Course Description
MEDD6703 Second Language Acquisition

Course description
This course aims to develop participants' critical understanding of the key issues in second language acquisition. It seeks to engage them in understanding and reviewing these issues from the cognitive and sociocultural perspectives. Participants are also required to apply these theoretical perspectives to their own experiences as second language learners and teachers. Both theoretical and pedagogical issues will be addressed through an analysis of authentic evidence of second language learning reported locally and internationally. Participants will also be introduced to current debates in the field, in particular the relationship between language and cognition, as well as the roles of input, interaction, output, form-focused instruction, motivation and learner strategies in second and bilingual language development. The course will also address the broader socio-political context of second language learning and language policy development.

Course learning outcomes (CLOs)	Aligned programme learning outcomes (PLOs)
1. demonstrate an understanding of the various factors (e.g. input, interaction, motivation) affecting the processes of second language acquisition	PLOs 1, 2
2. identify the different emphases among the three current perspectives towards explaining second language acquisition, namely the psycholinguistic/cognitive, socio-cultural, and critical perspectives	PLOs 1, 2
3. identify the strengths and weaknesses of different theoretical approaches to the research of key questions in second language acquisition	PLOs 3, 4, 5
4. analyze cases of second language learning in various contexts and draw implications for second language teaching	PLOs 3, 4, 5

Course assessment methods
• Perusal reading discussion • Instructional video • Individual essay

Course content and topics
1. Overview: Different perspectives on SLA 2. SLA hypotheses: Input, output, interaction 3. Learner factors: Motivation, Autonomy, Strategy 4. Form-focused instruction 5. Feedback: Less is more 6. Vygotskian perspectives on language learning: ZPD, activity theory, mediated learning 7. Language socialization theory and Bakhtinian perspective 8. Identity and investment 9. Multimodality and a social semiotic account of language

Required / recommended readings and online materials
I. Books Benson, P., & Nunan, D. (2004). Learners' stories: Difference and diversity in language learning. Cambridge: Cambridge University Press. *(available in the AV reserve area, 1st floor, Main Library)* Block, D. (2003). *The social turn in SLA*. Edinburgh: Edinburgh University Press**.** Lightbown, P. & Spada, N. (2013). *How languages are learned.* Oxford: Oxford University Press. Mitchell, R., Myles, F., & Marsden, E.(2013). *Second language learning theories*(3rd ed.).Oxford: Routledge.

II. Journal Articles/ Book Chapters (AC)

Key SLA Perspectives

Lightbown, P. (2000). Classroom SLA research and second language teaching. *Applied Linguistics, 21*(4), 431-462.

Zuengler, J., & Miller, E. (2006). Cognitive and sociocultural perspectives: Two parallel SLA worlds? *TESOL Quarterly*, *40*(1), 35-58.

SLA Hypotheses: input, output and interactional

Izumi, S., & Bigelow, M. (2000). Does output promote noticing and second language acquisition? *TESOL Quarterly, 34*(2), 239-278.

Dunn, W., & Lantolf, J. (1998) Vygotsky's Zone of Proximal Development and Krashen's i + 1: Incommensurable Constructs; Incommensurable Theories. *Language Learning*, *48*(3), 411-442. (challenging but clear delineation of fundamental differences between psycholinguistic and sociocultural approaches)

Learner Factors: aptitude, personality, motivation, age, learning styles, and learning strategies

Marinova-Todd, S.H., Bradford Marshall, D., & Snow, C.E. (2000). Three Misconceptions about Age and L2 Learning *TESOL Quarterly, 34*(1), 9-34.

Dörnyei, Z., & Ushioda, E. (2011). Motivation to learn a foreign/second language: a historical overview. In *Teaching and Researching Motivation.* Harlow: Pearson Education, Chapter 3.

Chen, J.F., Warden, C.A. & Chang, H.T. (2005). Motivators That Do Not Motivate: The Case of Chinese EFL Learners and the Influence of Culture on Motivation *TESOL Quarterly*, *39*(4), 609-633.

Jiang, L. J., & Luk, J. C. M. (2016). Multimodal composing as a learning activity in English classrooms: Inquiring into the sources of its motivational capacity. *System 59*, 1-11.

Yu, S., & Jiang, L. (2021). L2 university students' motivational self system in English writing: a sociocultural inquiry. *Applied Linguistics Review*(000010151520200110). https://doi.org/doi:10.1515/applirev-2020-0110

Focus on form: the role of formal instruction

Ellis, R. (2006). Current issues in the teaching of grammar: an SLA perspective. *TESOL Quarterly*, *40* (1), 83-107.

Doughty, C., & Williams, J. (1998). Pedagogical choices in focus on form. In C. Doughty, & J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 197 – 261). Cambridge: Cambridge University Press.

Describing Learner Language

Jenkins, J. (2006). Points of view and blind spots: ELF and SLA. *International Journal of Applied Linguistics, 16*(2), 137-162.

Cook, V. (2007) The goals of ELT: Reproducing native-speakers or promoting multicompetence among second language users? In Cummins, C & Davison, C. (Eds) *The international handbook of English language teaching* (Vol.1) (pp.237-248).Norwell, MA: Springer.

Vygotskian Sociocultural Perspectives

Lantolf, J.P. (2007). Sociocultural theory: A unified approach to L2 learning and teaching. In Cummins, C & Davison, C. (Eds) *The international handbook of English language teaching* (Vol.1) (pp.693-700). Norwell, MA: Springer.

Guk, I. & Kellog, D. (2007). The ZPD and whole class teaching: Teacher-led and student-led interactional mediation of tasks. *Language Teaching Research, 11*(3), 281-299.

Jiang, L., & Yu, S. (2020). Appropriating automated feedback in L2 writing: experiences of Chinese EFL student writers. *Computer Assisted Language Learning*, 1-25.

Jiang, L., Yu, S., & Wang, C. (2020). Second language writing instructors' feedback practice in response to automated writing evaluation: A sociocultural perspective. *System*, *93*, 102302.

Language Socialization Theory

Norton, B. (2001). Non-participation, imagined communities and the language classroom. In M.Breen (Ed.).

Learner contributions to language learning: New directions in research (pp.159-182). Harlow, England ; New York : Longman.

Norton Peirce, B. (1995). Social identify, investment, and language learning. *TESOL Quarterly*, 29(1), 9-31.

Wenger, E. (2000). Communities of practice and social learning systems. *Organization, 7*(2), 225-246.

Bakhtinian Perspectives

Lin, A.M.Y. & Luk, J.C.M. (2005). Local creativity in the face of global domination: Insights of Bakhtin for teaching English for dialogic communication. In J.K. Hall, G. Vitanova, & L. Marchenkova (Eds.), *Dialogue with Bakhtin on second and foreign language learning: New perspectives* (pp.77-98). Mahwah, New Jersey: Lawrence Erlbaum Associates.

Luk, J. C. M. (2005a). Voicing the "self" through an "other" language: Exploring communicative language teaching for global communication. In S. Canagarajah (Ed.), *Reclaiming the local in language policy and practice* (pp. 247-267). Mahwah, New Jersey: Lawrence Erlbaum.

Luk, J. C.M. (2005b). Understanding and capitalizing on multiple identities of students in TESL/TEFL: Towards a pedagogy of connecting. In May, S., Franken, M., & Barnard, R. (eds.), *LED2003: Refereed Conference Proceedings of the 1st International Conference on Language, Education and Diversity.* Hamilton: Wilf Malcolm Institute of Educational Research, University of Waikato.

Semiotic and multimodal perspectives

Hafner, C. (2014). "Embedding digital literacies in English language teaching: students' digital video projects as multimodal ensembles." *TESOL Quarterly,* 48(4): 655-685.

Jiang, L. J. (2017). "The affordances of digital multimodal composing for EFL learning." *ELT Journal,* 71(4): 413-422.

Jiang, L. J. (2018). "Digital multimodal composing and investment change in learners' writing in English as a foreign language." *Journal of Second Language Writing,* 40: 60-72.

Luk, J. C.M. (2013). Forms of Participation and Semiotic Mediation in Board Games for Second Language

 earning. *Pedagogies: An International Journal*, *8*(4), 352-368.

Kress, G. (2000). "Multimodality: Challenges to thinking about language." *TESOL Quarterly,* 34(2): 337-340.

Stein, P. (2000). "Rethinking Resources in the ESL Classroom: Rethinking Resources: Multimodal Pedagogies in the ESL Classroom." *TESOL Quarterly*, 34(2): 333-336.

Critical Perspectives

Pennycook, A. (1999). Introduction: Critical approaches to TESOL. *TESOL Quarterly, 33*(3), 329-348.

Jiang, L., Yang, M. and Yu, S. (2020), Chinese ethnic minority students' investment in English learning empowered by digital multimodal composing. *TESOL Quarterly*, 54: 954-979.

Jiang, L. (2021). Fostering EFL learners' civic participation through digital multimodal composing, *Language, Culture and Curriculum.* Online advance.

Lin, A.M.Y. (1999). Doing-English-Lessons in the Reproduction or Transformation of Social Worlds? *TESOL Quarterly*, 33(3), 393-412. doi:10.2307/3587671

Tsui, A. B. M. (2007). Language policy and the social construction of identity: The case of Hong Kong. In A. B. M. Tsui & J. W. Tollefson (Eds.), *Language policy, culture, and identity in Asian contexts* (pp. 121-142). London: Lawrence Erlbaum.

Other additional course information

Nil