N. (2013). Production of routines in L2 English: Effect of proficiency and study-abroad experience. *System*, 41, 109-121.

VanPatten, B., & Williams, J. (2015). Early theories in SLA. In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition: an introduction* (2nd ed.) (pp. 17-33). New York: Routledge.

Zappa-Holman, S., & Duff, P.A. (2015). Academic English socialization through individual networks of practice. *TESOL Quarterly*, 49, 339-368.

Zuengler, J. & Miller, E. (2006). Cognitive and sociocultural perspectives: Two parallel SLA worlds? *TESOL Quarterly*, 40, 35-58.

Course Outline (Spring 2016)

Week/ Date	Topics	Required Readings	Work Due
1 (1/12)	Introduction	Ortega (2010); VanPatten & Williams (2015)	
2 (1/19)	SLA, Language Pedagogy, and L2 Knowledge	Ellis (2010); Loewen (Chapters 1 & 2) ¹ ; Guest speaker: Shawn Loewen	
3 (1/26)	Interaction in the L2 Classroom; Focus on Form	Loewen (Chapters 3 & 4); Gass & Mackey (2015)	D2L Forum Post 1 Due /Presentation 1 (Gass & Mackey)
4 (2/2)	The Acquisition of Grammar and Vocabulary	Loewen (Chapters 5 & 6); Shintani (2015)	Presentation 2 (Shintani)
5 (2/9)	The Acquisition of Pronunciation and Pragmatics	Loewen (Chapters 7 & 8); Taguchi (2013)	Interaction Assignment Due / Presentation 3 (Taguchi)
6 (2/16)	Contexts of ISLA; Individual Differences and ISLA	Loewen (Chapters 9 & 10); De Costa (2015)	D2L Forum Post 2 Due / Presentation 4 (De Costa)
7 (2/23)	Identity (Part 1)	Norton (2015); Darwin & Norton (2015)	Presentation 5 (Darwin & Norton)
8 (3/1)	Identity (Part 2)	Norton & De Costa (forthcoming); De Costa (2011)	Presentation 6 (De Costa)
9 (3/8)	Spring Break		
10 (3/15)	Language Socialization	Duff & Talmy (Ch. 4) ² ; Zappa-Holman & Duff (2015)	D2L Forum Post 3 Due / Presentation 7 (Zappa-Holman & Duff)
11 (3/22)	Vygotskian Sociocultural Theory (Part 1)	Lantolf (Ch. 1); Gibbons (2003)	Presentation 8 (Gibbons)
12 (3/29)	Vygotskian Sociocultural Theory (Part 2)	Swain et al. (2010); Park & De Costa (2015)	Presentation 9 (Park & De Costa)
13 (4/5)	No Class (TESOL)/ Zuengler & Miller (2006)		D2L Forum Post 4 Due
14 (4/12)	No Class (AAAL)/ Douglas Fir Group (2016, in press)		
15 (4/19)	Conversation-analytic Approach to SLA	Kasper & Wagner (Ch. 5); Hellerman & Cole (2008)	Presentation 10 (Hellerman & Cole)
16 (4/26)	Multilingual Turn in SLA	May (2014); Garcia & Sylvan (2011)	D2L Forum Post 5 Due /Presentation 11 (García & Sylvan); Final Paper Due on 4/30.
17 (5/3)	Presentations/Course Review	Hulstijn et al. (2014)	

¹ Loewen, S. (2015). *Introduction to instructed second language acquisition*. New York: Routledge.

² Atkinson, D. (Ed.) (2011). *Alternative approaches to second language acquisition*. New York: Routledge.