

Syllabus
Indiana University - Bloomington
Winter/Spring 2022: 1/10/22 – 5/6/22
SPAN-T 510 Second Language Acquisition for Spanish
Format: Online Asynchronous

Category: World Culture and Languages
Campus of Instruction: IU Bloomington
Credit Hours: 3.00
Instructor: Laura Gurzynski-Weiss

Course Description: How is Spanish acquired in the classroom? As a Spanish teacher, how do I use this knowledge to positively impact opportunities for acquisition and learning in the classroom? Using recent theories and research studies on the acquisition of second/additional languages (L2), this course focuses on these questions. We will begin with contextualizing the use of Spanish in the United States, identify the objective(s) for our own classroom Spanish learners, and explore how second languages are acquired by people with different first languages (L1). We will subsequently examine the main areas of L2 Spanish acquisition research: vocabulary, morphosyntax, pragmatics, pronunciation, and variation, how different variables affect acquisition including individual differences of learners and their teachers, as well as learning contexts including online and immersion contexts. We will pay special attention to the concept of task as an essential component of both teaching and learning. We will see what tasks are, what can be accomplished by using tasks, and how to adapt them for your current teaching contexts. This course has been designed for teachers that are looking to complement and expand their experience/knowledge through a combination of individual and collaborative activities, with space for self-reflection, in order to share knowledge and learn from others.

Learning Outcomes:

By the end of this course, students will be able to

1. RESEARCH: Critically evaluate the daily practices in your L2 Spanish classrooms from a research-based perspective.
2. APPLICATION: Using task as the foundation, develop the ability to design, organize, implement, and evaluate tasks that are appropriate for your students and particular context.
3. ORIENTATION: Foster an awareness and develop critical perspectives unique to the 21st century and develop abilities that empower you to be continual learners.

Textbook/Learning Materials

Blake, R. J., & Zyzik, E. C. (2016). *El español y la lingüística aplicada*. Georgetown University Press.

Assessment Details

- Weekly reflections: 32%
- Weekly tasks: 49%
- Action research project: 19%