



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to ELT
SECOND LANGUAGE ACQUISITION
Semester II – 2023-3

COURSE PROFESSOR

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ROOM

702
 Graduate Building

DESCRIPTION

Continuing with the critical analysis of our disciplinary field in the MLAEI program, this seminar is intended to set a space for a situated-feeling-thinking-doing of Second Language Acquisition (SLA), problematizing the mainstream perspectives installed from the Global North in regard to in contrast with the realities we are living as learners, teachers and researchers in the educational territories of our Global south. Therefore, students of this course are encouraged to explore and develop these problematizations based on socio-critical and decolonial tenets take a critical stance and challenge the colonial legacies and ideologies constructed around conventional ways of how languages are learned and how they should be taught considering cognitive, social, and cultural dimensions, and associated issues of politics, class, race, gender, ethnicity, and epistemological positionalities. The students are also guided through an experiential and introspective work to reach this purpose.

COURSE GOALS

- To critically analyze SLA theories in the light of epistemological alternatives to mainstream tendencies.
- To analyze the relation between personal experiences associated to disciplinary and pedagogical knowledges and L2 learning and teaching through lived experiences.

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
- Bilingualism: L1 acquisition vs L2 acquisition
- Plurilingualism & Translanguaging Global South perspectives

METHODOLOGY

This seminar is an opportunity to reflect upon the tensions, reflections, lived experiences of participants as learners and teachers developing knowledges towards the ELT field and its pedagogy, crafting their own perspectives towards SLA.

*Program prepared based upon a contribution by Professor Álvaro Hernán Quintero Polo



In that train of thought, the seminar revolves around personal narratives and pedagogy through which the participants tell their own stories of knowledges 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).

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 socio-critical and decolonial tenets that serve as the foundation to critically characterize language teaching and learning in our contexts. 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 personal experiences and insights about one reading related to each class topic Each session	Participants present and share a response to one of the assigned readings answering the questions: how does this text relate to my be-being a language teacher and my contexts? What does it compel me reflect upon?	15%
Practical activities: Initial ideas about small-scale project September 14th Workshops on topics from the course program September 7th Characterizing language learning and teaching ideologies constructed in our contexts. September 14th- October 26th	Students will engage in some activities intended to develop a critical stance of SLA through practical developments in our contexts.	35%



Small-scale projects report I September 21st	Students will choose a topic from the course program to propose a pedagogical application. It will be designed based on some genuine needs, piloted, and implemented.	25%
Small-scale project report II November 16th	Students will present the final outcomes of the design, piloting, and implementation of the pedagogical application. For final paper, more specific guidelines will be given with time in advance.	35%

COURSE PLANNER

WEEK/DATE	TOPIC	ACTIVITY	ASSIGNED READINGS
Weeks 1 August 17 th	Program introduction	Presentation	Course program (Posted on Teams) Anzaldúa, G. (2015). Terrorismo Lingüístico In Mujer Palma de cera https://mujerpalmadecera.wordpress.com/2015/08/09/terrorismo-linguistico/
Weeks 2-3 August 24 th - August 31 st	SLA: What is it? Why is it important in the field of Applied Linguistics	Introspective practice and discussion Students share and discuss their insights around language and language teaching and learning. Starting narrative writing	Ilba (2015) <u>Sobre el “mejor castellano del mundo” y la colombianada. / About the “Best Spanish in the World” and the Colombianada.</u> Respuesta a Terrorismo Lingüístico por gloria Anzaldúa. https://mujerpalmadecera.wordpress.com/2015/08/09/el-mejor-castellano-del-mundo/ Ortega, L. (2013). Understanding second language acquisition. New York: Routledge. Chapter 1



<p>Week 4 September 7th</p>	<p>Learning Vs Acquisition: Individual and collective factors influencing SLA</p>	<p>Introspective practice & discussion Students share and discuss their insights provoked by the readings.</p>	<p>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 choose one chapter) 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</p>
<p>Week 5 September 14th-21st</p>	<p>Categories of SLA theories: Nativist, environmental, and interactionist.</p>	<p>Introspective practice & discussion Students choose a practical teaching-learning personal experience to explain one of the three categories of SLA theoretical models. Initial ideas about small-scale project</p>	<p>Trawinski, M. (2005). An outline of second language acquisition theories. Krakow: Wydawnictwo Naukowe AP. Chapter I & VI. Zentella, A.C.(2000). Hablamos los dos. We speak both: Studying Bilingualism in the community Context. In Growing up bilingual. Puerto Rican children in New York. (pp. 1-16) Malden: Blackwell Zentella, A.C.(2000). The community of El Bloque. In Growing up bilingual. Puerto Rican children in New York. (pp. 17-40) Malden: Blackwell.</p>
<p>Weeks 6-7 September 28th</p>	<p>Mainstream and alternative views of SLA</p>	<p>Debate Students argue for or against mainstream or alternative views of SLA in short well supported oral interventions. Initial ideas about small-scale project</p>	<p>Menezes, V. (2013). Second language acquisition: Reconciling theories. <i>Open Journal of Applied Sciences</i>. 404-412 Latifi, M. S., Ketabi, S. k., & Mohammadi, E. E. (2013). The Comprehension Hypothesis Today: An Interview with Stephen Krashen. <i>Electronic Journal Of Foreign Language Teaching</i>, 10(2), 221-233. Nor & Rashid (2018) A review of theoretical perspectives on language learning and acquisition. <i>Kasetsart Journal of Social Sciences</i>, 39, (1),161-167.</p>



Week 8 October 5th	Small-scale projects report I		
Week 9 October 12 th	ASOCOPI ANNUAL CONFERENCE		
Week 10 October 19th	Bilingualism and Bilingual Education	Introspective practice & discussion Characterization of a bilingual person by using theoretical tools from the course.	Baker C. (2011). Foundations of bilingual education and bilingualism (3rd ed.). Bristol, UK: Multilingual Matters. Chapter 1 Glodjo, T. (2017). Deconstructing social class identity and teacher privilege in the second language classroom. <i>Tesol Journal</i> , 8(2), 342-366. doi:10.1002/tesj.273
Weeks 11-13 October 26 th - November 9th	Plurilingualism & Translanguaging a Global south Perspective towards language learning and teaching	Introspective practice & discussion A memory from a classroom experience will be brought up to exemplify either standpoint.	Ortega, Y. (2019). "Teacher, ¿Puedo Hablar en Español?" A Reflection on Plurilingualism and Translanguaging Practices in EFL. <i>Profile: Issues in Teachers' Professional Development</i> , 21(2), 155–170. https://doi.org/10.15446/profile.v21n2.74091 <u>Broxner, C. (2015) <i>Modernidad, colonialidad y discriminación en torno al aprendizaje del inglés en Puebla, México</i> 68 (59 – 80).</u> Claudia Vallejo & Melinda Dooly (2019): Plurilingualism and translanguaging: emergent approaches and shared concerns. Introduction to the special issue, <i>International Journal of Bilingual Education and Bilingualism</i> , DOI: 10.1080/13670050.2019.1600469 https://doi.org/10.1080/13670050.2019.1600469



Week 12 November 2nd	XXVII International Symposium on Research in Applied Linguistics		
Week 14 November 16 th	Paths others to English Language teaching in Colombia:	Introspective practice & discussion Participants will focus on reflecting upon the question: what-how-why-where-who do we teach?	Fandiño-Parra, Y. (2021). Decolonizing English Language Teaching in Colombia: epistemological perspectives and Discursive alternatives. <i>Colombian Applied Linguistics >journal</i> 23 (2), pp 166-181 Ciriza-Lope, M. M., Shappeck, M., & Arxer, S. (2016). Emergent Target Language Identities Among Latino English Language Learners. <i>Journal Of Latinos & Education</i> , 15(4), 287-302. doi:10.1080/15348431.2015.1134535
Week 15 November 23 rd	Paths others to English Language Learning in Colombia:	Listening to participants' narratives and collective theorization of them.	Kumaravadivelu, B. (2016). The decolonial option in English teaching: can the subaltern act? <i>TESOL Quarterly</i> , 50/1, 66-85 Liu (2014) Living with a Foreign Tongue: An Autobiographical Narrative Inquiry into Identity in a Foreign Language. <i>Alberta Journal of Educational Research</i> . Summer 2014, 60 (2), p264-278.
Week 16 November 30 th	Small-scale project report II		



REFERENCES

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<https://mujerpalmadecera.wordpress.com/2015/08/09/terrorismo-linguistico/>
- Baker C. (2011). *Foundations of bilingual education and bilingualism* (3rd ed.). Multilingual Matters.
- 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
- Fandiño-Parra, Y. (2021). Decolonizing English Language Teaching in Colombia: epistemological perspectives and Discursive alternatives. *Colombian Applied Linguistics >journal 23* (2), pp 166-181)
- 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
- Ilba (2015) Sobre el “mejor castellano del mundo” y la colombianada. / About the “Best Spanish in the World” and the Colombianada. Respuesta a Terrorismo Lingüístico por Gloria Anzaldúa.
- Kumaravadivelu, B. (2016). The decolonial option in English teaching: can the subaltern act? *TESOL Quarterly*, 50/1, 66-85
- 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.
- 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.
- Menezes, V. (2013). Second language acquisition: Reconciling theories. *Open Journal of Applied Sciences*. 404-412
- Nor & Rashid (2018) A review of theoretical perspectives on *language learning* and acquisition. *Kasetsart Journal of Social Sciences*, 39, (1), 161-167.
- Ortega, L. (2013). *Understanding second language acquisition*. Routledge.
- Ortega, Y. (2019). “Teacher, ¿Puedo Hablar en Español?” A Reflection on Plurilingualism and Translanguaging Practices in EFL. *Profile: Issues in Teachers’ Professional Development*, 21(2), 155–170. <https://doi.org/10.15446/profile.v21n2.74091>
- 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.

Trawinski, M. (2005). *An outline of second language acquisition theories*. Wydawnictwo Naukowe AP.

Vallejo, C. & Dooly, M. (2019): Plurilingualism and translanguaging: emergent approaches and shared concerns. Introduction to the special issue, *International Journal of Bilingual Education and Bilingualism*, DOI: 10.1080/13670050.2019.1600469 <https://doi.org/10.1080/13670050.2019.1600469>

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

Zentella, A.C. (2000). *Growing up bilingual. Puerto Rican children in New York*. Blackwell

Colombian Journals

- PROFILE (Universidad Nacional de Colombia)
- CALJ (Universidad Distrital)
- ENUNCIACIÓN (Universidad Distrital)
- LENGUAJE (Universidad del Valle Nacional)
- MATICES (Universidad Nacional de Colombia)
- ACTUALIDADES PEDAGÓGICAS (Universidad de La Salle)
- REVISTA DE INVESTIGACIÓN (Universidad de La Salle)
- INVESTIGACIÓN EDUCATIVA Y FORMACIÓN DOCENTE (Universidad El Bosque)
- HOW (ASOCOPI)
- ENLETAWA (universidad Pedagógica y Tecnológica de Colombia)
- ÍKALA (Universidad de Antioquia)
- FOLIOS (Universidad Pedagógica)
- SIGNO Y PENSAMIENTO (Pontificia Universidad Javeriana)

Data Bases

Scielo- Redalyc
Scopus
Jstor Sage
SpringerLink
ProQuest
Scopus
ScienceDirect
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Cengage
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Jstor
Taylor &
Francis

Academic Events

Asocopi Conference, October 12th- 14th, 2023

XXVII Symposium on Applied linguistics November 2nd & 3rd, 2023