

<b>Course Title</b>	TCE205 Second Language Acquisition Theory 1		<b>Instructor(s)</b>	Dr. Won Kim
			<b>E-mail</b>	<a href="mailto:wkim@miu.ac.jp">wkim@miu.ac.jp</a>
<b>Class Style</b>	Lecture		<b>Office Hours</b>	TBD
<b>Track</b>	English Education (TC)		<b>Mode of Instruction</b>	Solo In-person
<b>Credits</b>	2		<b>Allocated Year</b>	Spring, 2 <sup>nd</sup> year
<b>Active Learning</b>	Interactive in-class tasks; inquiry-based learning; discussion and presentations		<b>Compulsory or Elective</b>	Compulsory
<b>Course Overview</b>	<p>This introductory course will introduce students to major terminologies, trends, theories, and perspectives necessary to understand approaches to second language acquisition. Based on their theory-informed understanding, students will describe and explain cognitive, individual, affective, and sociocultural factors in second language acquisition and learning and explore culturally inclusive ways of applying their critical understanding to their prospective foreign language teaching practices and specific points of intersection. This course is composed of a balance of lectures, whole class/small group discussions, and hands-on interactive activities that call for students' active participation</p>			
<b>Course Objectives</b>	<p>Students will be able to:          Become familiar with fundamental theories of and cognitive/sociocultural approaches to SLA. Develop abilities to critically and creatively evaluate and apply their informed knowledge of SLA to their previous and prospective English language learning contexts. Identify and develop classroom activities based on these theories. Be provided with ample opportunities to use the English language by discussing in groups or as a whole class, presenting to the class, and carrying out an individual/group inquiry-based project. Learn from and with one another by sharing perspectives, experiences, and knowledge in a learning community of practice as apprentice language educators.</p>			
<b>Prerequisite</b>	N/A			
<b>Course Schedule</b>	No	Contents	Homework	
	1	Introduction to the course and the learning community	After class: write and send a self-intro to Won via email For next class: Read selected excerpts from King and Mackey (be prepared to summarize and report in small groups)	
	2	What is language acquisition? Beliefs about language learning	In-class: Small group sharing (Summarize and report King Mackey) For next class: read 1) Barry chapter 8 or Finegan chapter 14	
	3	Cognitive approaches to SLA: L1 & L2 acquisition	For next class: prepare for a multimodal PLLH presentation	
	4	Personal Language Learning History Presentation	For next class: Read the required class reading on input	
	5	Cognitive approaches to SLA: Krashen's Input theory	For next class: prepare for Mini ABC Reading on interaction	
	6	Cognitive approaches to SLA: Output and interaction (Part 1)	In-class: Mini ABC reading discussion	
	7	Cognitive approaches to SLA: Output and interaction (Part 2)	For next class: Read Lightbown & Spada's chapter	

	8	Cognitive approaches to SLA: Individual factors in SLA (Part 1)	
	9	Cognitive approaches to SLA: Individual factors in SLA (Part 2)	
	10	Midterm review	
	11	2-Staged Midterm Quiz	For next class: Read Coffin
	12	Sociocultural approaches to SLA: Functional perspectives on grammar teaching/learning	For next class: Read selected reading on sociocultural approaches
	13	Sociocultural approaches to SLA: Identity; motivation vs. investment Language socialization; Language learning as becoming	For next class: Prepare for a micro teaching demo presentation
	14	Micro Teaching Demonstration Presentation Day 1	
	15	Micro Teaching Demonstration Presentation Day 2 End of semester reflection	
<b>Grading</b>	Micro teaching demo presentation: 20% Preparation/participation (+ pop quizzes): 10% Multimodal personal language learning history video presentation: 20% Midterm Quiz: 25% Final project: L2 learning Interview and report in writing: 25		
<b>Textbooks</b>	Readings will be provided by the instructor and made available via email and Moodle		
<b>References</b>	Lightbown, P. M., & Spada, N. (2021). How languages are learned 5th Edition. Oxford university press. Brown, H. D., & Lee, H. (2015). Teaching by principles: An interactive approach to language pedagogy. Pearson.		
<b>NOTES</b>	This syllabus is tentative, and the content, and schedule of the course are subject to change in accordance with the needs and pace in learning of class participants. Detailed information about all assignments and assessments will be provided in class and through Moodle		