

**Course: FL 511: Second Language Acquisition Theory and Practice**

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Class Schedule 8:00 a.m.-9:50 a.m. (PST) Monday-Friday.

**Description and Course Objectives**

This course provides an overview of historical, modern and alternative approaches to second language acquisition (SLA) and the teaching methodologies that embody these approaches. Students will detail differences between and similarities among the various models of SLA as they learn how to identify, align them with ACTFL aligned teaching methodologies, and integrate them into the world language classroom. The following are the course objectives:

1. Read, summarize, and discuss literature from the field of SLA and SLA informed language teaching.
2. Apply concepts of SLA to teaching experiences and future practices through reflective writing, responses to discussion prompts, and materials design.
3. Promote connections of SLA theoretical concepts and language teaching practice through a collective, interactive class discussion.
4. Connect course learning with scholarly research and other multimodal resources through conducting a collaborative and participatory round-table discussion.

**Course Requirements:**

Required Textbook: *Common Ground: Second Language Acquisition goes to the Classroom*. Direct purchase link [here.](https://hackettpublishing.com/modern-languages/common-ground-second-language-acquisition-theory-goes-to-the-classroom)

Common Ground’s Companion [Website](https://hackettpublishing.com/common-ground-resources) (articles & books, blog posts, podcasts, webinars & presentations, videocasts, databases & other resources).

Supplemental materials are found on our course Moodle site.

*Note: The readings in this course are copyrighted. They are intended for use only by students registered for this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further.*

Main journals that publish SLA research, in alphabetical order:

*Annual Review of Applied Linguistics*

*Applied Linguistics*

*The Canadian Modern Language Review*

*International Journal of Applied Linguistics*

*International Review of Applied Linguistics*

*Foreign Language Annals*

*Language Learning*

*Language Learning & Technology* (open access online: http://llt.msu.edu/)

*Language Teaching*

*Language Teaching Research*

*The Modern Language Journal*

*Second Language Research*

*Studies in Second Language Acquisition*

*System*

*TESOL Quarterly*

**Course Expectations:**

I will conduct this course as a discussion/seminar format. Consequently, you and your colleagues will be responsible for participating and in some instances, leading discussion about the readings and related topics. You must come to class prepared to engage with your colleagues and the readings in critical, detailed, and informed comments and questions. Lively and vigorous intellectual discussion is important to your own understanding of the techniques and theories of this course and to those of your colleagues. I expect quality participation from all students (e.g., consideration of the assigned readings, synthesis of those readings from diverse viewpoints); respect for others’ views; and considerations of others in the course (including but not limited to monopolizing conversations, cell phone or text conversations during class, talking when others are talking, and/or holding side conversations).

One of my goals for this course is to have this classroom be a place where each of us may speak freely and share insights, critiques, evaluations and opinions. I will express opinions about matters discussed in class, but you have no obligation to agree with me. Respect for each other’s processing and understanding of the concepts we cover will be fundamental. My experience with this course leads me to some thoughts on opinions. Certainly, in this course, you will be asked to develop and propose opinions about the readings, their application or relevance to your teaching context, and what you value as an educator. It is important to keep in mind a few qualities about opinions and opinionating. First, opinions are not equal; indeed, if that were the case, we would never have such concepts as “best practices”. There are criteria from which we can judge the value of opinions. Often, we are tempted to draw from our own experience to form our opinion. It is important to realize, though, that personal experience is only one component of a good opinion; other criteria include scholarship, theory, and practice. Opinions can be wrong if they are based upon inadequate information, theory or practice. Opinions do not have to be agreed upon in consensus, dissensus can also be productive. Opinions must be supported by evidence and in this course, opinions will be assessed and evaluated by that evidence. Finally, simple response opinions such as “I like it” or “I disagree” without support are insufficient.

**Course Evaluation Components:**

Preparation and Participation 10%

Preparation Tasks 30%

SLA Scholarly Article Summary and Presentation 20%

Collective Discussion Lead 10%

Final Roundtable Project 30%

**Description of Course Components:**

*Preparation & Participation (10%)*

Preparation and active participation are vital in each session. Due to the intensive format of the SLI program, your punctuality and attendance in class is extremely important. You are required to be present, prepared and to actively participate in the various interactive activities. Missing class is not permitted. Late arrivals will be reflected in daily participate grades. Each absence will result in a 10% reduction in your final grade. In the case of illness or another emergency, the student should consult with the professor and the director of SLI.

*Preparation Tasks (30%)*

Students will complete preparation tasks identified in the course calendar and will be completed either in or outside of class. Preparation tasks serve to expand students’ skills in succinctly summarizing, analyzing and reflecting on literature in the field and designing theory informed classroom materials. A significant emphasis is placed on the practice of making connections between SLA theory and the practice of language teaching. Complete guidelines and instructions for submission of preparation tasks can be found on Moodle.

*SLA Scholarly Article Summary and Presentation (20%)*

Each student, pair, or group of 3 will select and summarize individually (written) a scholarly article related to SLA or SLA informed classroom language teaching. Students will then present and lead a discussion of their article during the session assigned on Moodle to encourage colleagues to connect the article to their own language teaching practice.

*Collective Discussion Lead (10%)*

Collectively, students will take ownership of a textbook chapter and will take turns leading an engaging discussion on the assigned chapter topic. Students can work individually, in pairs, or groups of 3. Discussion leader topics and schedule will be defined during the first week of the session. Complete guidelines and instructions for the individual discussion leader can be found on Moodle.

*Final Round-Table Project (30%)*

Students will prepare for, present, and moderate discussion for a final round-table project to support SLA theory to practice connections. Students can work individually, in pairs, or in groups of 3. The activity is completed in four related parts.

Part 1: Students will explore the multimodal resources on the text companion website (or other) and select one resource that connects to the course content (SLA theoretical perspective, SLA informed language teaching) and the students’ own interests and teaching philosophies

Part 2: Students will write a two-to-three-page response connecting the multimodal resource(s) and related course content (SLA theoretical perspective) with relevant links and citations. Students will include one paragraph explaining their ideas for part 3

Part 3: Students will plan and propose an interactive round table discussion with visual support that synthesizes the multimodal resource(s) and related course content (SLA theoretical perspective) in a way that promotes practice-related reflection and expansion of the round table topic. The time dedicated to each roundtable session will depend on grouping dynamics and number of students (estimated 20-30 min).

Part 3: During the final class sessions, students will lead an in-class roundtable to present their synthesis and moderate discussion.

Complete guidelines and instructions for submission for the final round-table project components can be found on Moodle.

**Course Calendar**

\*Changes to assignments and due dates can be made at the discretion of the instructor.

Final course calendar to be posted on Moodle on the first day of class June 24, 2022.

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| Session | During the Session | Preparation and Assignments |
| Week 1 | | |
| Monday, June 24 | Introductions (Course, Instructor, Students)  What is SLA?  Read CG Preface and Notes on Terminology together  Discuss Chapter 1 Pre-test  Syllabus Acronyms and Key Points | Read CG Chapter 1: Guiding Principles: *What do I need to know?*  Task 1: Chapter 1 D&E Questions 1, 3, & 4 or 5 |
| Tuesday, June 25 | Interactive discussion CG Chapter 1  Discussion of Major Assignments (Scholarly article summary and presentation and Collective Discussion Lead) | Read CG Chapter 1: Guiding Principles: *What does it look like in the classroom?*  ACTFL Modes of Communication (on Moodle)  Task 2: Chapter 1 O&A #3  Task 3: ACTFL Modes of communication Quiz |
| Wednesday June 26 | Interactive discussion CG Chapter 1  Discuss CG Chapter 2 Pre-test questions  Reserve 30 minute for discussion of the Final Round Table assignment. | Read CG Chapter 2: Goals and Assessment: *What do I need to know?*  Task 4: Chapter 2 D&E Questions 1, 7, 8 or 10  Task 5: Identify if working alone, pair, or group and select scholarly article. |
| Thursday June 27 | Interactive discussion CG Chapter 2 | Read CG  Chapter 2: Goals and Assessment: *What does it look like in the classroom?*  Task 6: Chapter 2 D&E Questions 13; O&A: 3 |
| Friday June 28 | Interactive discussion CG Chapter 2  Discuss CG Chapter 3 Pre-test questions  1 hour dedicated to individual/pair presentation Chapter 3  Course evaluation note taking session. | Read CG Chapter 3: Input: *What do I need to know?*  Task 7: D&E Questions 2 or 3 & 6  Individual/pair presentation and lesson plan submission for Chapter 3 |
| Week 2 | | |
| Monday July 1 | Collective Discussion Lead Chapter 3 | Read CG Chapter 3: Input: *What does it look like in the classroom?*  Task 8: D&E Question 9, O&A Question 3  SLA Scholarly Article Summary and Presentation |
| Tuesday July 2 | Collective Discussion Lead Chapter 3  Discuss CG Chapter 4 Pre-test questions  Scholarly Article Presentation 1 | Read CG Chapter 4: Reading, Listening, Viewing: *What do I need to know?*  Task 9: Chapter 4 D & E Questions 1, 2, & 6 or 7 |
| Wednesday July 3 | Interactive discussion CG Chapter 4  Scholarly Article Presentation 2  Discuss Final Round-Table Project | Read CG Chapter 4: Reading, Listening, Viewing *What does it look like in the classroom?*  Task 10: Chapter 4 O&A question 3 |
| Thursday July 4 | Interactive discussion CG Chapter 4  Discuss CG Chapter 5 Pre-test questions  Scholarly Article Presentation 3 | Read CG Chapter 5: Output: *What do I need to know?*  Task 11: Chapter 5 D&E Questions 1 and choose 1 of 6, 7, or 9 |
| Friday July 5 | Interactive discussion CG Chapter 5  Scholarly Article Presentation 4  Course evaluation note taking session. | Read CG Chapter 5: Output: *What does it look like in the classroom?*  Task 12: Chapter 5 O&A Question 3  Final Round Table Part 1 |
| Week 3 | | |
| Monday July 8 | Interactive discussion CG Chapter 5  Discuss CG Chapter 6 Pre-test questions  Scholarly Article Presentation 5 | Read CG Chapter 6: Interaction: *What do I need to know?*  Task 13: Chapter 6 D& E Questions 3, 4, & 7 or 9  Final Round Table Part 2 |
| Tuesday July 9 | Interactive discussion CG Chapter 6  Scholarly Article Presentation 6 | Read CG Chapter 6: Interaction: *What does it look like in the classroom?*  Task 14: Chapter 6 O&A Question 3 |
| Wednesday July 10 | Interactive discussion CG Chapter 6  Scholarly Article Presentation 7 | Read CG: Epilogue  Task 15: Instructions on Moodle  Final Round Table Part 3 |
| Thursday July 11 | Let’s Get Real: Epilogue discussion and sharing  Part 4: Roundtable Presentation Session 1 | No Readings, Tasks or Assignments. |
| Friday July 12 | Part 4: Roundtable Presentations Session 2  Course evaluations if available. If not, course evaluation note taking session. | No Readings, Tasks or Assignments.  Make a note in your calendar to complete course evaluations. |