

Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

**Second Language Acquisition for Language Educators (REQ / 3 cr.)
SPRING 2022**

Instructor: Prof. Daniel Jackson

Email: Jackson-d@kanda.kuis.ac.jp

Course Dates

4/24 (Sun.)	5/15 (Sun.)	5/29 (Sun.)
6/12 (Sun.)	7/10 (Sun.)	

Notes:

1. On each date, the course (whether implemented online or face-to-face) will meet from 10:00 AM until 5:00 PM with a lunch break from 12:00 to 1:00 PM, as well as shorter breaks.
2. Additional work equivalent to **6 hours** will be provided in the form of online reading and writing. Namely, the online discussion assignment (see below) requires students to read the textbook and respond in writing via the course website. Students should independently schedule time for this work (as well as other homework assignments) outside of the regular meeting times.

Course Overview

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, consultations with the instructor and classmates regarding a self-selected term paper topic, 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.

Course Schedule

Session	Topic
1	Course Introduction and the Age Factor

2	Crosslinguistic Influence
3	The Linguistic Environment
4	Individual Differences
5	Social Dimensions

Pre-course Reading/Assignment

Chapters 1 & 2 from the textbook (*Understanding Second Language Acquisition* by Ortega).

Required Textbook

The instructor will provide all course materials.

Assignments and Assessment

Classmate Interview (10%) - In the first meeting, you will interview a classmate and record their responses, based questions the instructor provides. Please submit the assignment using the form provided at the course website. The grade will be based on completion of the assignment and writing clarity.

Online Discussion (25%) - Five times throughout the course, you will: (a) post your question based on the reading 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 and be sure to sign your name at the bottom of all messages. Add page references from the text or APA-style citations (to other readings) to other sources, as needed. Each post counts as 3% and each reply as 1% of your final grade.

Lecture-based Quizzes (15%) - During each meeting, you will listen to a lecture on the unit topic and then complete a brief quiz based on the lecture. You may use notes and/or the assigned readings when you answer the questions.

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). The article facilitation will be graded according to the following criteria: (1) preparation (including slides), (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 discussion about the article among class members.

Term Paper (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. The format for this paper is a literature review (i.e., an organized synthesis of recent evidence on a particular topic using primary sources, including journal articles and academic books). Your paper should address a question that an English language teacher might ask; however, you can include research on learning languages other than English in order to answer that question. Term papers should be double-spaced, written in Times New Roman, 12-point font using standard margins. They should not exceed 5 pages. This page count includes the reference list, which should not exceed 1 page. Your paper should begin with a brief, interesting title and your name on the next line (no title page is needed). The term paper will be graded according to the following criteria: (1) organization, including use of headers; (2) clear statement of the issues addressed, (3) discussion of recent SLA research based on sources included in the reference list, (4) use of APA style, and (5) presentation according to formatting guidelines.

Evaluation: Letter grade

Detailed Schedule

Date	Unit	Lesson activities	Homework
4/24	1	<ul style="list-style-type: none"> ● Course introduction ● Lecture on age ● Classmate interview ● Quiz #1 	<ul style="list-style-type: none"> ● Submit your classmate interview notes (by today) ● Post to online discussion ● Read USLA Ch. 3 before next meeting ● Facilitators read and prepare presentations
5/15	2	<ul style="list-style-type: none"> ● Lecture on crosslinguistic effects ● Quiz #2 ● Article facilitations ● Writing workshop 	<ul style="list-style-type: none"> ● Post to online discussion ● Read USLA Ch. 4 before next meeting ● Facilitators read and prepare presentations

5/29	3	<ul style="list-style-type: none"> ● Lecture on the linguistic environment ● Quiz #3 ● Article facilitations ● Writing workshop 	<ul style="list-style-type: none"> ● Post to online discussion ● Read USLA Ch. 7, 8 and 9 before next meeting ● Facilitators read and prepare presentations
6/12	4	<ul style="list-style-type: none"> ● Lecture on individual differences ● Quiz #4 ● Article facilitations ● Writing workshop 	<ul style="list-style-type: none"> ● Post to online discussion ● Read USLA Ch. 10 before next meeting ● Facilitators read and prepare presentations ● Prepare a draft of your term paper to share with a classmate in the final meeting
7/10	5	<ul style="list-style-type: none"> ● Lecture on social factors ● Quiz #5 ● Article facilitations ● Writing workshop 	<ul style="list-style-type: none"> ● Post to online discussion ● Complete term paper and submit by deadline (TBA)

Academic Integrity

The MA TESOL Program seeks to uphold values of academic integrity. This means that plagiarism and cheating are not tolerated and that students are expected to strive for the highest standards in all of their work. The program has been designed to enable all students to meet these expectations and various resources are available to support you. Program faculty may report incidents involving plagiarism, cheating, or other forms of dishonesty to the Program Director and Assistant Director and actions will be taken to address any misconduct, depending on its severity. Should you have questions about this statement, please contact the course instructor and/or program directors.

Instructor Bio

I earned my M.S. in Education from the University of Pennsylvania and my Ph.D. in Second Language Studies from the University of Hawai'i at Mānoa. Since 2015, I have been an associate professor in the Department of English at Kanda University of International Studies (KUIS). For the MA TESOL Program at KUIS, I have designed and taught courses on Academic Writing and Second Language Acquisition (SLA). I also serve on the program's steering committee and have supervised students on their MA Projects. Through my teaching and research, I aim to improve language education by: (1) exploring combinations of (mostly cognitive) learner individual differences that influence SLA and (2) promoting understanding of task-based language

teaching, particularly concerning the effects of task design on L2 outcomes and the role of the teacher as a ‘noticer’ of student engagement. My publications have appeared in *Journal of Psycholinguistic Research*, *Journal of Second Language Writing*, *Language Learning*, *Language Teaching Research*, *Studies in Second Language Learning and Teaching*, *TESOL Quarterly*, and *The TESOL Encyclopedia of English Language Teaching*. I am also a co-editor with Gisela Granena and Yucel Yilmaz of *Cognitive Individual Differences in Second Language Processing and Acquisition* (John Benjamins, 2016) and author of *Language Teacher Noticing in Tasks* (Multilingual Matters, 2021).

Note: This provisional syllabus will be updated as needed throughout the course.