

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

**Module Notes**

Make sure that once downloaded to your computer, you **re-name** this module document, by **adding your full name** at the end of the file name. **For example**: if your name is Jane Turner, change the file name to:

ma\_tefl\_module5\_tefl\_523\_la\_Jane\_Turner

To do this, simply right-click on the file after it has been downloaded, and select ‘RENAME’, then click at the end of the existing file name to un-highlight it, then ‘backspace’ until the words ‘Student\_Name’ are removed, then add your first name, followed by an underscore, the your last name. Once done, click off the file, and it will save itself to the new file name.

**Essay Assignment Notes**

All assignment work must be completed **DIRECTLY** onto each module, below the **RED** markers (unless directed otherwise). We strongly suggest that you **SAVE** your work, as you move through each assignment.

**Essay Assignments Bibliography, and Other Info**

You should provide a list of 'resources' (bibliography) and hyperlinks, for any material (books, web pages, video's etc.), at the bottom of **EACH** essay assignment topic, but only those links that refer specifically to the topic, and only those links you used to gather information on that specific topic, should be placed below the assignment topic. This assists our grading teams, and shows where you found the exact material relevant to the specific assignment topic, whilst also providing recognition for those authors that wrote or recorded it.

Our essay grading 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!

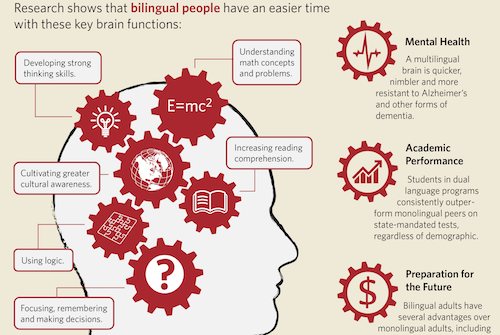
We fully support the use of the internet for research, however, when you find something on the web or from a book, that closely answers the essay assignment, don’t just copy and paste it, read the articles fully, then put them into your own words (you will most certainly learn a lot more this way!). Google is a useful tool for student research but refining your keyword or sentence search is important in order to target exactly what you are looking for.

**Submitting your completed modules**

Once you have completed a module, you may use the link below to re-visit the course download/upload area, where you will find the **drop-box** to send your completed work back to us. Please note that grading will not commence until all modules are completed (except for module exemptions in the case of students that were awarded fast-track credits). Students may also wait until all modules have been completed, before using the drop-box to return them.

<https://www.thetefluniversity.com/ma-course-download.html>

**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**