

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

Instructor: Prof. Ryo Maie

Email: [maie-r@kanda.kuis.ac.jp](mailto:maie-r@kanda.kuis.ac.jp)

### Course Dates

|                         |                         |                         |
|-------------------------|-------------------------|-------------------------|
| 5/31 (Sun. 10:00-17:00) | 6/21 (Sun. 10:00-17:00) | 7/19 (Sun. 10:00-17:00) |
| 8/2 (Sun. 10:00-17:00)  | 8/23 (Sun. 10:00-17:00) | *Online work 6 hours    |

Note: Additional online work equivalent to **6 hours** will be provided.

### Course Description

This course focuses on *instructed* second language acquisition (ISLA), defined as the following:

“Instructed Second Language Acquisition is a theoretically and empirically based field of academic inquiry that aims to understand how the systematic manipulation of the mechanisms of learning and/or the conditions under which they occur enable or facilitate the development and acquisition of an additional language” (Loewen, 2025, pp.2–3).

In this course, we will thus consider different ways of deliberately attempting to influence the course of language learning and their impact on the acquisition of language knowledge (grammar, vocabulary, pronunciation, and pragmatics) in the aim of maximizing learning outcomes and experience. Students will be introduced to theories of language learning that are relevant to classroom teaching and will discuss how these relate to their experiences as learners and teachers. Students will then read selected research articles that focus on each aspect of ISLA. Finally, students will also receive instruction in how to read academic articles, summarize them, and integrate them in a literature review relating to an area of instructed second language acquisition through the LEAPS video series.

### Key Course Outcomes

Through participation in this course and the completion of course assignments, students will:

1. Become familiar with theories of second language acquisition that are relevant to classroom language teaching (DP#2,3,5)
2. Become aware of instructional practices that can influence classroom language positively (DP#2,3,5)
3. Be able to discuss their own learning and teaching processes in relation to the material presented in the class, and draw conclusions about effective teaching in their context (DP#4,7,10)
4. Gain familiarity with the reading and writing processes that can support the writing of a literature review on a topic related to instructed second language acquisition (DP#10)

Note. DP is an abbreviation of Diploma Policy statements. Numbers correspond to the statement(s) emphasized in each course outcome.

### Course Schedule

| Session | Topics                                                                                                                                                                                                                                                                                                   | Assigned Readings                                                                                                                                                                                                                                                            |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.      | <ul style="list-style-type: none"> <li>Defining SLA and ISLA</li> <li>The relationship between learning and instruction</li> <li>The effectiveness of instruction</li> <li>The nature of second language knowledge (knowledge versus skill learning)</li> <li>The researcher-teacher dialogue</li> </ul> | <p>Loewen (2025, Ch.1)<br/><i>Introduction</i></p> <p>Loewen (2025, Ch.2)<br/><i>The Nature of Second Language Knowledge</i></p> <p>Loewen (2025, Ch.13)<br/><i>The Research-Pedagogy Link</i></p> <p>Sato &amp; Loewen (2022)<br/><i>The Research–Practice Dialogue</i></p> |

|    |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                          |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. | <ul style="list-style-type: none"> <li>• Cognitivist (Input, Interaction, and Output hypotheses) versus Sociocultural Approaches</li> <li>• Factors affecting classroom interaction</li> <li>• Focus on Form and Form(s); Noticing Sociocultural theory; Mediation and the ZPD; Situated Learning; Communities of Practice</li> <li>• Corrective Feedback</li> </ul>   | <p>Loewen (2025, Ch.3)<br/><i>Interaction in L2 Classroom</i></p> <p>Loewen (2025, Ch.4)<br/><i>Focus on Form</i></p> <p>Loewen (2025, Ch.5)<br/><i>Socio Cultural Theory in L2 Classroom</i></p> <p>Lyster, Saito, &amp; Sato (2013)<br/><i>Review of Oral Corrective Feedback</i></p>                  |
| 3. | <ul style="list-style-type: none"> <li>• What is grammar?</li> <li>• The teachability of grammar</li> <li>• What does it mean to know a word?</li> <li>• Factors affecting grammar and vocabulary acquisition</li> <li>• Incidental and intentional learning</li> <li>• Instructional approaches to teaching grammar and vocabulary and their effectiveness</li> </ul> | <p>Loewen (2025, Ch.6)<br/><i>Acquisition of Grammar</i></p> <p>Loewen (2025, Ch.7)<br/><i>Acquisition of Vocabulary</i></p> <p>Nakata &amp; Suzuki (2019)</p> <p>Uchihara (2023)</p>                                                                                                                    |
| 4. | <ul style="list-style-type: none"> <li>• Perception and production of speech</li> <li>• Goals for pronunciation (Nativeness versus Intelligibility)</li> <li>• Pronunciation instruction and its effectiveness</li> <li>• Pragmalinguistics</li> <li>• Sociopragmatics; Speech acts; Pragmatics instruction and its effectiveness</li> </ul>                           | <p>Loewen (2025, Ch.8)<br/><i>Acquisition of Pronunciation</i></p> <p>Loewen (2025, Ch.9)<br/><i>Acquisition of Pragmatics</i></p> <p>Saito (2013)</p> <p>Taguchi (2023)</p>                                                                                                                             |
| 5. | <ul style="list-style-type: none"> <li>• Psychological factors: motivation; willingness to communicate; emotion</li> <li>• Cognitive factors: language aptitude; intelligence; working memory; metacognition</li> <li>• Social factors: identity; learning contexts</li> <li>• Language learner engagement</li> </ul>                                                  | <p>Loewen (2025, Ch.10)<br/><i>Psychological Individual Differences</i></p> <p>Loewen (2025, Ch.11)<br/><i>Cognitive Individual Differences</i></p> <p>Loewen (2025, Ch.12)<br/><i>Social Individual Differences</i></p> <p>Hiver &amp; Yamazaki (2025, Ch.3)<br/><i>Interaction in L2 Classroom</i></p> |

## Pre-course Reading

Chapters 1, 2 & 13 from the course textbook (Loewen, 2025) and Sato & Loewen (2022)

## Required textbook

- Loewen, S. (2025). *Introduction to instructed second language acquisition* (3rd ed.) Routledge.

*The following required readings will be provided by the instructor:*

- Hiver P., & Yamazaki, J. S. (2025). Language learner engagement. In H. Nesi & P. Milin (Eds.), *International encyclopedia of language and linguistics* (3rd ed.). Elsevier.
- Nakata, T., & Suzuki, Y. (2019). Mixing grammar exercises facilitates long-term retention: Effects of blocking, interleaving, and increasing practice. *The Modern Language Journal*, 103(3), 629–647. <https://doi.org/10.1111/modl.12581>
- Loewen, S., & Sato, M. (2022). The research–practice dialogue in second language learning and teaching: Past, present, and future. *The Modern Language Journal*, 106(3), 509–527. <https://doi.org/10.1111/modl.12791>
- Lyster, R., Saito, K., & Sato, M. (2013). Oral corrective feedback in second language classrooms. *Language Teaching*, 46(1), 1–40. <https://doi.org/10.1017/S0261444812000365>

- Saito, K. (2013). The acquisitional value of recasts in instructed second language speech learning: Teaching the perception and production of English /ɪ/ to adult Japanese learners. *Language Learning*, 63(3), 499–529. <https://doi.org/10.1111/lang.12015>
- Taguchi, N. (2023). Game-based instruction of pragmatics: Learning request-making through perlocutionary effects. *Language Learning & Technology*, 27(1), 1–18. <https://doi.org/10.64152/10125/73519>
- Uchihara, T. (2023). How does the test modality of weekly quizzes influence learning the spoken forms of second language vocabulary? *TESOL Quarterly*, 57(2), 595–617. <https://doi.org/10.1002/tesq.3176>

### **Assignments and Assessment**

- Participation & Collaboration (15%)
- Jigsaw Reading Presentations (25%)
- Pre-class assignments (30%)
- Literature Implications Paper (LIP) (30%)

*Note: Points will be deducted for each day an assignment is late.*

### **Evaluation**

Letter grade

### **Grade Scale**

A+ 100-95    A 94-85    B 84-70    C 69-60    F 59-0

### **Instructor Bio**

Ryo Maie (Ph.D.) is Senior Assistant Professor of Linguistics in the Graduate School of International Cultural Studies at Tohoku University. His research deals with cognitive psychology of second language acquisition, pertaining to psychological mechanisms of how people acquire a second language (L2) and how the knowledge about the process and mechanism of learning can be applied to classroom instruction. His work has appeared in journals such as *Studies in Second Language Acquisition*, *Language Learning*, *Language Teaching*, *TESOL Quarterly*, and *Language Testing*, as well as several book chapters on L2 learning and teaching.