



Course Title

Introduction to Second Language Learning

Contact Information

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Course Instructor

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Course Overview

This course is designed to give you an in-depth look into the concepts related to second language learning. These concepts include both the challenges that languages present as well as the individual differences that learners possess.

Required Textbook

No required textbook. Necessary readings provided throughout the D2L course.

Tech Help

If you are having issues with D2L or want to learn how to do something in it, please follow this series of steps:

- **Step 1:** Familiarize yourself with D2L by enrolling in this self-paced course: [Getting Started with D2L](#)
- **Step 2:** Visit the [D2L Help Page](#).
- **Step 3:** Contact D2L Support by using [this D2L tech support form](#)

Below is a list of video tutorials explaining some of the basic D2L tools you'll use in this course. The page design in these videos may be different from that of our courses, but the functionality is the same.

- [How to take a quiz](#)
- [How to navigate course content](#)

Did you encounter any issues or broken website links for readings or other content?

Please report any broken links or issues to tesolcrt@msu.edu.

Final Portfolio Assignment [Only Required for Full TESOL Online Certificate Participants]

You will analyze a lesson through the lens of the Second Language Acquisition concepts covered in this course. Please choose one lesson plan to examine (linked below). There are three provided - one from an EFL course for young children, one from an advanced academic writing class, and one from a high-intermediate grammar class. You may also choose to use a lesson plan of your own; if you do, please upload it along with your analysis. As you examine the lesson plan, note

what choices the instructor has made and think about how those choices will affect students' learning experience.

Links for Sample Lesson Plans

1. Lesson Plan #1 – [EFL for Children](#)
2. Lesson Plan #2 – [Writing Focus](#)
3. Lesson Plan #3 – [Grammar Focus](#)

Course Outline & Objectives

Welcome video

- Introduce yourself
- Introduce the course
- Textbook
- Refer to Course Navigation video in the “course information” folder
- To get started, please click on the Content tab above.

Unit 1 What is language learning?

- Part A: First Language Acquisition
- Part B: Developing interlanguage
- Part C: Second Language Acquisition
- Part D: Bilingualism

Unit 1 Objectives

After completing the presentations and readings for this unit, you should be able to:

- Identify key theories of first language acquisition
- Define interlanguage
- Identify key theories of second language acquisition
- Compare and contrast the different ways in which bi- and multilingualism have been viewed

Unit 2 Input, Interaction, Output

- Part A: Input
- Part B: Interaction
- Part C: Output

Unit 2 Objectives

After completing the presentations and reading for this unit, you should be able to:

- Identify different types of L2 input and their effects on L2 development
- Define the key constructs that underlie the interaction hypothesis
- Identify different types of corrective feedback and their effects on L2 development

Unit 3 Learning Grammar

- Part A: What is Grammar?
- Part B: Types of Knowledge
- Part C: Types of Instruction

Unit 3 Objectives

After completing the presentations and reading for this unit, you should be able to:

1. Define key components of grammar, such as morphology and syntax
2. Differentiate between implicit and explicit knowledge and state which is more ideal for L2 learning
3. Describe several approaches towards addressing a grammar in the L2 classroom

Unit 4 Learning Vocabulary

- Part A: What is a Word?
- Part B: Knowing a Word
- Part C: Word Frequency
- Part D: Types of Instruction

Unit 4 Objectives

After completing the presentations and readings for this unit, you should be able to:

- Define what a “word” is
- Recognize the difference between depth and breadth as measures of vocabulary knowledge
- Explain the role of frequency in vocabulary learning
- Define and review different types of instruction including implicit, explicit, and focus on form

Unit 5 Pronunciation

- Part A: What is the target of pronunciation instruction?
- Part B: What is Pronunciation?
- Part C: Pronunciation Acquisition
- Part D: Teaching Pronunciation

Unit 5 Objectives

After completing the presentations and readings for this unit, you should be able to:

- Differentiate between nativelike vs. intelligible speech approaches in L2 pronunciation instruction
- Differentiate between segmental and suprasegmental components of L2 pronunciation
- Identify key factors that may promote/hinder the acquisition of L2 pronunciation
- List potential activities for teaching L2 pronunciation, and highlight strength and weaknesses of these methods

Unit 6 Age and Motivation

- Part A: Intro to Individual Differences
- Part B: Age
- Part C: Motivation
- Part D: Age and Motivation: Quiz and Reflection

Unit 6 Objectives

After completing the presentations and readings for this unit, you should be able to:

- Define two individual differences (age, motivation) and how they might impact second language acquisition
- Defend your position on whether there is an age restriction to second language learning
- Articulate the differences between integrative and instrumental motivation

Unit 7 Anxiety, Aptitude, and Learning Strategies

- Part A: Anxiety
- Part B: Aptitude
- Part C: Learning Strategies

Unit 7 Objectives

After completing the presentations and readings for this unit, you should be able to:

- Define three individual differences (anxiety, aptitude, language learning strategies) and how they might impact second language acquisition
- Learn how foreign language anxiety differs from general anxiety, and how such anxiety may be caused by and addressed within the L2 classroom
- List different types of aptitude that may differentiate the rate at which learners acquire a second language
- Describe four different types of language learning strategies

Unit 8 Social and Cultural Considerations

- Part A: Intercultural Considerations
- Part B: Pragmatics
- Part C: Social Contexts of Language Acquisition

Unit 8 Objectives

After completing the presentations and readings for this unit, you should be able to:

- Describe the importance of culture in second language learning, for both language learners and language teachers
- Define pragmatics and describe the potential difficulties for second language learners to acquire proper pragmatics
- Describe the important role that acculturation and identity might play in second language learning