**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**

**School of Sciences and Education**

**MA in Applied Linguistics to TEFL**

**SECOND LANGUAGE ACQUISTION**

**Semester II – 2018-3**

**COURSE PROFESSOR**

Alvaro H. Quintero P.

[quinteroalvaro@yahoo.com](mailto:quinteroalvaro@yahoo.com)

**ROOM**

201 Edificio Posgrados

505 (alternative room)

**DESCRIPTION**

In relation with Universidad Distrital’s Mission of fostering knowledge democratization, equity and quality education, this seminar is intended be a space for analysis and discussion of mainstream Second Language Acquisition (SLA) theories, drawing attention to contemporary socio-cultural and language socialization issues. The perspective proposed for such analysis and discussion is based on tenets of Postcolonial Theory to problematize English language learning in contexts of the global South. Historically, SLA has been an area dominated by Anglo North American perspectives towards language learners, interlanguage development, input-output and other themes of language acquisition and learning.

Students of this course are encouraged to engage in testimonial writing as a way to take a stance towards what it means to learn the English language considering factors such as, cognitive, social, and cultural, and associated issues of politics, class, race, gender, ethnicity, and epistemological status. The students are also guided through an informed experiential and narrative framework to achieve the purpose of taking a stance.

**COURSE GOALS**

• To critically scrutinize SLA theories in the light of epistemological alternatives to mainstream tendencies.

• To analyze the relation between personal experiences associated to disciplinary and pedagogical knowledge and L2 learning and teaching through a testimonial writing/narrative framework.

**TOPICS**

* SLA: what is it? Why is it important in the field of applied linguistics?
* Mainstream vs alternative views of SLA
* Categories of SLA theories: Nativist, environmental, and interactionist.
* Learning vs acquisition: Individual and collective factors influencing SLA
* Bilingualism: L1 acquisition vs L2 acquisition

**METHODOLOGY**

This seminar is an opportunity to reflect upon the tensions, reflections, lived experiences of participants as learners and teachers developing knowledge towards the ELT field and its pedagogy crafting their own perspectives towards SLA. In that train of thought, the seminar revolves around testimonial writing/narrative and pedagogy through which the participants tell their own stories of knowledge regarding language learning and teaching. That way, they could possibly “challenge dominant notions of who can construct knowledge” (Delgado, Burciaga and Flores 2012 p. 4).

Two books are a cornerstone of the seminar. Thus, participants are expected to resort to arguing some standpoints considering them. These books are:

* Understanding Second Language Acquisition by Lourdes Ortega.
* Outline of Second Language Acquisition Theories by Mariuz Trawinski.

As well, the course is divided into two modules that combine theory and practice. The first module focuses on the discussion of SLA theories from two perspectives: mainstream and postcolonial that serve as the foundation for practical activities. The second module emphasizes on personal and collaborative practices of testimonial writing informed by relevant theories on SLA.

**ASSESSMENT**

|  |  |  |
| --- | --- | --- |
| **Criteria/Activity** | **Description** | **Weight** |
| Weekly participation in class blog  **Each session** | Participants post a short comment in the class blog before each session providing a response to one of the assigned readings answering the question: **how does this text relate to my context/compel me/make me reflect?** | 15% |
| Sharing of insights regarding one reading related to each class topic  **Each session** | Two participants read one text and have a 30-minute space to share learnings and relate them to the issues dealt with in class. | 15% |
| Testimony preparation and presentation  **Due date: Sept 27th** | Along the semester, students outline, write and share their testimonies intending to answer one of the next questions:  What’s my view of language?  What’s my view of language pedagogy? | 30% |
| Testimonies collaborative theorization and final document.  **Due date: November 15th & 22nd** | There will be some reading-aloud sessions in which participants will read and listen each person’s testimony and will come up with reactions and comments to enrich the participant’s final paper. | 40% |

**COURSE PLANNER**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **TIME FRAMEWORK** | | | **UNIT DIALOGUE** | | **ACTIVITY** | | **ASSIGNED READINGS** |
| **Week 1** | | **August 16h** | | 1  Program introduction  Induction to testimonial writing | Presentation of modules organization, assessment criteria, class tasks and final document.  Sharing and commenting on an example of testimonial writing. | | Course program (Posted on Schoology)  Quintero, A. (2013). Lo tradicional y lo alternativo en la formación de profesores de lenguas (inglés): Una mirada desde la ventana de la Pedagogía Crítica. Enletawa Journal 6. 95-104 |
| **Week 2** | **August 23rd** | | 2  SLA: what is it? Why is it important in the field of applied linguistics? | | **Introspective practice & discussion**  Students share and discuss their insights provoked by the readings. | | Saville-Troike, M. (2006). Introducing Second Language Acquisition. Cambridge University Press. Chapter 1 & 2  Ortega, L. (2013). Understanding second language acquisition. New York: Routledge. Chapter 1 |
| **Week 3** | **August 30th** | | 3  Learning vs Acquisition: Individual and collective factors influencing SLA | | **Introspective practice & discussion**  Students share and discuss their insights provoked by the readings. | | Vygotsky, L. (1978). El desarrollo de los procesos psicológicos superiores. Barcelona: Editorial Crítica. Capítulo 6: Interacción entre aprendizaje y desarrollo  Ortega, L. (2013). Understanding second language acquisition. New York: Routledge. Chapter 2-10 will be distributed among students |
| **Week 4** | **September 6th** | | 4  Categories of SLA theories: Nativist, environmental, and interactionist. | | **Presentation of an application of an SLA theoretical model.**  Students choose a practical teaching-learning personal experience to explain one of the three categories of SLA theoretical models. | | Trawinski, M. (2005). An outline of second language acquisition theories. Krakow: Wydownictwo Naucowe AP. Chapter I & VI  Guerrero, C.H. (2007). Applications of Vygotskyan concept of mediation in SLA. *CALJ* 9. 213-228 |
| **Week 5** | **September 13th** | | 5  Mainstream and alternative views of SLA | | **Debate**  Students argue for or against mainstream or alternative views of SLA in short well supported oral interventions. | | Menezes, V. (2013). Second language acquisition: Reconciling theories. *Open Journal of Applied Sciences*. 404-412  Samacá, Y. (2012). On rethinking our classrooms: A Critical Pedagogy View. *HOW*. 19 |
| **Week 6** | **September 20th** | | 6  Bilingualism and bilingual education | | **Characterization of a bilingual person**  Students interview a bilingual person to characterize him or her by using theoretical tools from the course. | | Guerrero, C.H. (2010). Elite Vs. Folk bilingualism. The mismatch between theories and educational and social conditions. *HOW* 17. 165-179  Baker C. (2011). Foundations of bilingual education and bilingualism (3rd ed.). Bristol, UK: Multilingual Matters. Chapter 1 |
| **Week 7** | **September 27th** | | **Mid-term progress presentation: Outline of testimonial writing** | | | | |
| **Week 8** | **October 4th** | | 1  Innatist and environmental standpoints towards language learning: Finding points of convergence and clash | | **Workshop**  Participants will use a Venn’s diagram to find similarities and differences among perspectives.  A memory from a classroom experience will be brought up to exemplify either standpoint.  In-class preparation of testimonies towards participants’ reactions, reflections, experiences regarding the themes covered in the seminar. | | Latifi, M. S., Ketabi, S. k., & Mohammadi, E. E. (2013). The Comprehension Hypothesis Today: An Interview with Stephen Krashen. *Electronic Journal Of Foreign Language Teaching*, *10*(2), 221-233.  Block, D. 2007b. ‘Socializing second language acquisition’ in Z. Hua, P. Seedhouse, L. Wei, and V. Cook (eds): Language Learning and Teaching as Social Interaction. New York: Palgrave Macmillan |
| **Week 9** | **October 11th** | | 2  A closer view of the environmental perspective towards language learning within a context of the Global South | | **Participants’ organization of class discussion**  Based on the articles read, participants will propose the line of discussion in the session. | | Glodjo, T. (2017). Deconstructing social class identity and teacher privilege in the second language classroom. Tesol Journal, 8(2), 342-366. doi:10.1002/tesj.273  [Broxner, C](http://www.google.com/search?q=%22Despagne%20Broxner,%20Colette%22). (2015) [Modernidad, colonialidad y discriminación en torno al aprendizaje del inglés en Puebla, México](http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S0185-62862015000200059&lang=pt) *Nº 68 Páginas 59 – 80.* |
| **ASOCOPI CONGRESS OCTOBER 11TH-13TH** | | | | | | | |
| **Week 10** | **October 18th** | | 3  Interactional and environmental standpoints towards language learning: Finding points of convergence and clash | | **Memory recall**  Participants will focus on reflecting upon the question: what do we pay attention to when teaching?  Listening to participants’ testimonies and collective theorization of them. | | Anthony, A. B. (2008). Output Strategies for English-Language Learners: Theory to Practice. *Reading Teacher*, *61*(6), 472-482.  Castañeda-Peña, H. (2008). ‘I said it!’ ‘I’m first!’: Gender and language-learner identities. *Colombian Applied Linguistics Journal, 0*(10), 112-125. doi:<https://doi.org/10.14483/22487085.100> |
| **Week 11** | **October 25th** | | 4  Environmental and Innatist standpoints towards language learning: Finding points of convergence and clash | | | **Case Study**  Participants will analyze a class talk between students and the teacher to see what sort of beliefs are behind the teacher’s choice of activities and talk inside the lesson. | Ciriza-Lope, M. M., Shappeck, M., & Arxer, S. (2016). Emergent Target Language Identities Among Latino English Language Learners. *Journal Of Latinos & Education*, *15*(4), 287-302. doi:10.1080/15348431.2015.1134535  Khansir, (2012)*.* [Error Analysis and **Second** **Language** **Acquisition**.](http://web.b.ebscohost.com.bdigital.udistrital.edu.co:8080/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie45PFIrqa0SK%2bk63nn5Kx95uXxjL6trUmtqK5Jtpa3UrGruEu3ls5lpOrweezp33vy3%2b2G59q7Ra%2brtFC2rLNPs6ykhN%2fk5VXj6aR84LPjjeOc8nnls79mpNfsVbWusUy1r65IpNztiuvX8lXk6%2bqE8tv2jAAA&vid=9&sid=7c877dde-305d-499c-b44f-13a69fa1d3d1@pdc-v-sessmgr01) *Theory & Practice in***Language***Studies,* (2) 5, p1027-1032, |
| **SYMPOSIUM ON APPLIED LINGUISTICS NOVEMBER 1ST -2ND** | | | | | | | |
| **Week 13** | **November 8th** | | 5  Interactional, and Innatist standpoints towards language learning: Finding points of convergence and clash | | | **Question-posing**  Participants will develop a range of questions that are left answered by the authors and that they may answer themselves considering the context in which they are involved. | Firth, A., & Wagner, J. (2007). Second/Foreign language learning as a social accomplishment: Elaborations on a reconceptualized SLA. *The Modern Language Journal,* *91*  Nor & Rashid (2018) A review of theoretical perspectives on *language* *learning* and acquisition. [*Kasetsart Journal of Social Sciences*](https://www-sciencedirect-com.bdigital.udistrital.edu.co/science/journal/24523151),  39, (1),161-167. |
| **Week 14** | **November 15th** | | 6 Environmental and Interactional standpoints towards language learning: Different voices | | | **Outlining a theory of language learning for the varied contexts.**  By crafting reflections and hearing voices from teachers as knowledge producers, participants will delve into their own theorization of language learning. | Kumaravadivelu, B. (2016). The decolonial option in English teaching: can the subaltern act? TESOL Quarterly, 50/1, 66-85  Liu (2014) Living with a Foreign Tongue: An Autobiographical Narrative Inquiry into Identity in a Foreign Language. Alberta Journal of Educational Research. Summer 2014, 60 (2), p264-278. |
| **Week 15** | **November 22nd** | | Feedback session: Class assessment and learnings. | | | | |
| **Week 16** | **November 29th** | | Feedback session: Class assessment and learnings. | | | | |

**JOURNALS AND DATA BASES**

ProQuest

Scopus

ScienceDirect

SpringerLink

Dialnet

Cengage

Ebsco

Jstore

**ACADEMIC EVENTS**

**Asocopi congress october 11th-13th**

**Symposium on applied linguistics november 1st -2nd**

AHQP/Aug./2018