



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

School of Sciences and Education

MA in Applied Linguistics to ELT

Seminar: Second Language Acquisition

Term 2020-3

COURSE PROFESSOR

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ROOM

Meet Room

DESCRIPTION & JUSTIFICACIÓN:

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 the 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

1. To critically scrutinize SLA theories in the light of epistemological alternatives to mainstream tendencies.
2. To analyze the relationship between experiences associated with disciplinary and pedagogical knowledge and L2 learning and teaching through writing within a narrative framework.



MAIN TOPICS

1. SLA: what is it? Why is it essential in the field of applied linguistics?
2. Mainstream vs. alternative views of SLA
3. Categories of SLA theories: Nativist, environmental, and interactionist.
4. Learning vs. acquisition: Individual and collective factors influencing SLA
5. 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 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 “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 personal narrative writing informed by relevant theories on SLA.

ASSESSMENT		
Criteria	Description	Weight
Weekly participation in the class blog	Participants post a short comment in the class blog before each session responding to one of the assigned readings answering the question: how does this text relate to my context/compel me/make me reflect?	20%
Presentations and Discussions	Oral presentation of personal insights based on readings & practical experience.	20%

Workshop on alternatives to SLA	Students choose one reading and prepare a 30 minutes workshop to comprehend alternative theories to SLA	20%
Final paper	For the final paper, more specific guidelines will be given with time in advance.	40%

COURSE PLANNER			
Week/Date	Topic	Activity	Assigned Reading
Week 1 Aug. 20 th	Program introduction	Presentation of modules organization, assessment criteria, class tasks, and final document. Creation of Blogs or Sites	Course program
Week 2 Aug. 27 th	SLA: what is it? Why is it essential in the field of applied linguistics?	Introspective practice & discussion – Infographic Students share and discuss their insights provoked by the readings.	Ellis, R. (2015). Understanding Second Language Acquisition. Oxford University Press. (pp. 17- 33) Ortega, L. (2013). Understanding second language acquisition. New York: Routledge. Chapter 1 (pp. 1-10)
Week 3 Sept. 3 rd	Learning vs. Acquisition: Individual and collective factors influencing SLA	Introspective practice & discussion - Symposium Students share and discuss their insights provoked by the readings.	Ortega, L. (2013). Understanding second language acquisition. New York: Routledge. Chapter 2-10 (students pick one chapter)
Week 4 Sep 10 th	Categories of SLA theories: Nativist, environmental, and interactionist.	Poster 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: Wydawnictwo Naukowe AP. Chapter I



<p>Week 5 Sep 17th</p>	<p>Bilingualism and bilingual education</p>	<p>Characterization of a bilingual person 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>
<p>Week 6 Sept. 24th</p>	<p>Innatist and environmental standpoints towards language learning: Finding points of convergence and clash</p>	<p>Workshop Participants will use Venn's diagram to find similarities and differences among perspectives. A memory from a classroom experience will be brought up to exemplify either standpoint.</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): Language Learning and Teaching as Social Interaction. New York: Palgrave Macmillan</p>
<p>Week 7 Oct. 1st</p>	<p>Interactional and environmental standpoints towards language learning: Finding points of convergence and clash</p>	<p>Participants' organization of class discussion Based on the articles read, participants will propose the line of discussion in the session.</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 8 Oct. 8th</p>	<p>55th ASOCOPI Annual Conference and 15th Biennial CA & CB Regional TESOL Group Conference</p>		
<p>Week 9 Oct. 15th</p>	<p>Interactional, and Innatist standpoints towards language learning: Finding points of convergence and clash</p>	<p>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.</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 <i>language learning</i> and acquisition. <i>Kasetsart Journal of Social Sciences</i>, 39, (1), 161-167.</p>



<p>Week 10 Oct. 22nd</p>	<p>Environmental and Innatist standpoints towards language learning: Finding points of convergence and clash</p>	<p>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.</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). Error Analysis and Second Language Acquisition. <i>Theory & Practice in Language Studies</i>, (2) 5, p1027- 1032</p>
<p>Week 11 Oct. 29th</p>	<p>Environmental and Interactional standpoints towards language learning: Different voices</p>	<p>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.</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 12 Nov. 5th</p>	<p>XXVI Symposium on Research in Applied Linguistics</p>		
<p>Week 13 Nov 12th</p>	<p>Alternative views of SLA 1</p>	<p>Workshop on alternatives to SLA. Students choose one reading and prepare a 30 minutes workshop to comprehend alternative theories to SLA</p>	<p>Atkinson, D. (2011). <i>Alternative Approaches to Second Language Acquisition</i>. Routledge. (Chapters 1-7)</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>
<p>Week 14 Nov 19th</p>	<p>Alternative views of SLA 2</p>	<p>Workshop on alternatives to SLA. Students choose one reading and prepare a 30 minutes</p>	<p>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>Enletawa Journal</i> 6. 95-104</p>



		workshop to comprehend alternative theories to SLA	<p>Guerrero, C.H. (2007). Applications of Vygotskyan concept of mediation in SLA. <i>CALJ</i> 9. 213-228</p> <p>Cook, V. (2016). Where Is the Native Speaker Now? <i>TESOL Quarterly</i>, 50(1), 186-189. Retrieved August 10, 2020, from www.jstor.org/stable/43893809</p> <p>Flores, N., & Rosa, F. (2019). Bringing race into second language acquisition. <i>The Modern Language Journal</i>, 103, 145–151. doi: 10.1111/modl.12523.</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>Broxner, C. (2015) Modernidad, colonialidad y discriminación en torno al aprendizaje del inglés en Puebla, México <i>Nº 68 Páginas 59 – 80.</i></p>
Week 15 Nov 26 th	3rd International Symposium on Research in Foreign Language Teaching: Alternatives in English Language Teaching to New Realities		
Week 16 Dec 3 rd	Final meeting consolidating the learnings about SLA		

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