

## **An Introduction to Foreign Language Learning Theories**

Instructor: Hongbo Gao / Honggang Liu

*Note: The course syllabus provides a general plan for the course; modifications are likely to be necessary and will be implemented as a result of students' needs and classroom life.*

Time: 8:00-9:30, Monday, Spring SEMESTER (2013-2014)

Place: Room 209, School of Foreign Languages

Instructor (this semester): Dr. Honggang Liu (PostDoc, NENU; PhD, PKU)

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### **COURSE DESCRIPTION**

This is a compulsory course for MA students on English Curriculum and Teaching Methodology, School of Foreign Languages, NENU. It sets its aims as (1) helping students to learn foreign language learning theories from psychological, cognitive, sociocultural, and sociolinguistic perspectives; (2) cultivating students' critical thinking on those theories and their applicability to classroom English teaching; and (3) arising students' awareness of cooperating with others via preparing, delivering and summarizing their presentation in group.

In this course, MA students are encouraged to obtain the knowledge on foreign language learning theories via completing relevant presentations. They are also encouraged to make self-reflections on how these theories could be applied to the classroom English teaching at different levels in the Chinese context by finishing in-class and out-of-class activities. They will be evaluated based on their performances in presentations and involvement in every activity. Three ways of assessments will be adopted (1) peer evaluation; (2) self-evaluation and (3) teacher-evaluation. In the end, every group has to submit a paper based on the presentation as the final production to exams.

### **COURSE REQUIREMENTS**

MA students should be divided into several groups at their will. Each group could only contain no more than four students. From the third week, each group will deliver presentations in an order defined in the first class. 30-45 minutes will be given to each presentation. The presentation should be based on the required materials in the Timetable of this course. After the group report, students will be led to Class Discussion around questions raised by the group. In the end, the teacher will make closing remarks on performance of the group and unsolved problems in the Class Discussion.

### **Requirements for presentation**

- 1) No more than 15 pages
- 2) Do not make your ppt too cramped
- 3) Do not read your ppt but EXPLAIN your ppt
- 4) Do not copy what you read but SUMMARIZE it
- 5) Do not insert too many pictures or videos
- 6) Do not let only one member undertake all or almost all the work of your group
- 7) Do raise questions for Class Discussion to your classmates
- 8) Do collaborate with your team members

### **Requirements for paper**

- 1) Summary of the presentation (theory description)
  - a) Manuscript of your presentation
- 2) Critical thinking of the theory (at least 800 words)
  - a) Can it be applied to classroom English teaching? And How to apply it to English teaching?
  - b) Any weak point(s) of the theory?
  - c) Any implications for your MA thesis writing? (Optional)

### **COURSE ASSESSMENT**

1. Presentation (50%)
  - 1) Submit final version of ppt (putting suggestions or new ideas in class discussion into your ppt)
  - 2) Due Time: 17:00 Sat (report week)
  - 3) Individual marks is equal to group marks
  - 4) Online assessment:  
50%=Self-evaluation (10%)+Peer-evaluation (20%)+ Teacher-evaluation (20%)
  - 5) Rubrics for assessment (see ppt)
2. Paper writing (30%)
  - 1) Due Time: 17:00 Sat (report week)
  - 2) Format (10%)
  - 3) Content (20%)
3. Class involvement (20%)

## TENTATIVE COURSE SCHEDULE

Topics	Required Readings	Suggested Readings
<b>1</b> *Course introduction Key concepts and issues	Mitchell & Myles (2004)Chap 1	Mitchell & Myles(2004)Chap 2
<b>Module One: Psychological Perspective</b>		
<b>2</b> *Motivation	Ushioda & Dörnyei (2012) Ellis(2008) Chap 13	高一虹等(2004) Dörnyei (2001)
<b>3</b> Learning styles	Ellis(2008) Chap 13 Brown(2007)Chap 5	Reid (1995)
<b>4</b> Learning strategies	Ellis(2008) Chap 13 Brown(2007)Chap 5	文秋芳(1996, 2003)
<b>5</b> *Strategies-based instruction	Practice	Cohen (1998) 刘宏刚(2004)
<b>6</b> Learner belief/anxiety	Ellis(2008) Chap 13	Gardner (2002)
<b>7</b> *Research methodology in ID	高一虹等(2003)	
<b>Module Two: Sociocultural Perspective</b>		
<b>8</b> Key Concepts & Activity theory	Ellis(2008) Chap 11 Lantolf (2012) Mccafferty, Steven G. (2012)	Lantolf & Thorne (2006) Lantolf (2002) 于书林(2013)
<b>9</b> Identity and agency	Duff (2012) Norton & Toohey (2002)	Ellis (2008)
<b>10</b> Learner autonomy	Benson(2009,2013) Ushioda(2011)	Benson (2005) 徐锦芬(2004, 2007)
<b>11</b> Feedback	Mitchell & Myles(2004)Chap6 Loeven (2012)	Sheen(2010)
<b>12</b> *Research methodology of sociocultural research	Xu (2013)	
<b>Module Three: Cognitive Perspective</b>		
<b>13</b> Input & Interaction in SLL	Invited speaker: Mr. Hao Wang	Mitchell & Myles(2004)Chap6
<b>14</b> Language Attrition	Schmid & de Bot(2004)	杨连瑞等(2009)
<b>Module Four: Sociolinguistic Perspective</b>		
<b>15</b> The social settings of SLL	Ellis (2008) Chap 7 van Compernelle & Williams(2013)	Robert Dekeyser (2012)
<b>16</b> Social factors and SLL Second language socialization	Ellis (2008) Chap 7 Mitchell & Myles(2004)Chap 8	
<b>Epilogue</b>		
<b>17</b> *Complexity theory & Dynamic system theory (DST)	Larsen-Freeman (2012) Lowie(2012) 李兰霞(2011)	郑咏滢、温植胜(2013) 盖淑华、周小春(2013)
<b>18</b> Course Summary		

*Notes: Lectures marked by asterisks will be delivered by Dr. Honggang Liu or invited speakers.*

## **READING MATERIALS**

- Benson, P. (2001). *Teaching and researching autonomy in language learning*. London: Pearson Education Limited. (Reprinted in 2005 by Beijing: Foreign Language Teaching and Research Press).
- Benson, P. (2009). Making sense of autonomy in language learning. In R. Pemberton, S. Toogood & A. Barfield (Eds.), *Maintaining control: Autonomy and language learning* (pp. 13-26). Hong Kong: Hong Kong University Press.
- Benson, P. (2013). Learner autonomy. *TESOL Quarterly*, 47, 839-843.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). New York: Pearson Education.
- Cohen, A. D. (1998). *Strategies in learning and using a second language*. Boston: Addison Wesley Longman Limited. (Reprinted in 2000 by Beijing: Foreign Language Teaching and Research Press).
- Dörnyei, Z. (2001). *Teaching and researching motivation* (1<sup>st</sup> ed.). Harlow: Longman. (Reprinted in 2005 by Beijing: Foreign Language Teaching and Research Press).
- Duff, P. A. (2012). Identity, agency, and second language acquisition. In Gass, S. M. & Mackey, A. (Eds.), *The Routledge handbook of second language acquisition* (pp. 410-426). London: Routledge.
- Ellis, R. (2008). *The study of second language acquisition*. Oxford: Oxford University Press.
- Gardner, R. C. (2002). Social psychological perspective on second language acquisition. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (pp. 160-169). Oxford: Oxford University Press.
- Gass, S. M., & Mackey, A. (Eds.). (2012). *The Routledge handbook of second language acquisition*. London: Routledge.
- Lantolf, J. P. (2002). Sociocultural theory and second language acquisition. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (pp. 104-114). Oxford: Oxford University Press.
- Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press. (Reprinted in 2013 by Shanghai: Shanghai Foreign Language Education Press).
- Larsen-Freeman, D. (2012). Complexity theory. In Gass, S. M. & Mackey, A. (Eds.), *The Routledge handbook of second language acquisition* (pp. 73-88). London: Routledge.
- Loewen, S. (2012). The role of feedback. In Gass, S. M. & Mackey, A. (Eds.), *The Routledge handbook of second language acquisition* (pp. 24-40). London:

Routledge.

- Lowie, W. (2012). Dynamic systems theory approaches to second language acquisition. In Chapelle, C. A. (Ed.), *The encyclopedia of applied linguistics*. New York: Blackwell Publishing Ltd.
- Mccafferty, Steven G. (2012). Zone of Proximal Development in Second Language Acquisition. In Chapelle, C. A. (Ed.), *The encyclopedia of applied linguistics*. New York: Blackwell Publishing Ltd.
- Mitchell, R., & Myles, F. (2004). *Second language learning theories* (2<sup>nd</sup> ed.). London: Arnold.
- Norton, B., & Toohey, K. (2002). Identity and language learning. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (pp.115-123). Oxford: Oxford University Press.
- Reid, J. M. (1995). *Learning styles in the ESL/EFL classroom*. Boston, MA: Heinle & Heinle Publishers. (Reprinted in 2002 by Beijing: Foreign Language Teaching and Research Press).
- DeKeyser, R. (2012). Age effects in second language learning. In Gass, S. M. & Mackey, A. (Eds.), *The Routledge handbook of second language acquisition* (pp. 442-460). New York: Routledge.
- Schmid, M. S., & de Bot, K. (2004). Language attrition. In Davies, A., & Elder, C. (Eds.), *The handbook of applied linguistics*. Boston, MA: Blackwell Publishing Ltd.
- Sheen, Y. (2010). Introduction: The role of oral and written corrective feedback in SLA. *Studies in Second Language Acquisition* (32), 169-179.
- Ushioda, E. (2011). Why autonomy? Insights from motivation theory and research. *5 Innovation in Language Learning and Teaching*, 221-232.
- Ushioda, E., & Dörnyei, Z. (2012). Motivation. In Gass, S. M. & Mackey, A. (Eds.), *The Routledge handbook of second language acquisition* (pp. 396-409). London: Routledge.
- van Compernelle, R. A., & Williams, L. (2013). Sociocultural theory and second language pedagogy. *Language Teaching Research*, 17 (3), 277 -281.
- Xu, H. (2013). From the imagined to the practiced: A case study on novice EFL teachers' professional identity change in China. *Teaching and Teacher Education*, 31(3), 79-86.
- Williams, J. (2012). Classroom research. In Gass, S. M. & Mackey, A. (Eds.), *The Routledge handbook of second language acquisition* (pp. 525-540). London: Routledge.

- 高一虹、赵媛、程英等，2003，中国大学本科生英语学习动机类型。《现代外语》（01）：28-38。
- 盖淑华、周小春，2013，基于动态系统理论的同伴反馈实证研究——社会文化观视角。《外语与外语教学》（02）：36-40。
- 李兰霞，2011，动态系统理论与第二语言发展。《外语教学与研究》（03）：409-421+480-481。
- 刘宏刚、卓新贤、高越，2004，运用英语学习策略培训，提高中学英语教学质量。《中小学外语教学》（1）：24-26。
- 杨连瑞、潘克菊、刘宏刚，2009，国外语言损耗研究现状调查。《解放军外国语学院学报》（5）：42-47。
- 文秋芳，1996，《英语学习策略论》。上海：上海外语教育出版社。
- 文秋芳，2003，《英语学习的成功之路》。上海：上海外语教育出版社。
- 徐锦芬，2004，非英语专业大学生自主学习能力和分析，《外语教学与研究》（01）：64-68。
- 徐锦芬，2007，《大学外语自主学习理论与实践》。中国社会科学出版社：北京。
- 于书林，2013，教师反馈与同伴反馈——社会文化活动理论视角下的差异与融合。《现代外语》（01）：70-76+110。
- 郑咏滢、温植胜，2013，动态系统理论视域下的学习者个体差异研究：理论构建与研究方法。《外语教学》（03）：54-58。

*Notes: All the Chinese articles could be downloaded from CNKI in the e-library of NENU; Most of the English articles/chapters/parts of some books could be circulated by the monitor of the class; Some materials could be borrowed from the library of NENU, for example, Gass, S. M. & Mackey, A. (2012).*