



EDU 510 Theories of Language Learning and Teaching

Units: 3

Term—Day—Time: Fall 2018, Tuesday, 10:00am-12:30pm

Location: SCT 603 (USC City Center)

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INTRODUCTION AND PURPOSE

The purpose of this course is to provide a sequence of readings and learning experiences that will introduce a broad range of theories that inform and underpin second language teaching and learning in the classroom. A critical review and practical applications of these theories of second language learning will assist you in designing classroom learning experiences, developing a classroom learning community, and assessing progress towards the expected student learning outcomes. We will cover the primary theories and perspectives related to second language learning including behavioral, developmental, cognitive, social cognitive, sociocultural, and constructivist learning theories. In addition, we examine how these different theories address student assessment, motivation, self-regulation, and classroom management.

Throughout the course, we will be looking for examples of theories in action. Often, when you ask a teacher “What learning theory do you use?” you may get a blank look, or even an “I don’t have any use for theory” response; yet, teachers apply theory all the time. When you observe someone facilitating learning, you are observing, through the pedagogical choices they make from moment to moment, the physical enactment of their assumptions about how their students learn. Good teachers are conscious of those assumptions and make those choices intentionally and purposefully, rather than haphazardly. Those assumptions, taken collectively, constitute their personal learning theory. In this course, we review the most common families of those theories and the implications for teaching, assessing, and motivating students.

The readings for this course have been chosen to provide both breadth and some depth to the course topics. The readings were selected based on clarity of presentation regarding the basic principles and assumptions, as well as their explicit connection to theory and practice.

This course addresses particular “problems of practice” by:

- emphasizing the application of theory to practice, including how learning theory can be consistently applied in instructional planning, assessment, and the development of the classroom community
- providing the theoretical knowledge necessary to engage in meaningful application in pedagogy courses

COURSE OBJECTIVES

Consistently productive teaching for diverse students is based on a theoretical understanding of the learning process. Learning theory is one approach to understanding the psychological processes involved in learning and second language acquisition. In this course, you will become familiar with the antecedents and basic tenets of the language learning theories developed by scholars and employed by practitioners, and which are reflected in textbooks and other instructional materials for English language teaching.

The assignments and learning experiences for this course are intended to provide a developmental sequence grounded in a sociocultural pedagogy that will enable candidates to progress from academic knowledge of theoretical perspectives on language learning, to recognition and application and, finally, to problem solving in the English language classroom.

SUMMATIVE COURSE ASSESSMENT

A summative course assessment provides an opportunity for candidates to demonstrate that the course objectives have been met. The summative assessment for this course is a group project that focuses on the implementation of learning theory to the planning of instruction. You will conduct an analysis of a teaching context and design a lesson plan utilizing two different theoretical perspectives that have been reviewed in this course. You will design instruction, motivational and assessment practices and demonstrate their alignment with each other as well as the chosen theories.

COURSE REQUIREMENTS

All of the requirements for this course are described below. The MAT program adheres to the Carnegie standard for course workload. The expected weekly “Class Time” or contact hours for a course of this length and credit value is 3 hours 10 minutes. The expected weekly “out of class” workload for this course is approximately 6 hours 20 minutes. The following provides a description of all of the Class Time activities as well as Out-of-Class assignments that are required for this course.

Class Time

The class meets once a week for approximately 2 hours and 30 minutes. Class Times are a critical component of this course and therefore adequate preparation and regular attendance is essential. Students who must miss a Class Time should make prior arrangements with the instructor. If students are unable to attend a Class Time during a week, a recorded session of that week’s Class Time may be available for viewing; however, Class Time participation credit may not be earned for viewing a recorded session. The purpose of Class Time is to discuss, reflect on, and integrate the readings, reflections, and other assignments that have been completed prior to each week’s meeting. For on-line students, in order to receive full credit for class time, you must be present via both video and voice. The following rubric will be used to evaluate and award participation points during Class Time:

<i>Active Participation</i>	<i>Moderate Participation</i>	<i>Low Participation</i>
Arrives prepared with evidence of having completed all assignments and activities according to guidelines that were assigned	Arrives ready to begin and has completed most assignments and activities	Exhibits lack of preparation and non-completion of required assignments
Initiates or furthers discussion and supports points using page-specific references to readings or specific reference points in film/videos	Initiates or furthers discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials
Furtheres the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furtheres the discussion and builds on the ideas of others; general or limited references to course materials	Comments do not further the discussion and do not exhibit careful reflection on the material

Out-of-Class Assignments

The out-of-class workload for this course is approximately 6 hours 20 minutes per week. Out-of-class assignments include:

- **REQUIRED READINGS:** It is imperative that students secure the following required materials. Starting with week 1, candidates will be expected to read, reflect on, and prepare to discuss assigned chapters/articles prior to Class Time. The following can be purchased at the USC bookstore or online:

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories* (3rd edition). New York: Routledge.

Lightbown, P. & Spada, N. (2013). *How languages are learned* (4th edition). Oxford, UK: Oxford University Press.

Additional course readings are available through online links to PDF documents and the USC Automated Reserves System (ARES).

- **VIDEO VIEWINGS**

In preparation for Class Time discussion and written assignments, candidates are required to view recorded lecture presentations and classroom videos.

- **FORUM POSTINGS**

Participation in the Forum is required for the weeks listed. You will submit one 250-300-word entry in response to a specified prompt and engage with others in discussing relevant topics and ideas in the course.

- **BEHAVIORAL THEORY QUIZ**

You will complete a multiple-choice quiz based on the class readings, video-viewings, and class discussions of the Behavioral theory.

- **“TALKING TO THE TEXT” GROUP PRESENTATION**

Working in small groups, you will create a 5-7-minute presentation analyzing the video “Talking to the text” through the cognitive theory lens. In your presentation, you will address a number of prompts, accompanying your presentation with visuals such as a PPT.

- **DIFFERENTIATION AND SCAFFOLDING GROUP ANALYSIS PAPER**

You will view a classroom teaching video reflecting the Socio-cultural approach to teaching, and in small groups write an analysis paper about the video.

- **ORIENTATION TEACHING VIDEO ANALYSIS PAPER**

You will view your orientation teaching video and discuss which learning theory you think it best exemplifies. You will then imagine teaching the lesson again but this time applying pedagogy based on a different learning theory. Describe how the changed instruction would reflect the alternative theory.

- **GROUP LESSON PLAN AND PRESENTATION**

This assignment is a group project focusing on the implementation of language learning theories to the planning and delivery of instruction. You will conduct an analysis of a teaching situation and create a lesson plan utilizing two theoretical perspectives presented in this course. You will make presentation during Class Time wherein you discuss the rationale behind your choices in theoretical approaches, planning, and instructional practices.

NOTE: Detailed explanations of the course assignments will be provided by the instructor throughout the term. Descriptions of the assignments are also available in the “Toolbox” on the class wall.

ASSIGNMENTS AND GRADING

Assignment	Grade	Due Date
Participation	10%	On-going
Forum Postings (11)	15%	Weeks 1, 2, 4, 5, 6, 8, 9, 11, 12, 14, 16
Behaviorism quiz	5%	Week 3
“Talking to the text” group presentation	10%	Week 7
Differentiation and scaffolding group analysis paper	15%	Week 10
Orientation Teaching Video Analysis Paper	20%	Week 13
Group Lesson Plan Presentation	10%	Week 15
Group Lesson Plan	15%	Week 15
Total	100%	

GRADE DISTRIBUTION TABLE

A 100-95%	B+ 89-86%	C+ 79-76 %	D+ 69-66%	F 59-0%
A- 94-90%	B 85-83%	C 75-73%	D 65-63%	
	B- 82-80%	C- 72-70%	D- 62-60%	

LATE ASSIGNMENTS

Any work that is submitted after the stated deadline will receive a 10% penalty for every 24-hour period that it is late. Assignments submitted more than 5 days late will not be accepted. If serious circumstances arise that hinder you from meeting the deadline, you must contact the instructor by email BEFORE the deadline, in order to be given consideration.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/student/scampus/part-b>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, intimate partner violence, stalking, and harassment are prohibited by the university. You are encouraged to report all incidents to the *Office of Equity and Diversity/Title IX Office* <http://equity.usc.edu> and/or to the *Department of Public Safety* <http://dps.usc.edu>. This is important for the health and safety of the whole USC community. Faculty and staff must report any information regarding an incident to the Title IX Coordinator who will provide outreach and information to the affected party. The sexual assault resource center webpage <http://sarc.usc.edu> fully describes reporting options. Relationship and Sexual Violence Services <https://engemannshc.usc.edu/rsvp> provides 24/7 confidential support.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://ali.usc.edu>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* <http://dsp.usc.edu> provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

COURSE AND ASSIGNMENT OVERVIEW

Week	Topic / Readings and Video-viewings	Assignments
1	<p>Introduction to Learning Theories, Objectives, Activities</p> <p>Readings: Mitchell, R., Myles, F., & Marsden, E. (2013) Chapter 1: Second language learning: Key concepts and issues. In <i>Second language learning theories</i> (3rd edition, pp. 1-26). New York: Routledge.</p> <p>Lightbown, P. & Spada, N. (2013). <i>How languages are learned</i> (4th edition). Oxford, UK: Oxford University Press. Read the introduction chapter and <u>complete the opinion quiz on pp. 3-4.</u></p>	<p>-Forum posting (24 hours before class)</p> <p>- Orientation video (by end of week 1)</p>
2	<p>Historical Overview of Second Language Learning Research</p> <p>Readings: Block, D. (2003). Chapter 2: A short history of second language acquisition. In <i>The social turn in second language acquisition</i> (pp. 8-31). Washington, DC: Georgetown University Press.</p> <p>Mitchell, R., Myles, F., & Marsden, E. (2013) Chapter 2: The recent history of second language learning research. In <i>Second language learning theories</i> (3rd edition, pp. 27-60). New York: Routledge.</p>	<p>-Forum posting (24 hours before class)</p>
3	<p>Behavioral Theories</p> <p>Readings: Ormrod, J. (2011). Chapter 9: Behaviorist views of learning. In <i>Educational psychology: Developing learners</i> (7th edition, pp. 285-311). Boston: Pearson</p> <p>Lightbown, P. & Spada, N. (2013). Chapter 1 – The behaviorist perspective (pp. 15-19); Chapter 6 – Get it right from the beginning (pp. 154-159). In <i>How languages are learned</i> (4th edition). Oxford, UK: Oxford University Press.</p> <p>Video: <i>The 5th Grade, Washington, DC</i></p>	<p>- Behaviorism Quiz (48 hours after the end of class)</p>
4	<p>Language Development</p> <p>Readings: Lightbown, P. & Spada, N. (2013). Chapter 1 – First language acquisition (pp. 5 – 14); Language disorders and delays (pp. 29 – 30); Childhood bilingualism (pp. 30 – 33). All of Chapter 2 Second language learning (pp. 35-72); Chapter 6 – Teach what is teachable (pp. 177-182). In <i>How languages are learned</i> (4th edition). Oxford, UK: Oxford University Press.</p> <p>Hoff, E. (2014) Chapter 11 - Language Development in Special Populations (pp. 329 – 357). In <i>Language Development</i> (5th edition). Belmont, CA: Wadsworth.</p>	<p>- Forum posting (24 hours before class)</p>

	<p>Video Viewing: Typical Speech and Language Development https://www.youtube.com/watch?v=BSK2OhEFx0M</p> <p>Using what we know: Applying Piaget’s developmental theory in primary classrooms http://youtu.be/KaJWz0_3jcA</p>	
5	<p>Universal Grammar approach to SLA</p> <p>Readings: Mitchell, R. Myles, F., & Marsden, E. (2013) Chapter 3: Linguistics and language learning: The Universal Grammar approach. In <i>Second language learning theories</i> (3rd edition, pp. 61-97). New York: Routledge.</p> <p>Lightbown, P. & Spada, N. (2013). Chapter 1 – The innatist perspective (20 – 24). Chapter 6 – Just listen ... and read (159 – 165). In <i>How languages are learned</i> (4th edition). Oxford, UK: Oxford University Press.</p> <p>Video: Noam Chomsky on Language Acquisition https://www.youtube.com/watch?v=7Cgpfw4z8cw Steven Pinker on how children learn language http://youtu.be/ir7arILiqxg Genie https://www.youtube.com/watch?v=6H2PONmnbPo</p>	- Forum posting (24 hours before class)
6	<p>Cognitive Theories I</p> <p>Readings: Lightbown, P. M. & Spada, N. (2013). Chapter 4 Explaining second language learning: The Cognitive Perspective (pp 108-118). In <i>How languages are learned</i> (4th edition). Oxford, UK: Oxford University Press.</p> <p>Mitchell, R. Myles, F., & Marsden, E. (2013) Chapter 5: Section 5.2 “Explicit knowledge, information processing and skill acquisition” (pp 136- 142); Section 5.3 “Awareness and attention in second language acquisition” & Section 5.4 “Working memory and second language acquisition” (pp 146-156) . In <i>Second language learning theories</i> (3rd edition). New York: Routledge.</p> <p>Video: <i>Shaping the way we teach English: Learning Strategies (Module 7):</i> http://youtu.be/siNy5vXWbOY</p>	- Forum posting (24 hours before class)
7	<p>Cognitive Theories II</p> <p>Readings: Mitchell, R. Myles, F., & Marsden, E. (2013). Chapter 4: Section 4.1 “Introduction” & Section 4.2 “Input-based emergentist perspectives” (pp. 98 -114 & 125-129). In <i>Second language learning theories</i> (3rd edition). New York: Routledge.</p>	- “Talking to the text” group presentation (Instructor will provide details for submission)

	<p>Oxford, R. (2001). Language learning strategies. In R. Carter & D. Nunan (eds.), <i>The Cambridge guide to teaching English to speakers of other languages</i> (pp. 166-172). Cambridge: Cambridge University Press.</p> <p>Video: <i>Talking to the text</i></p>	
8	<p>Constructivism</p> <p>Readings: Simina, V. & Hamel, M. (2005). CASLA through a social constructivist perspective: WebQuest in project-driven language learning. <i>ReCALL</i>, 17(2), 217-228.</p> <p>Ormrod, J. (2011). Chapter 7: Knowledge construction. In <i>Educational psychology: Developing learners</i> (7th edition, pp. 217-236). Boston: Pearson.</p> <p>Video: <i>Heather Robertson: Teaching diverse students</i>. University of Southern California, Language Academy. Wingspan Pictures, Burbank CA. (assignment 6.1)</p>	- Forum posting (24 hours before class)
9	<p>Sociocultural Theory I</p> <p>Readings: Mitchell, R. Myles, F., & Marsden, E. (2013) Chapter 8: Sociocultural perspectives on second language learning. In <i>Second language learning theories</i> (3rd edition, pp. 220-249). New York: Routledge.</p> <p>Zuengler, J., & Miller, E. R. (2006). Cognitive and sociocultural perspectives: Two parallel SLA worlds? <i>TESOL Quarterly</i>, 40(1), 35-58.</p> <p>Video: <i>Shaping the way we teach English: Contextualizing Language (Module 1)</i> http://www.youtube.com/watch?v=Qu2JRqTdtGQ</p>	- Forum posting (24 hours before class)
10	<p>Sociocultural Theory II</p> <p>Readings: Borja, L. A, Soto, S. T & Sanchez, T. X. (2015). Differentiating Instruction for EFL Learners. <i>International Journal of Humanities and Social Science</i> 5: 8 (1), 30 – 36.</p> <p>Ortega, L. (2013) Chapter 10: Social dimensions of L2 learning. In <i>Understanding second language acquisition</i> (pp. 216-227). New York: Routledge.</p> <p>Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. <i>The International Journal of Bilingual Education and Bilingualism</i>, 9(2), 159-180.</p> <p>Video: <i>Shaping the way we teach English: Pair and group work (Module 4)</i> http://www.youtube.com/watch?v=woNZzjL9bQ</p>	- Differentiation and scaffolding group analysis paper (96 hours after end of class time)

	<p>Teaching Matters: Scaffolding https://www.youtube.com/watch?v=9gNjGD_W3dM</p> <p>Shaping the Way We Teach English: Module 11, Individual Learner Differences https://www.youtube.com/watch?v=ETHQztHHqKM</p>	
11	<p>Interaction in Second Language Learning</p> <p>Readings:</p> <p>Mitchell, R., Myles, F., & Marsden, E. (2013) Chapter 6: Interaction in second language learning (pp. 160-187). In <i>Second language learning theories</i> (3rd edition). New York: Routledge.</p> <p>Lightbown, P. & Spada, N. (2013). Chapter 1- Interactionist/developmental perspectives (pp. 24-29). Chapter 6 - Let's talk (pp. 165 – 171), Get it right in the end (182 – 191) In <i>How languages are learned</i> (4th edition). Oxford, UK: Oxford University Press.</p> <p>Schumann, J. (2013). A unified perspective of first and second language acquisition. In A. Joaquin & J. Schumann, (eds.). <i>Exploring the interactional instinct</i>, (pp. 1-14). New York: Oxford Univ. Press.</p>	<p>- Forum posting (24 hours before class)</p>
12	<p>Social dimensions of language learning</p> <p>Readings:</p> <p>Mitchell, R. Myles, F., & Marsden, E. (2013) Chapter 9: Sociolinguistic perspectives. In <i>Second language learning theories</i> (3rd edition, pp. 250-284). New York: Routledge.</p> <p>Ortega, L. (2013) Chapter 10: Social dimensions of L2 learning. In <i>Understanding second language acquisition</i> (pp. 216-218: review, 227 - 250). New York: Routledge.</p>	<p>- Forum posting (24 hours before class)</p>
13	<p>Motivation and Individual differences</p> <p>Readings:</p> <p>Ortega, L. (2013) Chapter 8: Motivation. In <i>Understanding second language acquisition</i> (pp. 168-199). New York: Routledge.</p> <p>Norton, B. and Gao, Y. (2008). Identity, investment, and Chinese learners of English. <i>Journal of Asian Pacific Communication</i> 18 (1), 109-120.</p> <p>Lightbown, P. & Spada, N. (2013). Chapter 3: Individual differences in second language learning (pp. 75-99). In <i>How languages are learned</i> (4th edition). Oxford, UK: Oxford University Press.</p> <p>Video viewings:</p> <p>Shaping the Way We Teach English: Module 11, Individual Learner Differences https://www.youtube.com/watch?v=ETHQztHHqKM</p>	<p>- Orientation Video Analysis Paper (due 96 hours after end of class time)</p>

14	<p>Self-Regulation and Assessment</p> <p>Readings: Dembo, M. H. & Eaton, M. J. (2000). Self-regulation of academic learning in middle-level schools. <i>The Elementary School Journal</i>, 100(5), 473-490.</p> <p>Bown, J. (2009). Self-regulatory strategies and agency in self-instructed language learning: A situated view. <i>Modern Language Journal</i> 93(4), 570-583.</p> <p>McKay, P. (2005). Research into the assessment of school-age language learners. <i>Annual Review of Applied Linguistics</i>, 25, 243-263.</p> <p>Video: <i>Shaping the way we teach English: Alternative assessment</i> (Module 10) http://youtu.be/FkK06hpQmt4</p>	<p>-Forum posting (24 hours before class)</p>
15	<p>Group Project Presentation</p> <p>Readings: Lightbown, P. & Spada, N. (2013). Chapter 7: Popular ideas about language learning revisited (pp. 201-212). In <i>How languages are learned</i> (4th edition). Oxford, UK: Oxford University Press.</p> <p>Video viewings: Watch recordings of group lessons posted on the class wall</p>	<p>-Draft of Group Lesson Plan on class wall (24 hours before class)</p> <p>-Group Lesson Plan Presentation (During class)</p> <p>-Group Lesson Plan (24-96 hours after the end of class time)</p> <p>-Group Analysis Paper (due 96 hours after end of class time)</p>

Course Schedule

INTRODUCTION TO LEARNING THEORIES

Week 1

Introduction

The purpose of this unit is to define what constitutes “learning,” introduce the construct of “theory,” what is meant by “learning theory,” and the applications and limitations of learning theory in English language instruction. We will also introduce and discuss the recurring course concepts of assessment, motivation, self-regulation, and classroom management.

Objectives

Upon completion of this unit, candidates will be prepared to:

- describe what “learning” means.
- describe the characteristics, applications, and limitations of learning theories in language teaching.
- define assessment, motivation, and self-regulation (in general terms).

Assignments

1. Read the assigned readings before the first class.
2. Forum posting: Discuss what you think “learning” means and how this relates to language learning research and classroom practice.
3. In the first week, you are required to make an orientation video (10 minutes maximum in length) demonstrating you teaching someone either a content-based topic or a language feature. You must post it to the class wall.

Required Reading/Viewing

Please read before the first class

Mitchell, R., Myles, F., & Marsden, E. (2013) Chapter 1: Second language learning: Key concepts and issues. In *Second language learning theories* (3rd edition, pp. 1-26). New York: Routledge.

Lightbown, P. & Spada, N. (2013). *How languages are learned* (4th edition). Oxford, UK: Oxford University Press. Read the introduction chapter and **complete the opinion quiz on pp. 3-4.**

HISTORICAL OVERVIEW OF SECOND LANGUAGE LEARNING RESEARCH

Week 2

Introduction

The purpose of this unit is to survey the history of second language learning research, the major contributors to the development of the field, its primary psycholinguistic and sociolinguistic approaches, and their implications for classroom instruction.

This week's discussion will include the following:

- Review of the history of language learning research from its beginnings in literature and translation studies, behaviorism, psycholinguistic second language acquisition, and sociolinguistic second language learning.
- A basic understanding of how primary languages are learned
- Inter-disciplinary contributions and influences in language learning research
- Instructional implications of major trends in second language learning research

Objectives

Upon completion of this unit, candidates will be prepared to:

- identify the major areas of research in second language learning
- discuss how historical developments in complementary fields inform language learning research
- describe how language learning research trends influence classroom practice
- connect history to theory to curriculum to pedagogy

Assignments

1. Readings/Viewing
2. Forum posting: Based on what you have read and learned so far, what do you think is the most important development or trend in the history of language learning research? What impact did or does this development have on how languages are taught? If possible, cite examples from your personal experience in classroom-based language learning and discuss connections between these trends in the field and your textbooks, learning materials, and teachers' instructional techniques.

Required Reading

Block, D. (2003). Chapter 2: A short history of second language acquisition. In *The social turn in second language acquisition* (pp. 8-31). Washington, DC: Georgetown University Press.

Mitchell, R., Myles, F., & Marsden, E. (2013) Chapter 2: The recent history of second language learning research. In *Second language learning theories* (3rd edition, pp. 27-60). New York: Routledge.

BEHAVIORAL THEORIES

Week 3

Introduction

The purpose of this unit is to examine behavioral theories of second language learning – theories that dominated thinking about learning and human behavior in the United States for almost five decades. This week's discussion will include the following:

- Review of the main assumptions and principles of behavioral theories of second language learning, including its application to instruction, assessment, and motivation.
- Examples of productive uses and limitations of behaviorist pedagogy in the language classroom.
- Based on the readings in this unit, as well as, your prior knowledge and personal/professional experiences, describe why behavioral teaching strategies are prevalent in educational settings.
- How does behaviorism fit with your beliefs about how students learn languages and the responsibility teachers have for creating and sustaining optimal learning conditions in classrooms?

Objectives

Upon completion of this unit, candidates will be prepared to:

- identify the main assumptions and principles of behavioral theories of learning, including
- application to instruction, assessment, and motivation.
- identify the applications and limitations of behavioral approaches.
- describe the origin and influence of behaviorism in the field of psychology and its influence
- on language teaching and the conceptualization of human learning in the United States.
- apply behavioral theory to the interpretation and analysis of instruction and learning in a
- video observation.

Assignments

1. Readings/Viewing
2. Watch Video
3. Behaviorism Quiz Due: 48 hours after the end of class time.

Purpose

The purpose of this assignment is to help you internalize and apply what you have learned about behaviorism to interpreting episodes of teaching and learning in the classroom.

Required Reading/Viewing

Ormrod, J. (2011). Chapter 9: Behaviorist views of learning. In *Educational psychology: Developing learners* (7th edition, pp. 285-311). Boston: Pearson

Lightbown, P. & Spada, N. (2013). Chapter 1 – The behaviorist perspective (pp. 15-19); Chapter 6 – Get it right from the beginning (pp. 154-159). In *How languages are learned* (4th edition). Oxford, UK: Oxford University Press.

Video viewing:

The 5th Grade, Washington, DC.

LANGUAGE DEVELOPMENT

Week 4

Introduction

This unit presents typical and atypical first and second language development and its influence on theories and practices of language teaching.

This week's discussion will include the following:

- Review of the main stages of typical language development from birth through school years for both first and second language learners.
- Review of atypical language development related to deafness, blindness, mental retardation, autism, and specific language impairment.
- Review of childhood bilingualism in relation to every-day and academic language development.
- How do differing theoretical assumptions about the nature of children's growth and development reveal fundamental distinctions in cultural orientations regarding human development and language learning?

Objectives

Upon completion of this unit, candidates will be prepared to:

- identify the main stages of typical language development
- identify main assumptions and principles of developmental theories of learning, including its application to language instruction, assessment, and motivation.
- summarize the trends in thinking about human development, particularly as they relate to cognitive development.
- identify the applications and limitations of developmental approaches in language instruction.

Assignments

1. Reading
2. Forum posting

Required Reading/Viewing

Lightbown, P. & Spada, N. (2013). Chapter 1 – First language acquisition (pp. 5 – 14); Language disorders and delays (pp. 29 – 30); Childhood bilingualism (pp. 30 – 33). All of Chapter 2 Second language learning (pp. 35-72); Chapter 6 – Teach what is teachable (pp. 177-182). In *How languages are learned* (4th edition). Oxford, UK: Oxford University Press.

Hoff, E. (2014) Chapter 11 - Language Development in Special Populations (pp. 329 – 357). In *Language Development* (5th edition). Belmont, CA: Wadsworth.

Video viewing:

Video: Typical Speech and Language Development

<https://www.youtube.com/watch?v=BSK2OhEFx0M>

Using what we know: Applying Piaget's developmental theory in primary classrooms

http://www.youtube.com/watch?v=KaJWz0_3jcA

UNIVERSAL GRAMMAR APPROACH TO SLA

Week 5

Introduction

This unit presents Universal Grammar theory and its influence on theories and practices of language teaching.

This week's discussion will include the following:

- Review of the main assumptions and principles of developmental theories of learning, including application to language instruction, assessment, and motivation.
- Does viewing human life as linear, via stages, relate to teaching language?
- How do differing theoretical assumptions about children's growth and development reveal fundamental distinctions in cultural orientations on human development and language learning?

Objectives

Upon completion of this unit, candidates will be prepared to:

- identify the main assumptions and principles of developmental theories of learning, including its application to language instruction, assessment, and motivation.
- summarize the trends in thinking about human development, particularly as they relate to cognitive development.
- identify the applications and limitations of developmental approaches in language instruction.
- identify and discuss challenges to nativist/innatist theories in first and second language learning

Assignments

1. Reading
2. Forum posting: Discuss how development might shape second language learning and how your role as a teacher would affect students' development.

Required Reading/Viewing:

Mitchell, R. Myles, F., & Marsden, E. (2013) Chapter 3: Linguistics and language learning: The Universal Grammar approach. In *Second language learning theories* (3rd edition, pp. 61-97). New York: Routledge.

Lightbown, P. & Spada, N. (2013). Chapter 1 – The innatist perspective (20 – 24). Chapter 6 – Just listen ... and read (159 – 165). In *How languages are learned* (4th edition). Oxford, UK: Oxford University Press.

Video-viewings:

Noam Chomsky on Language Acquisition: <https://www.youtube.com/watch?v=7Cgpfw4z8cw>

Steven Pinker on How Children Learn Language:
<https://www.youtube.com/watch?v=ir7arILiqxg&feature=youtu.be>

Genie: <https://www.youtube.com/watch?v=ir7arILiqxg&feature=youtu.be>

COGNITIVE THEORIES I

Week 6

Introduction

This unit is focused on cognitive theories of learning, a dominant theoretical perspective in the last 50 years. Cognitive approaches to second language learning include a number of different theories that explain learning processes that are situated within the individual and arose as a response to behaviorism.

This week's discussion will include the following questions:

- How are cognitive theories of second language learning different from and similar to behavioral and developmental theories?
- In cognitive theories, what are the influences of the environment and culture on language learning?
- How do Information-Processing Models explain language learning? Provide an example of a learning situation you experienced or observed that could be explained using this model.
- What are your prior experiences with the development of meta-cognition, creativity, and critical thinking in language learning? How are these processes taught in language instruction?

Objectives

Upon completion of this unit, candidates will be prepared to:

- identify the main assumptions and principles of cognitive theories of second language learning, including its application to instruction, assessment, and motivation.
- identify the applications and limitations of cognitive approaches.
- explain how Information Processing Theories explain learning, and how meta-cognitive strategies can be incorporated into language instruction.
- apply cognitive theory to the interpretation and analysis of instruction and learning in a video observation.

Assignments

1. Readings/Viewing
2. Forum posting

Required Reading/Viewing

Lightbown, P. M. & Spada, N. (2013). Chapter 4 Explaining second language learning: The Cognitive Perspective (pp 108-118). In *How languages are learned* (4th edition). Oxford, UK: Oxford University Press.

Mitchell, R. Myles, F., & Marsden, E. (2013) Chapter 5: Section 5.2 “Explicit knowledge, information processing and skill acquisition” (pp 136- 142); Section 5.3 “Awareness and attention in second language acquisition” & Section 5.4 “Working memory and second language acquisition” (pp 146-156) . In *Second language learning theories* (3rd edition). New York: Routledge.

Video viewing:

Shaping the way we teach English: Learning strategies (Module 7)

<http://www.youtube.com/watch?v=siNy5vXWbOY>

COGNITIVE THEORIES II

Week 7

Introduction

We will continue our exploration of cognitive theories and how they inform second language acquisition frameworks.

Objectives

Upon completion of this unit, candidates will be prepared to:

- identify the main assumptions and principles of cognitive theories of language learning, including its application to instruction, assessment, and motivation.
- identify the applications and limitations of cognitive approaches.
- explain how information processing theories explain learning, and how meta-cognitive strategies can be incorporated into language instruction.
- apply cognitive theory to the interpretation and analysis of instruction and learning in a video observation.

Assignments

1. Readings/Viewing
2. “Talking to the text” group presentations: your instructor will provide submission details.

Required Reading/Viewing

Mitchell, R. Myles, F., & Marsden, E. (2013). Chapter 4: Section 4.1 “Introduction” & Section 4.2 “Input-based emergentist perspectives” (pp. 98 -114 & 125-129). In *Second language learning theories* (3rd edition). New York: Routledge.

Oxford, R. (2001). Language learning strategies. In R. Carter & D. Nunan (eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 166-172). Cambridge: Cambridge University Press.

Video viewing:

Talking to the text

CONSTRUCTIVISM

Week 8

Introduction

This unit focuses on the constructivist perspective in language learning. While there is some debate as to whether Constructivism should be referred to as a practice or approach to learning rather than a theory, constructivist approaches are primarily influenced by cognitive (Cognitive Constructivism) and social theories (Social Constructivism). Cognitive Constructivism focuses on how learners construct knowledge on their own, while Social Constructivism how individuals construct knowledge from cultural and social contexts.

This week's discussion will include the following questions:

- Active learning activities do not always promote active mental experiences. Why do you think students who are actively engaged in language learning experiences may not be constructing new knowledge from these experiences?
- How do specific factors in language learning experiences (prior knowledge, motivation, instructional approaches, learning strategies, peer interactions, and resource management) influence teachers' ability to facilitate learning and students' opportunities for learning process?

Objectives

Upon completion of this unit, candidates will be prepared to:

- identify and describe constructivist teaching practices.
- explain the historical roots of constructivism.
- apply constructivist theory to English language teaching practices.

Assignments

1. Readings/Viewing
2. Forum posting

Required Reading/Viewing

Simina, V. & Hamel, M. (2005). CASLA through a social constructivist perspective: WebQuest in project-driven language learning. *ReCALL*, 17(2), 217-228.

Ormrod, J. (2011). Chapter 7: Knowledge construction. In *Educational psychology: Developing learners* (7th edition, pp. 217-236). Boston: Pearson.

Video viewing:

Heather Robertson: Teaching diverse students. University of Southern California, Language Academy. Wingspan Pictures, Burbank CA. (assignment 6.1)

SOCIOCULTURAL THEORY I

Week 9

Introduction

This unit and the next are focused on the tenets of the sociocultural perspective and its application to practice in mediational approaches to language learning. As with constructivism, there is some debate as to whether this is a theory or a perspective, given the broadness of sociocultural principles. However, the emphasis on cultural mediation in sociocultural perspectives makes it highly relevant to current issues in language teaching and learning. The readings for these two units have been chosen to provide both a broad overview of sociocultural perspectives and related instructional strategies.

During class time this week, the following will be discussed:

- How is a sociocultural approach different and similar to the prior theories and perspectives we have discussed in class?
- What is the relationship between culture and language teaching and learning?

Objectives

Upon completion of this unit, candidates will be prepared to:

- identify the main assumptions and principles of the sociocultural perspective, including its application to instruction, assessment, and motivation.
- explain the use of scaffolding and ZPD from a sociocultural perspective.
- identify the applications and limitations of a sociocultural approach.
- apply a sociocultural perspective to the interpretation and analysis of instruction and learning in a video observation.

Assignments

1. Readings/Viewing
2. Forum posting

Required Reading/Viewing

Mitchell, R. Myles, F., & Marsden, E. (2013) Chapter 8: Sociocultural perspectives on second language learning. In *Second language learning theories* (3rd edition, pp. 220-249). New York: Routledge.

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

Video viewing:

Shaping the way we teach English: Contextualizing Language (Module 1)

<http://www.youtube.com/watch?v=Qu2JRqTdtGQ>

SOCIOCULTURAL THEORY II

Week 10

Introduction

This unit continues the focus on sociocultural perspectives in language learning and teaching. The selected readings for this unit emphasize the application of sociocultural perspectives to language instruction through the use of specific strategies to scaffold student learning.

During class time this week, the following will be discussed:

- How does your understanding of the relationships among culture, language learning, and cognition influence how you facilitate language learning and create a supportive social context for students?
- What kinds of scaffolds might be particularly effective in the teaching of language?

Objectives

Upon completion of this unit, candidates will be prepared to:

- identify the main assumptions and principles of the sociocultural perspective, including its application to language instruction, assessment, and motivation.
- explain the use of scaffolding, differentiation and ZPD from a sociocultural perspective.
- explain the relationship between individual characteristics and the language learning and teaching.
- identify the applications and limitations of a sociocultural approach.

Assignments

1. Reading/Viewing
2. Differentiation and scaffolding group analysis paper: 96 hours after the end of class time.

Required Reading/Viewing

Borja, L. A, Soto, S. T & Sanchez, T. X. (2015). Differentiating Instruction for EFL Learners. *International Journal of Humanities and Social Science* 5: 8 (1), 30 – 36.

Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *The International Journal of Bilingual Education and Bilingualism*, 9(2), 159-180.

Lightbown, P. & Spada, N. (2013). Chapter 3: Individual differences in second language learning (pp. 75-99). In *How languages are learned* (4th edition). Oxford, UK: Oxford University Press.

Video viewing:

Shaping the way we teach English: Pair and group work (Module 4)

<http://www.youtube.com/watch?v=woNZzjJL9bQ>

Teaching Matters: Scaffolding https://www.youtube.com/watch?v=9gNjGD_W3dM

Shaping the Way We Teach English: Module 11, Individual Learner Differences

<https://www.youtube.com/watch?v=ETHQztHHqKM>

INTERACTION IN SECOND LANGUAGE LEARNING

Week 11

Introduction

The unit introduces several theories and hypotheses that consider interaction to be an important component for language learning, including Output hypothesis, Interaction hypothesis, and others. The unit also presents a challenge to the nativist and innatist claims of Universal Grammar with a comprehensive discussion of the interactional instinct theory. The interactional instinct theory posits that language is a cultural artifact evolving, not from an inborn biological language faculty, but instead, from social interaction and the human drive to engage and communicate with others. We will discuss the basic tenets of each perspective and their application to practice.

This week's discussion will include the following questions:

- In what ways is interaction an important aspect of language learning?
- What is the role of feedback in language learning?
- How does the theory of the human interactional instinct negate hypotheses of an a priori biological language faculty and inform our current understanding of first and second language acquisition?

Objectives

Upon completion of this unit, candidates will be prepared to:

- identify the main roles that interaction plays in language learning.
- identify the applications and limitations of interactionist views of language learning.
- apply interactionist ideas of language learning to language teaching practices.

Assignments

1. Readings/Viewing
2. Forum posting

Required Reading/Viewing

- Mitchell, R., Myles, F., & Marsden, E. (2013) Chapter 6: Interaction in second language learning (pp. 160- 187) In *Second language learning theories* (3rd edition). New York: Routledge.
- Lightbown, P. & Spada, N. (2013). Chapter 1- Interactionist/developmental perspectives (pp. 24-29). Chapter 6 - Let's talk (pp. 165 – 171), Get it right in the end (182 – 191) In *How languages are learned* (4th edition). Oxford, UK: Oxford University Press.
- Schumann, J. (2013). A unified perspective of first and second language acquisition. In A. Joaquin & J. Schumann, (eds.). *Exploring the interactional instinct*, (pp. 1-14). New York: Oxford Univ. Press.

SOCIAL DIMENSIONS OF LANGUAGE LEARNING

Week 12

Introduction

The unit discusses how such constructs as cognition, interaction, grammar, learning, and sense of self can be understood as social phenomena in the context of second language learning. We will also discuss the socio-linguistic variability, second language socialization, communities of practice, and identity in second language learning, as well as the role of conversation and discourse analysis in second language research.

This week's discussion will include the following questions:

- Why do we discuss the concept of language socialization in relation to a second language learning?
- Why are having access to and being part of a learning community important?
- What is the role of identity in language learning?

Objectives

Upon completion of this unit, candidates will be prepared to:

- identify the main social dimensions of language learning.
- identify the applications and limitations of the social view of language learning.
- apply social dimensions to language teaching practices.

Assignments

Readings/Viewing
Forum posting

Required Reading/Viewing

Mitchell, R. Myles, F., & Marsden, E. (2013) Chapter 9: Sociolinguistic perspectives. In *Second language learning theories* (3rd edition, pp. 250-284). New York: Routledge.

Ortega, L. (2013) Chapter 10: Social dimensions of L2 learning. In *Understanding second language acquisition* (pp. 216-218 - review, 227 - 250). New York: Routledge.

MOTIVATION

Week 13

Introduction

The focus of this unit is on the relationship between motivation, and individual characteristics, such as intelligence, aptitude, learning styles, and language learning. We will expand upon prior week's discussions regarding motivational approaches that are related to the various learning theories and perspectives we have discussed in class. We will also explore sociocultural notions of identity and investment to broaden our understanding of motivation in second language learning.

This week's discussion will include the following questions:

- What is the relationship between motivation and language learning for diverse students?
- What is the relationship between individual characteristics and language learning for diverse students?
- How do considerations of identity and investment contribute to our understanding of second language learner motivation?
- How is motivation addressed in learning theories and perspectives we have discussed in class?
- How can motivation be addressed in our classrooms and instructional strategies?

Objectives

Upon completion of this unit, candidates will be prepared to:

- summarize and discuss motivational approaches aligned with behavioral, cognitive, social cognitive, and sociocultural perspectives.
- identify developmental influences on student motivation.
- interpret and analyze motivational approaches and strategies in a video observation.
- explain the relationship between motivation and the language learning process.
- explain the contributions of sociocultural notions of identity and investment to the concept of motivation in second language learning.

Assignments

1. Readings/Viewing
2. Orientation Video Analysis paper due 96 hours after the end of class time.

Required Reading/Viewing

- Ortega, L. (2013) Chapter 8: Motivation. In *Understanding second language acquisition* (pp. 168-199). New York: Routledge.
- Guilloteaux, M. J. and Dörnyei, Z. (2008). Motivating Language Learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly* 42(1), 55-77.
- Norton, B. & Gao, Y. (2008). Identity, investment, and Chinese learners of English. *Journal of Asian Pacific Communication*, 18(1), 109-120.

SELF-REGULATION AND ASSESSMENT

Week 14

Introduction

The focus of this unit is on self-regulation and assessment in language learning. We will also examine the relationship between language learning and assessment, as well as the different ways language learning can be assessed. We will expand upon discussions in prior weeks regarding how assessment is addressed in the various learning theories and perspectives we have discussed in class. Particular attention will be given to how the alignment between learning objectives, instructional activities, and assessment should be aligned to promote meaningful learning.

This week's discussion will include the following questions:

- What is the relationship between self-regulation and language learning for diverse students?
- How is self-regulation addressed in learning theories and perspectives we have discussed in class?
- How can self-regulation be addressed in our classrooms and instructional strategies?
- What influences the approach selected for assessment and evaluation of language learning?

Objectives

Upon completion of this unit, candidates will be prepared to:

- summarize and discuss self-regulation processes and strategies aligned with behavioral, cognitive, social cognitive, and sociocultural perspectives.
- identify developmental influences on student motivation and self-regulation.
- explain the relationship between self-regulation and the language learning process.
- discuss the significance of consistency in the application of theoretical perspectives, instructional approaches, and assessment.
- recognize and apply various learning perspectives to the design of language assessment tools.
- interpret and analyze assessment strategies in a video observation.

Assignments

1. Readings/Viewings
2. Forum posting: Consider the topics discussed in weeks 13 and 14. Describe a new language learning example or classroom experience that addresses your beliefs and observations about identity, motivation, investment, and/or self-regulation and assessment in second language learning. Explain how this example illustrates why these factors should be taken into considered in second language teaching.

Required Reading

Dembo, M. H. & Eaton, M. J. (2000). Self-regulation of academic learning in middle-level schools. *The Elementary School Journal*, 100(5), 473-490.

Bown, J. (2009). Self-regulatory strategies and agency in self-instructed language learning: A situated view. *Modern Language Journal* 93(4), 570-583.

McKay, P. (2005). Research into the assessment of school-age language learners. *Annual Review of Applied Linguistics*, 25, 243-263.

Video viewing:

Shaping the way we teach English: Alternative assessment (Module 10)

<http://www.youtube.com/watch?v=FkK06hpQmt4>

GROUP PROJECT PRESENTATION

Week 15

Introduction

This week's discussion will summarize the ideas presented in the course and engage candidates in a demonstration of how second language learning theory is applied to instructional practice.

Objectives

Upon completion of this unit, candidates will be prepared to:

- review the opinion quiz completed at the course start from a more critical, informed perspective.
- discuss how their views on major principles in language learning changed or were more strongly justified by the course material and activities.
- demonstrate putting theory to practice in English language teaching through a final presentation of their Lesson Plan and Group Analysis Project.

Assignments

1. Reading
2. Group Analysis Project Lesson Plan
3. Group Analysis Project Final Presentation
4. Group Analysis Paper: Due 96 hours after the end of class time.

Required Reading/Viewing

Lightbown, P. & Spada, N. (2013). Chapter 7: Popular ideas about language learning revisited (pp. 201-212). In *How languages are learned* (4th edition). Oxford, UK: Oxford University Press.

Video-viewing: Watch your classmates' lesson plan videos posted on the course wall.