

LLT 361, Section 730: Second Language Learning
Spring 2019

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or by appointment

“A different language is a different vision of life” – Federico Fellini

Course description: This course introduces second language acquisition (SLA). You will be introduced to basic principles of learning a second or foreign language along with issues in the first language acquisition and theories of second language learning. We will discuss topics such as aptitude, motivation, attitude, learning grammar, age, learning in a classroom as well as myths and facts about second language learning. We will also share our own experiences with learning additional languages.

Course objectives:

- To define language as a cognitive and sociocultural system
- To look at the state of first and second language acquisition around the world
- To explain the basic ingredients of SLA
- To explore different SLA theories
- To discuss different types of language learners
- To examine individual differences in SLA
- To relate SLA theories & principles to language teaching methodologies

Required texts:

1. Lightbown, P. & Spada, N. (2013). *How Languages Are Learned*. 4th Edition. Oxford: Oxford University Press.
2. Saville-Troike, M. (2012). *Introducing Second Language Acquisition*. 2nd Edition. Cambridge: Cambridge University Press.
3. Any additional readings will be made available on D2L.

Recommended text:

- Loewen, S. & Reinders, H. (2011). *Key Concepts in Second Language Acquisition*. New York: Palgrave Macmillan.

Grading scale:

4.0	93-100
3.5	87-92
3.0	83-86
2.5	77-82
2.0	73-76
1.5	67-72
1.0	63-66
0.5	57-62
0.0	<57

Course Outline:

Week	Date	Topic	Readings	Assignments & Exams
1	Jan 8	Introduction to SLA/ Foundations of SLA	- Lightbown & Spada: Ch. 1 - Saville-Troike: Ch. 1 & 2	- D2L Post #1
2	Jan 15	Individual Differences (Psychological & Cognitive)	- Lightbown & Spada: Ch. 3 (pp. 75-88) - Saville-Troike: Ch. 4 (pp. 71-102)	- D2L Post #2
3	Jan 22	Individual Differences (Social)	- Lightbown & Spada: Ch. 3 (pp. 89-91) - Saville-Troike: Ch. 5 (pp.126-136)	- D2L Post #3
4	Jan 29	Individual Differences (Age)	- Lightbown & Spada: Ch. 3 (pp. 92-98) - Singleton (2014)	- D2L Post #4
5	Feb 5	Interaction & Input	- Saville-Troike: Ch. 5 (pp. 105-126)	- D2L Post #5 +Language Learning Experiences Essay DUE Feb 8 (by 11:59pm)
6	Feb 12	Interaction & Feedback	- Lightbown & Spada: Ch. 5	- D2L Post #6

7	Feb 19	Interaction & Output	- Wang & Castro (2010)	- D2L Post #7
8	Feb 26	Review & Midterm Exam		Midterm Exam DUE March 1 (by 11:59pm)
9	SPRING BREAK			
10	Mar 12	Language and SLA: I	- Lightbown & Spada: Ch. 2	- D2L Post #8
11	Mar 19	Language and SLA: II	- Saville-Troike: Ch. 3	- D2L Post #9
12	Mar 26	Language and SLA: III	- Saville-Troike: Ch. 6	- D2L Post #10
13	April 2	Theories of SLA (Cognitive & Sociocultural)	- Saville-Troike: Ch. 4 (pp. 71-87) - Lightbown & Spada: Ch. 4 - Lantolf (2011)	- D2L Post #11 +Narrated presentation DUE April 5 (by 11:59pm)
14	April 9	SLA in the Classroom: I	- Lightbown & Spada: Ch.6 & 7	- D2L Post #12
15	April 16	SLA in the Classroom: II	- Saville-Troike: Ch. 7	- D2L Post #13
16	April 23	Final Exam		Final exam DUE April 26 (by 11:59pm)

Course Requirements:

1. **Weekly Requirements**

(3% each for a total of 39%)

Each week's module will involve a variety of different activities. Completion of these activities will result in three percentage points. If the work is thorough and thoughtful, all three points will be awarded. If the work is incomplete or does not exhibit much thought or care, 2.5 points of fewer will be awarded. If no weekly work is done, no points will be given. Weekly work must be completed before the next week's module begins, i.e. before Tuesday 9am. No points will be given for late work.

2. **Language Learning Experiences Essay**

(15%) Due February 8th by 11:59pm!!!

This assignment will give you the opportunity to reflect on your experiences of L2 learning. In an essay of 2500 words, you will be expected to consider these experiences considering the individual differences topics that we cover during class. More details about this assignment will be provided.

Note: If you have not studied an additional language before, please let me know, and we can work out a solution.

3. **Midterm Exam**

(16%) Due March 1st by 11:59pm!!!

A midterm exam covering the first half of the semester will be given.

4. **Narrated Presentation**

(15%) Due April 5th by 11:59pm!!!

You will need to prepare and record a short (3-5 minutes) PowerPoint presentation using the template provided on D2L. You will need to discuss and reflect on issues covered from week 5 to week 12 (so both visual and oral presentation). Further guidelines will be posted.

5. **Final Exam**

(15%) Due April 26th by 11:59pm!!!

A final exam covering the second half of the semester will be given.

Course policies:

Policy on Late Work:

No late work will be accepted in this course, except in appropriately documented cases of sickness and/or emergency.

Course Structure:

This course will be a weekly module, which will be posted every Tuesday morning (9am). You will then have until the following Monday evening by midnight (i.e., one week) to work through that material. However, all previous material will remain accessible throughout the semester.

Communication:

Don't be a stranger! I am always available for any questions, concerns and comments you may have. Please do not hesitate to contact me via e-mail or during my office hours/by appointment if you have any questions about anything. You can expect a reply via email within 48 hours of your inquiry. Thus, please do not send several reminders within 48 hours after sending your original email.

Please use your MSU account when e-mailing me. I will not respond to e-mails from outside addresses (e.g., Yahoo, Hotmail, Gmail, etc.). MSU e-mail is considered by the university to be official communication, and you should therefore address me appropriately (e.g., Dear Ms., etc.), sign your name, and use a respectful tone. I will not respond to e-mails that do not address me directly, are not respectful, and/or are not signed.

Considerations for written assignments and narrated presentations:

Structuring your paper/presentation: When grading your papers/presentations, I will pay close attention to the way that you organized

them. Therefore, whenever you write a paper or prepare a presentation for this class, please be aware of what the best way to structure your paper/presentation would be. You can also contact me (via e-mail or during my office hours) if you'd like to discuss the organization of your paper/presentation.

Proofreading: I highly encourage you to proofread your paper/presentation multiple times before turning them in. You are encouraged to ask your peers to review your work before submitting it to me. This is recommended for both non-native and native speakers of English.

Writing help: Free writing assistance is available at the Writing Centre in Bessey Hall or the ELC Writing Lab. I strongly advise you to visit them if you need help. No professional writing assistant can provide you with help on content, though.

Originality: You are expected to develop original work for this course. Therefore, you may not submit coursework you completed for another class to satisfy the requirements for this course.

Style: You are expected to use American Psychological Association (APA) style for all written assignments. You can find a list of APA guidelines on the OWL Purdue Online Writing Lab website found here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Social Media Policy:

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to you are the copyrighted property of the course instructor and are subject to the following conditions of use:

1. Students may record lectures or any other classroom activities and use the recordings only for their own course-related purposes.
2. Students may share the recordings with other students enrolled in the class. Sharing is limited to using the recordings only for their own course-related purposes.
3. Students may not post the recordings or other course material online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.
4. Any student violating the conditions described above may face academic disciplinary sanctions.

Monitoring Your Grade:

It is up to you to monitor your own grades. If you have any questions about how to do this through D2L, ask me. You should examine your grades

on a weekly basis. Concerns or queries about a given grade should be made immediately.

I will not entertain queries or petitions for missed work at the end of the semester unless they are related to work immediately prior to the end of the semester. Please be mindful of your own progress in class.

Honors Option:

Students who are interested in using this course as an Honors Option should contact me no later than the 3rd week of class. Note that students are responsible for proposing a topic in writing, which must then be approved by the instructor, faculty supervisor, and department associate chair.

MSU Disability Accommodations Requests:

If you happen to receive a VISA or VISTA document, please inform me no later than 2 weeks after receiving the letter from RCPD. If you do not show me your accommodation two weeks after you've received it, I will not acknowledge it.

Academic Honesty:

It is expected that each student will adhere to the policies set forth by the university to ensure academic honesty and integrity. Academic misconduct (i.e. plagiarism) will not be tolerated. Refer to MSU's website on academic integrity for more information:
<https://www.msu.edu/~ombud/academic-integrity/index.html>