

Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

Second Language Acquisition for Language Educators (REQ / 3 cr.)

Instructor: Prof. Daniel Jackson

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Course Dates

5/16 (Sun. 10:00-17:00)	5/30 (Sun. 10:00-17:00)	6/20 (Sun. 10:00-17:00)
7/4 (Sun. 10:00-17:00)	8/22 (Sun. 10:00-17:00)	

Note: Additional online work equivalent to **6 hours** will be provided through online discussion. For the first two meeting dates, class hours via Zoom will held from 10:00 to 12:00 and 13:00 to 16:00. For the remaining meetings, Zoom lessons will be held from 10:00 to 12:00 and 13:00 to 15:00. For each date, quiz assignments based on meeting lectures will assigned via the course website.

Course Overview

This course is an introduction to second language acquisition (SLA) for practicing language teachers. As a field, SLA draws on a diverse range of scholarly perspectives (e.g., linguistic, psychological, social) to understand how people learn languages after having learned their first language. Such languages may include second or foreign languages, in instructed or uninstructed contexts, the learning of which typically results in varying degrees of bilingual or multilingual competence. This course will focus on theories and findings from SLA and seek to explain their relevance for language teaching. It will examine many assumptions regarding how to teach languages in light of SLA research. Topics include: age, L1 influence, the linguistic environment, individual differences, and social factors, among others. Each meeting will involve lectures by the instructor, guided group/pair discussion of course readings, journal article facilitations, consultations with the instructor and classmates regarding a self-selected term paper topic, and a thorough consideration of educational implications. These activities are intended to encourage deeper understanding of, and critical reflection on, the relevance of topics in SLA to course participants' involvement in the TESOL profession.

Course Schedule

Session	Topic
1	Course Introduction and the Age Factor
2	Crosslinguistic Influence
3	The Linguistic Environment
4	Individual Differences
5	Social Dimensions

Pre-course Reading/Assignment

Chapters 1 & 2 from the textbook (*Understanding Second Language Acquisition* by Ortega).

Required textbook

The instructor will provide all course materials.

Assignments and Assessment

- Classmate Interview (10%)
- Online Discussion (25%)
- Quiz Assignments (15%)
- Article Facilitation (25%)
- Term Paper (25%)

Grade Scale: A+ 100-95; A 94-80; B 79-70; C 69-60; D 59-0

Instructor Bio

I earned my M.S. in Education from the University of Pennsylvania and my Ph.D. in Second Language Studies from the University of Hawai'i at Mānoa. Since 2015, I have been an associate professor in the Department of English at Kanda University of International Studies (KUIS). For the MA TESOL Program at KUIS, I have designed and taught courses on Academic Writing and Second Language Acquisition (SLA). I also serve on the program's steering committee and have supervised students on their MA Projects. Through my teaching and research, I aim to improve language education by: (1) exploring individual learner factors that make a difference in SLA and (2) promoting understanding of task-based language teaching, particularly concerning the effects of task design and the role of the teacher. In addition to publications in *ELT Journal*, *Journal of Second Language Writing*, *Language Learning*, *Language Teaching Research* and *TESOL Quarterly*, I co-edited *Cognitive Individual Differences in Second Language Processing and Acquisition* with Gisela Granena and Yucel Yilmaz (John Benjamins, 2016) and authored *Language Teacher Noticing in Tasks* (Multilingual Matters, 2021). Currently, I am collaborating on several projects regarding individual differences in SLA, including working memory, implicit/statistical learning ability, and dyslexia.