

- Name of Course:** Issues in Second Language Acquisition (M.Ed.)
סוגיות ברכישת שפה שנייה (תואר שני)
- Names of Teachers:** Prof. Elite Olshtain and Dr. Deborah Dubiner
- Number of Hours:** Two hours weekly for two semesters
- Type of Course:** Interactive lectures (second year, compulsory, seminar option)
- Course Description:** This course is devoted to selected topics in theory and research in second language acquisition and their pedagogical implications. Graduates will develop knowledge and critical awareness of issues pertinent to the acquisition of second languages, and use this knowledge to critically assess their own teaching practice.
- Course Objectives:**
1. Apply SLA research, approaches, and pedagogical implications in understanding and making recommendations for English learners
 2. Describe the processes that take place in learning a second language
 3. Analyze the role multilinguality plays in learning language and in identity development
 4. Explain how SLA processes and language learning theories may influence teaching practices and program models.
 5. Understand the challenges of learning languages, and identify multiple factors that inhibit ELL from reaching advanced or academic language proficiency.

6. Use data documented in journal (from observations, interviews, work samples, formal and informal assessment) to understand and make recommendations for a student learning English.

Course Outline:

Semester A:

1. Introduction: Popular views about language learning
2. Neurolinguistic issues: an overview
3. Psycholinguistic issues: L1 vs L2 vs L3 acquisition, cognitive processes, the multilingual lexicon, age, multilinguality and multicompetence
4. Sociolinguistic issues: attitudes, motivation, identity, pragmatics, bilingualism and multilingualism; multicompetence

Semester B:

1. Pedagogical issues: vocabulary acquisition and teaching, learner characteristics, the impact of multimedia in learning and teaching, Nation's 4 strands, cognitive and metacognitive strategies, oral fluency research and teaching
2. Classroom research
3. Student presentations: seminar or term paper topics; one selected article

Methods of Teaching: Class discussions based on readings, activities based on digital resources and student presentations

- Course Requirements:**
1. Active attendance and participation; punctuality
 2. Completion of all reading and observation assignments; keeping a journal

3. Mid-course exam (during the semester break)
4. Progress report on topic and sources to be used in term paper
5. Term paper (lecture option: due July 24, 2013, final submission date August 24, 2013)
Seminar paper (seminar option: due August 24, 2013, final submission date the last day of Semester A תשע"ד)
6. In addition to the list of mandatory readings, students will be assigned additional short articles for report in the reading groups

Assessment: An interim grade will be given at the end of semester A based on the assignments completed during the semester. The final course grade is calculated according to the percentages listed above.

Lecture option:

- 10% English Mastery and class participation, attendance, punctuality
- 10% Oral presentation; leading class discussion
- 10% Short journal-based educated reflection on selected topic
- 35 % Mid-term exam (open-book)
- 35 % Term paper

Seminar option:

- 10% English Mastery and class participation, attendance, punctuality
- 10% Oral presentation; leading class discussion
- 10% Short journal-based educated reflection on selected topic
- 20 % Mid-term exam (open-book)

References (* = required reading):

- Baddeley A. (1997). *Human memory: Theory and practice* (rev. ed.). Hove, East Sussex: Psychology Press.
- Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and context in language teaching*. Cambridge: Cambridge University Press.
- * Cook, V. (1999). Going beyond the native speaker in language teaching. *TESOL Quarterly*, 33, 185-209.
- Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57, 402-423.
- Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for the mind. *American Educator*, 22(1&2), 8-15.
- Benson, C. (2004). Trilingualism in Guinea-Bissau and the question of instructional language. In C. Hoffman & J. Ytsma (Eds.), *Trilingualism in family, school and community*. (pp.166-184). Clevedon: Multilingual Matters.
- * De Bot, K., Lowie, W., & Verspoor, M. (2005). The multilingual mind. In De Bot, K., Lowie, W., & Verspoor, M. (Eds.), *Second language acquisition: An advanced resource book*. London: Routledge. Pp. 39-50. ON MOODLE.
- * DeKeyser, R., & Koeth, J. (2011). Cognitive aptitudes for second language learning. In E. Hinkel (Ed.), *Handbook of research in language teaching and learning* (pp. 395-406). Mahwah, NJ: Lawrence Erlbaum Associates.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1997). *Second language acquisition*. Oxford: Oxford University Press, pp 347-363.

Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford: Oxford University Press.

- * Fromkin, V., & Rodman, R. (1993). *An introduction to language*. Fort Worth: Harcourt Brace Jovanovich College Publishers, pp. 437-442.
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Gersten, R., Fuchs, L, Williams, J., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of Educational Research, 71*, 279-320.

- * Gill, S. R. (2006). Teaching rimes with shared reading. *The Reading Teacher, 60*(2), 191-193.

Hinkel, E. (2005). *Handbook of research in language teaching and learning*. Mahwah, NJ: Lawrence Erlbaum Associates.

- * Kamhi-Stein, L. (2003). Reading in two languages: How attitudes toward home language and beliefs about reading affect the behaviors of “underprepared” L2 college readers. *TESOL Quarterly, 37* (1), 35-71. **Different groups will read different case studies.** ON MOODLE.

Koprowski, M. (2005). Investigating the usefulness of lexical phrases in contemporary coursebooks. *ELT Journal, 59*(4), 322-332.

Kuhn, M. R., Schwanenflugel, P. J., & Meisinger, E. B. (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency. *Reading Research Quarterly, 45*(2), 230-251.

Laufer, B. (2005). Focus on form in second language vocabulary learning. *EUROSLA Yearbook, 5*, 223-250.

Laufer, B., & Ravenhorst-Kalovski, G. C. (2010). Lexical threshold revisited: Lexical text coverage, learners’ vocabulary size and reading comprehension. *Reading in a Foreign Language, 22*(1), 15-30.

- Lightbown, P., & Spada, N. (2006). *How languages are learned*. Oxford: Oxford University Press.
- * Marinova-Todd, S. H., Bradford Marshall, D., & Snow, C. E. (2000). Three misconceptions about age and L2 learning. *TESOL Quarterly*, 34, 9-34.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- * Nation, I. S. P. (2005). Teaching and learning vocabulary. In E. Hinkel (Ed.), *Handbook of research in language teaching and learning* (pp.581-595). Mahwah, NJ: Lawrence Erlbaum Associates.
- * Nation, P. (2007). The four strands. *Innovation in language learning and teaching*, 1, 12-13. ON MOODLE.
- Nation, I. S. P. (2009). *Teaching EFL/ESL reading and writing*. New York: Routledge.
- Nation, I. S. P., & Newton, J. (2009). *Teaching EFL/ESL listening and speaking*. New York: Routledge.
- Nation, P., & Waring, R. (1997). Vocabulary size, text coverage and word lists. In N. Schmitt & P. McCarthy (Eds.), *Vocabulary: Description, acquisition, and pedagogy*. Cambridge: Cambridge University Press.
- * Golan-Cook, P., & Olshtain, E. (2011). A model of identity and language orientations: The case of immigrant students from the Former Soviet Union in Israel. *Journal of Multilingual and Multicultural Development*, 32(4), 361-376.
- Olshtain, E., & Nissim-Amitai, F. (2011). Curriculum decision-making in a multilingual context. *The International Journal of Multilingualism*, 1(1), 53-64.
- * Paradis, M. (2002). Neurolinguistics of bilingualism and the teaching of second languages. Retrieved from

<http://www.semioticon.com/virtuals/multimodality/paradis.pdf>

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Pearson, P. D., Hiebert E. H., & Kamil, M. L. (2007). Vocabulary assessment: What we know and what we need to learn. *Reading Research Quarterly*, 42(2), 282-296.

Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.

Schmitt, N., & Schmitt, D. (1995). Vocabulary notebooks: theoretical underpinnings and practical suggestions. *ELT Journal*, 42(2), 133-143.

* Spolsky, B., & Shohamy, E. (1999). Language in Israeli society and education. *International Journal of the Sociology of Language*, 137, 93-114.

Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics* (pp. 125-144). Oxford: Oxford University Press.

* Swain, M. (2005). The output hypothesis: Theory and research. In E. Hinkel (Ed.), *Handbook of research in language teaching and learning* (pp.471-483). Mahwah, NJ: Lawrence Erlbaum Associates.