

EST-6970-Spec Studies Tchr Dev/Ed Stds
Fall 2018



COURSE CONTACT INFORMATION

Instructor: Dr. Raquel Prieta, Assistant Professor of Foreign Language Education
Time and place: Wednesdays from 6:00-8:30 pm at 373, South Foundation Hall
Email: rprieta@oakland.edu
Office: 370 O'Dowd Hall
Office hours: Wednesdays, 3:45-5:45 pm, or by appointment

Course description

EST-6970 is a **one credit independent project** designed specifically for graduate students enrolled in the MATSE program.

EST-6970 course focuses on the deep analysis of the latest research in second language acquisition and L2 teaching of all the topics studied in SED 4200/EST 52141.

Pre-requisite

Admission to the MATSE Program.

Students need to have taken SED 4200/EST 52141 or be taking it in conjunction with the project.

Required materials:

There is no required textbook for this course. All the readings will be posted on our course site on Moodle.

References:

Graves, K. (2014). Ch 4: Syllabus and curriculum design for second language teaching. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 46-62). Boston, MA: Heinle.

Murphy, J. (2014). Ch 39: Reflective Teaching: Principles and Practices. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 613-629). Boston, MA: Heinle.

Purgason, K. (2014). Lesson planning. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 362-379). Boston, MA: Heinle.

Richards, J., & Lockhart, C. (1996). Ch 7: Interaction in the second language classroom. In *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.

Bateman, B. E. (2008). Student teachers' attitudes and beliefs about using the target language in the classroom. *Foreign Language Annals*, 41(1), 11-28.

De la Fuente, M. J. (2006). Classroom L2 vocabulary acquisition: Investigating the role of pedagogical tasks and form-focused instruction. *Language Teaching Research*, 10(3), 263-295.

Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40(1), 83-107.

Grading Scale

The final course grade will be determined as follows:

A+	96-100	4
A	94 - 95	3.8 - 3.9
A-	91 - 93	3.7
B+	89 - 90	3.5 - 3.6
B	84 - 88	3 - 3.4
B-	81 - 83	2.7 - 2.9
C+	77 - 79	2.4 - 2.6
C	74 - 76	2 - 2.3
C-	71 - 72	1.8 - 1.9
D+	67 - 70	1.4 - 1.7
D	65 - 66	1 - 1.3
E/F	Below 65	0

Course Components:

Your final grade will be determined from the following components:

Participation and readings	25%
Final research project	75%
TOTAL	100%

Weekly readings

Students will read and discuss weekly assigned readings related to research in second language acquisition and L2 teaching.

Final research project

Based on these readings, the discussions with the professor and your own research, you will write a final research paper providing insights about the acquisition of a particular structure, and its pedagogical implications toward the secondary classroom. Final papers should follow MLA guidelines, be between 15-20 pages long and double spaced. More details about this project will be given in class.

The final project is due on the last day of your SED 4200/EST 52141 class, Dec 4th.