UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to ELT
SECOND LANGUAGE ACQUISTION
Semester II – 2021-3

COURSE PROFESSOR
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ROOM
Google Classroom

DESCRIPTION
In relation with Universidad Distrital's Mission of fostering knowledge democratization, equity and quality education, this seminar is intended to 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 reflective practice as well as practical applications of theories as ways to take a critical 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 introspective framework to achieve the purpose of taking a critical 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 writing within an introspective 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 personal narratives 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.
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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 theoretical critical review and pedagogical application related to SLA that will take the shape of a small-scale project.

ASSESSMENT

Criteria/Activity	Description	Weight
Active in-class participation: Sharing of insights about one reading related to each class topic **Each session**	Participants present and share a short comment in each session providing a response to one of the assigned readings answering the questions: **how does this text relate to my context? What does it compel me reflect upon?**	15%
Practical activities: Initial ideas about small-scale project **August 19th** Presentation of an application of an SLA theoretical model **September 2nd** Characterizing a bilingual person **September 16th**	Students will engage in some activities intended to activate a critical stance through practical developments	25%

Workshop **September 30th** Case study **October 28th** Question-posing **November 11th**		
Small-scale project report I **September 23rd**	Students will choose a topic from the course program to propose a pedagogical intervention. The intervention will be designed based on some genuine needs, piloted, and implemented.	25%
Small-scale project report II **November 25th**	Students will present the final outcomes of the design, piloting, and implementation of the pedagogical intervention. For final paper, more specific guidelines will be given with time in advance.	35%

COURSE PLANNER

WEEK/DATE	TOPIC	ACTIVITY	ASSIGNED READINGS
Week 1 August 12th	Program introduction	Presentation of modules organization, assessment criteria, class tasks and final document.	Course program (Posted on Schoology)

		Introspective practice & discussion	Saville-Troike, M. (2006). Introducing Second Language Acquisition. Cambridge University Press. Chapter 1 & 2
Week 2 August 19th	SLA: what is it? Why is it important in the field of applied linguistics? Induction to narrative writing	Students share and discuss their insights provoked by the readings. Commenting on narrative writing **Initial ideas about small-scale project**	Ortega, L. (2013). Understanding second language acquisition. New York: Routledge. Chapter 1 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 3 August 26th	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 (students pick one chapter)
Week 4 September 2nd	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

Week 5 September 9th	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
Week 6 September 16th	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.	Baker C. (2011). Foundations of bilingual education and bilingualism (3rd ed.). Bristol, UK: Multilingual Matters. Chapter 1
Week 7 September 23rd	**Small-scale project report I**		
Week 8 September 30th	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.	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 7th	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. (2015) Modernidad, colonialidad y discriminación en torno al aprendizaje del inglés en Puebla, México *Nº 68 Páginas 59 – 80.*
Week 10 October 14th	56th ASOCOPI Annual Conference		
Week 11 October 21st	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' narratives and collective theorization of them.	Anthony, A. B. (2008). Output Strategies for English-Language Learners: Theory to Practice. *Reading Teacher*, *61*(6), 472-482.
Week 12 October 28th	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**. *Theory & Practice in* **Language** *Studies,* (2) 5, p1027-1032

Week 13 November 4th	XXVII International Symposium on Research in Applied Linguistics		
Week 14 November 11th	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*, 39, (1),161-167.
	Mini course with international guest speakers & preparation to XXV Symposium on Research in Applied Linguistics		
Week 15 November 18th	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 16 November 25th	**Small-scale project report II**		

REFERENCES

Baker C. (2011). *Foundations of bilingual education and bilingualism* (3rd ed.). Bristol, UK: Multilingual Matters. Chapter 1

Menezes, V. (2013). Second language acquisition: Reconciling theories. *Open Journal of Applied Sciences*. 404-412

Ortega, L. (2013). *Understanding second language acquisition*. New York: Routledge. Chapter 1, 2-10

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

Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. Cambridge University Press. Chapter 1 & 2

Trawinski, M. (2005). *An outline of second language acquisition theories*. Krakow: Wydownictwo Naucowe AP. Chapter I & VI

Vygotsky, L. (1978). *El desarrollo de los procesos psicológicos superiores*. Barcelona: Editorial Crítica. Capítulo 6: Interacción entre aprendizaje y desarrollo

JOURNALS AND DATA BASES

ProQuest
Scopus
ScienceDirect
SpringerLink
Dialnet
Cengage
Ebsco
Jstore
Taylor & Francis

ACADEMIC EVENTS

Asocopi Conference, October 14th- 16th,
XXVII Symposium on applied linguistics November 4th & 5th

AHQP/Aug./2021