

ET9B7-15 SLA Insights for TESOL Practice

20/21

Department

Applied Linguistics

Level

Taught Postgraduate Level

Module leader

Annamaria Pinter

Credit value

15

Module duration

8 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

This module explores areas of second language acquisition (SLA) research that are relevant to TESOL practice. It considers how SLA is affected by individual learner characteristics as well as social-interactive processes in the classroom, and focuses specifically on features of SLA that can be positively shaped by teachers.

Module aims

This module aims to provide a solid theoretical knowledge base in SLA (second language acquisition), a core field of study underpinning TESOL. The module will focus on learner factors and social-interactive factors that are particularly relevant to SLA in classroom settings. The module aims to develop students' critical understanding of how insights from SLA theory and research can be used to inform language teaching and evaluate classroom practices in their current or future professional contexts.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module will move from an exploration of individual language learner characteristics affecting SLA, to a consideration of SLA as a social-interactive process that can be shaped by teachers. The week-by-week topic areas to be covered will be:

Week 1: Introduction to the module and to SLA theories and concepts

SLA and individual learner characteristics

Week 2: Individual difference characteristics learners bring to SLA

Week 3: Age as an individual difference variable in SLA

SLA as a social-interactive process

Week 4: Motivation, autonomy and the social learning environment

Week 5: The role of input, interaction and output

Week 6: Teacher-learner interactions in the classroom

Week 7: Learner-learner interactions and the role of language tasks

Week 8: Reflections, questions, assignment guidance

Learning outcomes

By the end of the module, students should be able to:

- Demonstrate comprehensive understanding of SLA theories and concepts relevant to TESOL practice
- Understand the complexity of learner characteristics and social-interactive processes shaping SLA
- Critically evaluate classroom practices in light of SLA theory and concepts
- Develop principled approaches to addressing individual learner needs and interests in the classroom
- Develop principled approaches to managing classroom interaction and scaffolding language learning

Indicative reading list

De Bot, K., Lowie, W., & Verspoor, M. (2005). *Second language acquisition: An advanced resource book*. London: Routledge.

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow: Longman.

Ellis, R. (2015). *Understanding second language acquisition* (2nd ed.). Oxford: Oxford University Press.

Johnson, K. (2017). *An introduction to foreign language learning and teaching* (3rd ed.). Harlow: Longman.

Lantolf, J., & Poehner, M. E. (2014). *Sociocultural theory and the pedagogical imperative in L2 education*. New York: Routledge.

Long, M. (2015). *Second language acquisition and task-based language teaching*. Malden, MA: Wiley-Blackwell.

Mercer, S., Ryan, S., & Williams, M. (Eds.). (2012). *Psychology for language learning: Insights from research, theory and practice*. Basingstoke: Palgrave Macmillan.

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

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

Pinter, A. (2017). *Teaching young language learners* (2nd ed.). Oxford: Oxford University Press.

Williams, M., Mercer, S., & Ryan, S. (2015). *Exploring psychology in language learning and teaching*. Oxford: Oxford University Press.

[View reading list on Talis Aspire](#)

Research element

Students are invited to focus on a specific topic of interest to them to explore for their assignment. In many cases, this can provide the basis for deeper research inquiry later in their dissertation.

International

This module has a specific international dimension since it is concerned with applying insights from second language acquisition research to TESOL practice in different educational, linguistic and cultural contexts.

Subject specific skills

- Demonstrate comprehensive understanding of SLA theories and concepts relevant to TESOL practice
- Understand the complexity of learner characteristics and social-interactive processes shaping SLA
- Critically evaluate classroom practices in light of SLA theory and concepts
- Develop principled approaches to addressing individual learner needs and interests in the classroom
- Develop principled approaches to managing classroom interaction and scaffolding language learning

Transferable skills

- Participate constructively in collaborative tasks and group discussions
 - Structure and communicate ideas effectively in writing
 - Plan and manage time and workload to meet deadlines
 - Synthesize information from a range of sources
 - Analyse and interpret classroom data in light of relevant theories and concepts
 - Reflect critically on personal experience and professional practice and relate to relevant theory
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Study

Study time

Type	Required
Lectures	8 sessions of 1 hour (5%)
Seminars	8 sessions of 1 hour (5%)
Private study	134 hours (89%)
Total	150 hours

Private study description

Students are expected to engage with weekly recommended readings (available through Talis Aspire), and to pursue a chosen topic area for independent study for their assignment. Detailed guidance on further reading is provided for each topic area.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time	Eligible for self-certification
Assessment component			
3000 word written assignment	100%		Yes (extension)
Reassessment component is the same			

Feedback on assessment

Written feedback on the assignment will be provided via a combination of the Centre's standard feedback sheets (which conform to Faculty criteria), and electronic annotation of the student's assignment (submitted via Tabula). Where appropriate, additional feedback may be provided via personal meetings with module tutors.

Availability

Courses

This module is Core for:

- Year 1 of TIES-X3BA Postgraduate Taught Drama Education and English Language Teaching

This module is Optional for:

- Year 1 of TIMA-L981 Postgraduate Social Science Research