

**Master of Arts TESOL Degree - Module 5**

**Module Notes:**

Make sure that you save your course-work by adding your full name to the end of the file name of this document, for example, with this module you would save it as:

ma-module5-tefl-523-la-yourname

**We suggest that you do this now!** as you may complete Module 5 by adding your essays to this document, as you proceed through the module. To do this, go to File, Save As, then change the name of the file by simply adding your name to the end of the existing file name and save to a folder on your computer.

On completion of the module, simply return to the web page you downloaded it from, and use the ‘drop box’ to return it to us (page link below). Marking is done on an ongoing basis, but results will not be published until the end of the course.

<http://www.thetesoluniversity.com/ma-course-download.html>

Our essay marking of course work is based on many different points. These also include; originality of essay, sentence structure, punctuation, grammar and spelling. Take your time, and get it right!

While we fully support the use of the internet for research, when you find something on the internet or from a book, that fits the question for the essay, don’t just copy and paste it, read the article fully, then put it into your own words (you will most certainly learn a lot more this way!). Google.com is an amazing tool for all students, and you are sure to learn a lot along the way. Remember, our aim is to get you ‘classroom ready’

**TEFL 523—Second Language Acquisition**



**Course Description**

This course is an introduction to the complex phenomenon of second language acquisition (SLA), covering the main theories (e.g., cognitive-interactionist, sociocultural, psycholinguistic) as well as current approaches to research in the field. In addition to building a foundation of basic findings from introductory textbooks, students are required to work on interpreting research articles from top-tier journals. You can expect to learn about a variety of processes and mechanisms driving SLA, including many of the social, affective, cognitive, and linguistic factors that have been shown to influence a learner’s ultimate success. Along the way, students will also learn how SLA researchers design studies, collect and make sense of learner data, and measure acquisition. Students will be required to consider some of the issues involved in connecting theory, research, and pedagogy, test your own hypotheses about L2 learning through an empirical project on a topic of your choice.

**Course Goals**

By the end of this course, students will be able to:

• Understanding the major concepts and technical terms in SLA theory and research.

• Develop informed language teaching practices.

• Put forth a critical analysis of SLA theories.

**Required reading:**

Textbook (required):

Brown, D. H. (2000). Principles of language learning & teaching. (4th ed.). New York: Longman. Available for download at:

<http://www.cuc.edu.ve/upc/PNFT/INGLES/Principles_of_Language_Learning_and_Teaching.pdf>

Alternatively download PDF here:

<https://drive.google.com/open?id=1c4XHQmiT6srzAckQbhMDcAOT7FapLUCp>

Lightbown, P.M., & Spada, N. (2013). How languages are learned (4th ed.). Oxford: Oxford University Press. (L&S)

Available for download at: <https://ar.scribd.com/doc/47136503/Lightbown-Spada-2006#download>

Alternatively download PDF here:

<https://drive.google.com/open?id=1wy-AGAoVtOSExnSZ2gG4cL3Rd3IUtbcv>

**Academic Integrity**

All work submitted must be your own or must be properly documented. Collaborative work and work previously submitted in another class must be approved in advance.

**Assignment Descriptions**

Students are required to write a research paper analyzing SLA theories within a topic of their choosing. The final paper should be 15-20 pages long (including tables, but not including references and appendices).

Sample final projects:

• Conduct open-ended interviews with two bilingual couples with at least one child each. Try to get the parents to discuss how family language policy was established and how they are using their languages with their child (e.g., are they raising their child bilingually? how? why or why not?).

• Obtain language samples in both formal and informal written and spoken situations from ESL learners of different L1 backgrounds and look for evidence of L1 influence and overgeneralization processes in the sorts of L2 errors they make. Examine the role of individual differences in L2 learning experiences (as a case study or a comparative study).

• In an ESL class with learners from the same L1 background, in which the teacher also speaks the students’ L1, examine when, how often, and for what purposes the L1 is used.

• Set up communicative situations between non-fluent learners of English and different types of native speakers (e.g., ESL teachers and non-teachers). Record and transcribe the interactions, and look for variations and similarities in “foreigner talk” on part of the native speakers.

• Explore the relationships among culture, motivation, learning strategies, and perceived L2 success through questionnaires and interviews.

• Research the effectiveness of different kinds of instruction with respect to improving learners’ recognition of L2 pragmatic violations.

**You may start your research paper below**