



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

School of Sciences and Education MA in Applied Linguistics to TEFL SECOND LANGUAGE ACQUISITION Semester II – 2019-3

COURSE PROFESSOR

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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 narrative 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 writing within 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 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 personal narrative 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	Participants read assigned readings and have a 40-minute space to share learnings and relate them to the issues dealt with in class.	15%
Personal narrative report I: Preparation of initial ideas Due date: Sept 25th	Along the semester, students outline, write and share their narratives intending to answer the next questions: What’s my view of language? What’s my view of language pedagogy? The final papers submitted in the Seminar on Introduction to Applied Linguistics will serve as source to choose a specific topic and focus of attention.	30%

Personal narrative oral and written report II: Due date: November 20th & 27th	Students will present and share their narratives for feedback from classmates. For final paper, more specific guidelines will be given with time in advance.	40%
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COURSE PLANNER

WEEK/DATE	TOPIC	ACTIVITY	ASSIGNED READINGS
Week 1 August 14 th	Program introduction	Presentation of modules organization, assessment criteria, class tasks and final document.	Course program (Posted on Schoology)
Week 2 August 21 st	SLA: what is it? Why is it important in the field of applied linguistics? Induction to narrative writing	Introspective practice & discussion Students share and discuss their insights provoked by the readings. Commenting on narrative writing	Saville-Troike, M. (2006). <i>Introducing Second Language Acquisition</i> . Cambridge University Press. Chapter 1 & 2 Ortega, L. (2013). <i>Understanding second language acquisition</i> . 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. <i>Enlétawa Journal</i> 6. 95-104
Week 3 August 28 th	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). <i>Understanding second language acquisition</i> . New York: Routledge. Chapter 2-10 (students pick one chapter)

Week 4 September 4 th	Categories of SLA theories: Nativist, environmental, and interactionist.	<p>Presentation of an application of an SLA theoretical model.</p> <p>Students choose a practical teaching-learning personal experience to explain one of the three categories of SLA theoretical models.</p>	<p>Trawinski, M. (2005). An outline of second language acquisition theories. Krakow: Wydawnictwo Naukowe AP. Chapter I & VI</p> <p>Guerrero, C.H. (2007). Applications of Vygotskian concept of mediation in SLA. <i>CALJ</i> 9. 213-228</p>
Week 5 September 11 th	Mainstream and alternative views of SLA	<p>Debate</p> <p>Students argue for or against mainstream or alternative views of SLA in short well supported oral interventions.</p>	<p>Menezes, V. (2013). Second language acquisition: Reconciling theories. <i>Open Journal of Applied Sciences</i>. 404-412</p> <p>Samacá, Y. (2012). On rethinking our classrooms: A Critical Pedagogy View. <i>HOW</i>. 19</p>
Week 6 September 18 th	Bilingualism and bilingual education	<p>Characterization of a bilingual person</p> <p>Students interview a bilingual person to characterize him or her by using theoretical tools from the course.</p>	<p>Guerrero, C.H. (2010). Elite Vs. Folk bilingualism. The mismatch between theories and educational and social conditions. <i>HOW</i> 17. 165-179</p> <p>Baker C. (2011). Foundations of bilingual education and bilingualism (3rd ed.). Bristol, UK: Multilingual Matters. Chapter 1</p>
Week 7 September 25 th	Personal narrative report I: Initial ideas		

<p>Week 8 October 2nd</p>	<p>Innatist and environmental standpoints towards language learning: Finding points of convergence and clash</p>	<p>Workshop</p> <p>Participants will use a Venn's diagram to find similarities and differences among perspectives.</p> <p>A memory from a classroom experience will be brought up to exemplify either standpoint.</p> <p>In-class preparation of narratives towards participants' reactions, reflections, experiences regarding the themes covered in the seminar.</p>	<p>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.</p> <p>Block, D. 2007b. 'Socializing second language acquisition' in Z. Hua, P. Seedhouse, L. Wei, and V. Cook (eds): <i>Language Learning and Teaching as Social Interaction</i>. New York: Palgrave Macmillan</p>
<p>Week 9 October 9th</p>	<p>A closer view of the environmental perspective towards language learning within a context of the Global South</p>	<p>Participants' organization of class discussion</p> <p>Based on the articles read, participants will propose the line of discussion in the session.</p>	<p>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</p> <p><u>Broxner, C. (2015) <i>Modernidad, colonialidad y discriminación en torno al aprendizaje del inglés en Puebla, México</i> N° 68 Páginas 59 – 80.</u></p>

<p>Week 10 October 16th</p>	<p>Interactional and environmental standpoints towards language learning: Finding points of convergence and clash</p>	<p>Memory recall</p> <p>Participants will focus on reflecting upon the question: what do we pay attention to when teaching?</p> <p>Listening to participants' narratives and collective theorization of them.</p>	<p>Anthony, A. B. (2008). Output Strategies for English-Language Learners: Theory to Practice. <i>Reading Teacher</i>, 61(6), 472-482.</p>
<p>Week 11 October 23rd</p>	<p>Environmental and Innatist standpoints towards language learning: Finding points of convergence and clash</p>	<p>Case Study</p> <p>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.</p>	<p>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</p> <p>Khansir, (2012). <u>Error Analysis and Second Language Acquisition. Theory & Practice in Language Studies</u>, (2) 5, p1027-1032</p>
<p>Week 12 October 30th</p>	<p>Interactional, and Innatist standpoints towards language learning: Finding points of convergence and clash</p>	<p>Question-posing</p> <p>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.</p>	<p>Firth, A., & Wagner, J. (2007). Second/Foreign language learning as a social accomplishment: Elaborations on a reconceptualized SLA. <i>The Modern Language Journal</i>, 91</p> <p>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>
<p>Week 13 November 6th</p>	<p>Mini course with international guest speakers & preparation to XXV Symposium on Research in Applied Linguistics</p>		

<p>Week 14 November 13th</p>	<p>Environmental and Interactional standpoints towards language learning: Different voices</p>	<p>Outlining a theory of language learning for the varied contexts.</p> <p>By crafting reflections and hearing voices from teachers as knowledge producers, participants will delve into their own theorization of language learning.</p>	<p>Kumaravadivelu, B. (2016). The decolonial option in English teaching: can the subaltern act? <i>TESOL Quarterly</i>, 50/1, 66-85</p> <p>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.</p>
<p>Week 15 November 20th</p>	<p>Personal narrative oral and written report II</p>		
<p>Week 16 November 27th</p>			

REFERENCES

- Baker C. (2011). *Foundations of bilingual education and bilingualism* (3rd ed.). Bristol, UK: Multilingual Matters. Chapter 1
- Guerrero, C.H. (2007). Applications of Vygotskian concept of mediation in SLA. *CALJ* 9. 213-228
- Guerrero, C.H. (2010). Elite Vs. Folk bilingualism. The mismatch between theories and educational and social conditions. *HOW* 17. 165-179
- 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
- Samacá, Y. (2012). On rethinking our classrooms: A Critical Pedagogy View. *HOW*. 19
- 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: Wydawnictwo Naukowe 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 at Universidad Santo Tomás, Bogotá, October 10th-12th,
XXV Symposium on applied linguistics November 7th-8th**

AHQP/Aug./2019