

## **LIN 861 Advanced Topics in Second Language Acquisition (3 credits)**

### **Michigan State University, Department of Linguistics, Languages, and Cultures**

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**Class Dates: Tuesdays, Fall 2023, 8AM to 10:50 AM**

**Wells Hall, A222**

- Final exam materials due by 11:59 PM Eastern, Wednesday, December 14, 2023
- Open office hours Fridays (see below)

**Paula Winke's office hours:** Fridays, TBD, or by appointment. Open office hours are at this location:

B252 Wells Hall, or at <https://msu.zoom.us/my/winke>

To book a meeting by appointment with Dr. Winke, ask via email or Teams. In her signature line in Teams is a link to sign up for an appointment. Or, evening or weekends are possible, either on Zoom or via cell.

**Classroom Management System:** LIN 861 Teams site

**Course Description/Aims & Goals/Instructional Objectives:** In this course, we review current theories and methods in SLA that overlap with the craft of being an academic, teacher, public servant, and/or researcher in 2023 and beyond. The main goals and instructional objectives are:

Students will review and discuss current theories and hypotheses in SLA related to:

- The foundations of SLA
- Best practices in SLA research methodology

As the final exam, students will draft the following components (in stages across the semester) as the first half of their Qualifying Review Paper 1, which is the first half of the SLS Program's Comprehensive Exam:

- A literature review of a topic area in SLA
- Research question or questions
- A draft of materials to be used in a research study investigating the topic area
- An abstract of the study
- The methods section of the study
- A data management plan for the study
- An IRB for the study
- A publication and Open Science plan for the paper that lists a targeted journal and two or more back-up journals

The course has a course packet for the readings. The readings are the empirical articles that will be presented and discussed by class guests. Other readings are selected chapters from three books. Enrolled students will be encouraged to participate in open office hours on Friday to discuss individual final projects (first half of the QRP1), which they will turn in at the end of the course. Feedback and final grades on the final projects will be provided by Dr. Winke to the course enrollees within two weeks post final submission. Auditors may participate in all assignments and also obtain feedback from Dr. Winke if they would like, although the assignments are not required for auditors.

**CLASS LOCATIONS, SCHEDULE, & TOPICS:**

<b>Week</b>	<b>Date</b>	<b>Development Topic*</b>	<b>Guest</b>	<b>Guest (empirical) topic, guest reading, and other notes</b>	
Wk. 1	29-Aug	QRPs in the SLS Program	No guest speaker (intro to course)	Course packets handed out.	
Wk. 2	5-Sep	Citation Management	Paula Winke	Self-assessment and communicative classroom planning	<a href="https://doi.org/10.1017/S0272263122000079">https://doi.org/10.1017/S0272263122000079</a>
Wk. 3	12-Sep		Peter De Costa	Research-Pedagogy Dialogue	<a href="https://doi.org/10.1111/modl.12796">https://doi.org/10.1111/modl.12796</a>
Wk. 4	18-Sep		Koen Van Gorp	Task-based language learning inside and outside the classroom	<a href="https://doi.org/10.1093/applin/amac024">https://doi.org/10.1093/applin/amac024</a>
Wk. 5	26-Sep		Philip Montgomery, Carlo Cinaglia	Qualitative research methods, constructs, and frameworks	<a href="http://dx.doi.org/10.1075/rmal.3.03dec">http://dx.doi.org/10.1075/rmal.3.03dec</a>
Wk. 6	3-Oct		Joanne Koh	L2 pragmatic comprehension of aural sarcasm: Tone, context, and literal meaning	<a href="https://doi.org/10.1016/j.system.2022.102724">https://doi.org/10.1016/j.system.2022.102724</a>
Wk. 7	10-Oct		Hyun-Bin Hwang	Research-Pedagogy Dialogue: How to make your research more relevant to classrooms	<a href="https://onlinelibrary.wiley.com/doi/10.1111/modl.12864">https://onlinelibrary.wiley.com/doi/10.1111/modl.12864</a>
Wk. 8	17-Oct		Monique Yoder	Working on a language assessment research project across institutions and continents: data collection, team manuscript writing, and future steps	<a href="https://doi.org/10.1075/jemi.21006.hol">https://doi.org/10.1075/jemi.21006.hol</a>
Wk. 9	24-Oct		Fall Break		
Wk. 10	31-Oct		Charlene Polio	Corpus analysis of applied linguistics empirical studies: The quantitative/qualitative chasm	<a href="https://doi.org/10.1016/j.jeap.2023.101243">https://doi.org/10.1016/j.jeap.2023.101243</a>
Wk. 11	7-Nov		Carlo Cinaglia	Academic socialization as new graduate students: identity development, reflexivity, and mindful engagement with new roles and responsibilities	<a href="https://doi.org/10.4324/9781003305934-13">https://doi.org/10.4324/9781003305934-13</a>
Wk. 12	14-Nov		Kiyo Suga	Implicit Learning (Learning without awareness) with academic and non-academic samples	LL (Early View coming soon)
Wk. 13	21-Nov		Aline Godfroid	Reproducing SLA research with non-academic samples: the SLA for All? project	LL (Early View coming in October)
Wk. 14	28-Nov		Student Presentations		
Wk. 15	5-Dec		Student Presentations continued		
Final Exam	12-Dec	Tue: 7:45AM-9:45AM, 12/12/2023 - This "Final Exam" time means your final paper and any other materials are due to the LLT 861 Teams site by 9:45 AM on Tuesday, Dec. 12, 2023.			

\*I will plug the **Development Topics** in as we go along this semester: It will be organic. Some we can do can be email management & composing emails/Teams; writing abstracts; IRB, the APA Guidelines, Students Rights and Responsibilities at MSU; Notes on the job market and job posting; Professional Website design; Open Science Toolkits, etc.

Each student will meet individually with Dr. Winke to plan for their final exam project in Week 2, 3 or 4. Auditors are welcome to join groups and to participate at any level they would like, as long as the students taking the course for credit agree to their participation.

### **Grading Criteria (and methods used to determine final course grades)**

A person's final course grade is an average (weighted based on the assignment percentages) of the 5 assignments for this course. Projects/deliverables in the course are not compared for grading purposes.

✓ Wk. 2, 3 or 4: Meeting with Dr. Winke	= 20% of grade
✓ Wk. 4, 5, or 6: Collection of articles for lit review	= 10% of grade
✓ Wk. 6, 7, or 8: Draft of lit review submission	= 10% of grade
✓ Wk. 8, 9, or 10: Peer review of materials	= 15% of grade
✓ End of course: Final exam project	= 45% of grade

*= 100% highest grade possible*

Grades: 93-100% = A (4.0): Superior performance and/or effort

84-92% = B+ (3.5): Good performance and/or effort

76-83% = B (3.0): Adequate performance and/or effort

68-75% = C+ (2.5): Below adequate performance and/or effort

60-67% = C (2.0): Insufficient performance and/or effort

52-59% = D+ (1.5) Insufficient performance and/or effort

44-51% = D (1.0) Insufficient performance and/or effort

36-43% = D- (0.5) Insufficient performance and/or effort

Below 36% = F (0.0) Insufficient performance and/or effort

When special or unusual circumstances occur, Dr. Winke may postpone assignment of the student's final grade by use of an I-Incomplete, a DF-Deferred, or an ET-Extension marker. Normally, in Dr. Winke's graduate classes, when a student is obtaining a grade below a 3.5 for any reason, Dr. Winke and the student begin discussing whether an I, DF, or ET should be used, or if assignments need to be adjusted or customized to better align with their particular situation. Please see the MSU Academic Programs Catalog to learn more information about an I, DF, or ET and how they can be used and applied:

<https://reg.msu.edu/academicprograms/Print.aspx?Section=528> Immediately talk to Dr. Winke if your grade falls below a 3.5.

Please also note that under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights of equal access to programs and services, including this course. The attainment of reasonable accommodations for this course and the assignments in this course can be assisted through a Verified Individualized Services and Accommodations (VISA) certificate. Please see MSU's Resource Center for Persons with Disabilities (RCPD) (<https://www.rcpd.msu.edu>) to receive aid in obtaining documentation of a disability or to obtain a needs assessment that will help you obtain an outline of reasonable accommodations.

**Attendance Policy:** Attendance is required, but students may opt to view the video recording post-class if needed, and/or visit with Dr. Winke during office hours to discuss what was missed. Permission to do so is not required: Please try to keep Dr. Winke up to date on your attendance if you cannot attend, but it is not required to do so.

**Required and supplemental course material:** There is no textbook for this special topics/advanced topics class. Instead, PDFs of the required readings will be provided via the course's Teams site and a course packet is provided to you. Supplemental readings are also provided via Teams and in the course packet.

**Proctoring:** There are no required proctoring arrangements to which students must adhere.

## Reading List

### A. Empirical Articles Presented by Guest Speakers

Week 02: Winke, P., Zhang, X., & Pierce, S. J. (2023). A closer look at a marginalized test method: Self-assessment as a measure of speaking proficiency. *Studies in Second Language Acquisition*, 45(2), 416–441. <https://doi.org/10.1017/S0272263122000079>

Week 03: De Costa, P. I., Gajasinghe, K., Ojha, L. P., & Rabie-Ahmed, A. (2022). Bridging the researcher-practitioner divide through community-engaged action research: A collaborative autoethnographic exploration. *Modern Language Journal*, 106(3), 547–563. <https://doi.org/10.1111/modl.12796>

Week 04: Vandommele, G., van Gorp, K., van den Branden, K., & de Maeyer, S. (2022). Assessing the development of L2 speaking skills in inside-school and outside-school settings through growth modelling. *Applied Linguistics*, 43(6), 1094–1115. <https://doi.org/10.1093/applin/amac024>

Week 05: De Costa, P. I., Randez, R. A., Cinaglia, C., & Montgomery, D. P. (2022). Qualitative ISLA research methodologies and methods. In L. Gurzynski-Weiss & Y.J. Kim (Eds.), *Instructed second language acquisition research methods* (pp. 55–78). John Benjamins. <https://doi.org/10.1075/rmal.3.03dec>

Week 06: Koh, J. (W. Y.), Lee, S., & Lee, J. M. (2022). L2 pragmatic comprehension of aural sarcasm: Tone, context, and literal meaning. *System*, 105, 1–13. <https://doi.org/10.1016/j.system.2022.102724>

Week 07: Hwang, H. (2023). Is evidence-based L2 pedagogy achievable? The research-practice dialogue in grammar instruction. *Modern Language Journal*. [Advance online publication]. <https://doi.org/10.1111/modl.12864>

Week 08: Holzknecht, F., Guggenbichler, E., Zehentner, M., Yoder, M., Konrad, E., & Kremmel, B. (2022). Comparing EMI university reading materials with students' reading proficiency implications for admission testing. *Journal of English-Medium Instruction*, 1(2), 180203. <https://doi.org/10.1075/jemi.21006.hol>

Week 10: Gao, J., Pham, Q. H. P., & Polio, C. (2023). The role of theory in structuring literature reviews in qualitative and quantitative research articles. *Journal of English for Academic Purposes*, 63. <https://doi.org/10.1016/j.jeap.2023.101243>

Week 11: Cinaglia, C. (2023). Navigating the first year of doctoral study. In B. Yazan, E. Trinh, & L. J. Pentón Herrera (Eds.), *Doctoral students' identities and emotional wellbeing in applied linguistics* (pp. 148–172). Routledge. <https://doi.org/10.4324/9781003305934-13>

Week 12: Paper by Kiyo Suga coming (Early View published by Oct.—will hand out then)

Week 13: Paper by Aline Godfroid coming (Early View published in Oct.—will hand out then)

## B. Professional Development Readings

Bitchener, J. (2020). Towards the successful completion of a doctoral dissertation. In Luke Plonsky (Ed.), *Professional development in applied linguistics* (pp. 66–77). John Benjamins. <https://doi.org/10.1075/z.229.06bit>

Conrad, S., Hartig, A. J., & Santelmann, L. (2021). Introduction to the field of applied linguistics. In S. Conrad, A. J. Hartig, & L. Santelmann (Eds.), *The Cambridge introduction to applied linguistics* (pp. 3–20). Cambridge University Press.

Cowal, J., & Leung, G. (2021). Activist applied linguistics. In S. Conrad, A. J. Hartig, & L. Santelmann (Eds.), *The Cambridge introduction to applied linguistics* (pp. 308–324). Cambridge University Press.

David, R. D., & Brown, K. (2021). Diversity, equity, and language teacher education. In S. Conrad, A. J. Hartig, & L. Santelmann (Eds.), *The Cambridge introduction to applied linguistics* (pp. 295–307). Cambridge University Press.

Kees de Bot. (2015). Defining AL. In *A history of applied linguistics: From 1980 to present* (pp. 25–35). Routledge.

Kees de Bot. (2015). Most important articles and books in AL. In *A history of applied linguistics: From 1980 to present*. Routledge.

Larsson, T., Loewen, S., Oliver, R., Sasaki, M., Tracy-Ventura, N., & Plonsky, L. (2020). Towards achieving work-life balance in academia. In L. Plonsky (Ed.), *Professional Development in Applied Linguistics* (pp. 50–64). John Benjamins. <https://doi.org/10.1075/z.229.05lar>

Plonsky, L. (2020). On the state of professional development in applied linguistics. In L. Plonsky (Ed.), *Professional development in applied linguistics* (pp. 2–6). John Benjamins. <https://doi.org/10.1075/z.229.01plo>

Tannen, D. (2020). Crossing over: Writing (and talking) for general (as compared to academic) audiences. In L. Plonsky (Ed.), *Professional development in applied linguistics* (pp. 166–180). John Benjamins. <https://doi.org/10.1075/z.229.12tan>