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Office hours: By appointment (see Class Policies #2)
Appointment site: Request individual times via Teams private chat
Virtual Meetings: Microsoft Teams is default platform for meetings
Course links: D2L course page: d2l.msu.edu FLT 855 Experiential Modules
Microsoft Teams site: teams.microsoft.com FLT 885
Tech Support: For D2L see help.d2l.msu.edu – For MSU Tech see tech.msu.edu/support

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COURSE DESCRIPTION

The Experiential Project serves as the capstone activity for the MAFLT Program. It generally follows other coursework, and it is intended to provide opportunities for each student to consolidate and draw upon their prior experience and the learning they have done during the program in order to meet specific professional goals. The size and scope of these projects should be comparable across students, but the nature and specific components of these projects may vary tremendously. The elements that all projects will have in common are that they are specifically tied to experience, rather than generating theoretical work with limited implications for pedagogy. Each project should require the student to review resources from FLT courses, seek out additional resources that can speak to their particular needs and objectives, and create materials that can be used for their own benefit. Ideally, outcomes from each project should be shared widely in order to inform pedagogical approaches in other classrooms and programs.

Typically, the EM should be completed at the end of the MAFLT Program, after taking at least 6, if not all 8, courses. Individual EM Projects can earn 2, 3, or 5 credits. Many students will complete one 5-credit project in one semester. Others will complete a 5-credit project over two semesters or two separate projects that earn 3 and 2 credits respectively. The MAFLT faculty have compiled a list of recommended project types and defined specific expectations for each of these projects. See comments in the EM Descriptions regarding courses that should be taken prior to starting certain project types.

As students meet with their own EM Mentor (the instructor of the FLT 885 course), they will define the specific goals, components, and timeline of their own projects. While working on the project, students are expected to invest effort commensurate with 5 credits of coursework and to communicate regularly and consistently with their mentor about their progress. The completed project is an important demonstration of each student's awareness of theory and practices in foreign language teaching and skills as a language educator in applying those theories and practices. As such, the EM outcomes and reflective essay are required components of the Final Portfolio for the MAFLT Program.

COURSE OBJECTIVES

By the end of the semester, students in this course will be able to do the following:

1. Design an extensive final project that reflects their professional experience and aspirations, in consultation with the faculty EM Mentor.
2. Mobilize and implement a range of knowledge and skills that have been acquired throughout the student's coursework in the MAFLT Program.
3. Complete a thorough review of relevant scholarly literature that can inform the design and execution of the project.
4. Document the process of the EM project by compiling notes from meetings with the mentor and also by maintaining a journal, blog, or record of research activities.
5. Explore programs, materials, artifacts, online resources, social networks, individual contacts and other resources and models that can inform the design and outcomes of the project.

6. Articulate specific pedagogical approaches and provide instructional materials in forms that can be taken up by other foreign language teachers.
7. Present the outcomes of the project to peers and stakeholders in their local contexts, the MAFLT Program, and the larger field of language teaching and learning.
8. Reflect extensively on the project after its completion, including how well it fulfilled its purposes, challenges that arose, and its impact on the student's professional development.

COURSE READINGS

Readings for this course will vary depending on the nature of specific project designed by the student. There will not be a formal reading list for each project, but students will be expected to read widely, consider a variety of input, and use that input in the creation and evaluation of materials. The course materials listed at the end of this syllabus include general reference texts on language teaching and second language acquisition as well as many sources that will be useful for particular types of projects. Nearly all texts will be available through the MSU Library. Further guidance under Recommended Resources below.

COURSE REQUIREMENTS

INITIAL PROPOSAL

In preparation for embarking on the EM project, students are expected to submit a preliminary proposal no later than the mid-point of the semester prior to the semester in which the student wants to enroll in FLT 885. This proposal, which can be completed in the form of the EM Application in the D2L MAFLT Community, must be approved before the student can receive permission (i.e., the override) to enroll in the course.

EXPERIENTIAL MODULE CONTRACT

By the end of the second week as a student enrolled in FLT 885, the student must complete an EM Milestones Worksheet (Parts 1 and 2) and have it approved by the EM Mentor. This contract is designed to confirm that students and instructors are in agreement about the nature of the project, its goals, and the specific items that will be submitted upon completion of the project (the deliverables). This worksheet also helps to establish a timeline for the project. The EM Mentor will provide feedback on the Worksheet, wait for revisions, and then approve and archive the final version. These projects are self-directed, and as such students are responsible for making reasonable plans for project completion and for adhering to their own established guidelines as much as possible.

PROJECT DELIVERABLES

Components to be submitted for each project (deliverables) will depend upon the nature of the proposed EM project. In order to determine what types of deliverables are appropriate and expectations for those documents and products, students should refer to the detailed EM Descriptions in the MAFLT Community or the D2L course page for FLT 885 for guidelines and discuss these items with the EM Mentor. Among other components, all projects will include:

- a substantial paper,
- instructional materials,

- a means of presenting the outcomes to others, and
- a reflective essay.

The remaining components and the nature of each component will depend on the project. The substantial paper, for example, may take the form of a research report, a critique of an assessment, a program evaluation, the rationale for an innovative curriculum, the literature review to support a grant proposal, etc. Further guidelines, templates, and examples will be provided by the mentor.

EXPERIENTIAL MODULE REFLECTIVE ESSAY(S)

The reflective essay is an important culminating step in the Experiential Module. It encourages the student to reflect on and consolidate the experience they have thus gained and to articulate how the chosen EM has impacted their pedagogical practices, their ability to make effective decisions about those practices, and their participation in professional communities. The primary audience for this document will be MAFLT faculty, though fellow MAFLT students will benefit from reading it as well. Rather than attempting to present a flawless picture of the project, aim to show that you responded to its challenges in principled and well-intentioned ways. The essay should provide a coherent, well-organized account of the project that includes the following elements: A description of the EM project; a discussion of the EM process and the impact of the EM on the language teaching career.

COURSE EXPECTATIONS AND POLICIES

1. COURSE ACTIVITIES AND PARTICIPATION

For all intents and purposes, participation in this course begins long before students enroll in the course, when they begin to speculate about project types and timing. Once the project has begun, students are expected to be self-directed and proactive in completing the agreed activities but also in terms of knowing when and how to ask for help with those activities. A number of templates are available to help plan, carry out, and track the EM. See instructions in D2L and in Teams.

Meetings: In the semesters in which students are enrolled in the EM course, they should each strive to communicate with the EM Mentor as requested to report progress. The recommended frequency is every other week. The Meeting Log template has been provided as a structure for taking and sharing notes on EM Mentor Meetings. The meetings will take place in the mentee's private channel in Teams (use the video option on the top right corner). If needed, the mentor's Zoom meeting room can also be used and is provided below:

Bruna's Personal Meeting Room

msu.zoom.us/my/sommerfarias

Meeting ID: 296 919 6867

Password: Ametista

Discussions: In FLT 885, discussion prompts are provided in D2L Discussions as an opportunity for students to share their projects with each other, to make recommendations, to encourage each other's progress, and to ask questions that might have similar answers across projects. Please participate in them throughout the semester as requested.

2. INSTRUCTOR-STUDENT AND STUDENT-INSTRUCTOR COMMUNICATION

Because this class is online, our communication by internet will be very important. We may communicate via:

- MSU email (<http://spartanmail.msu.edu>),
- D2L Announcements and Notifications (NOT the email tool in D2L) (<http://d2l.msu.edu>), and
- Microsoft Teams (see spartan365.msu.edu and go to teams.microsoft.com to log in).

When I send an email to you, I will use your **MSU email account**, not a personal account (this choice is for security and consistency). D2L Announcements will be used to notify you when new modules and major updates are released. For more informal and immediate communication, we will use Microsoft Teams. Additional training on using Teams in this course will be provided via D2L and Teams. See the Technology section for links to download the apps. Please make sure that you check your MSU email and your Microsoft Teams notifications regularly (every 24 hours).

Making Appointments: Throughout the semester, office hours are available by appointment according to time slots available in the Outlook calendar. Evening and weekend times can be requested, send me a message in Teams to check for availability. Detailed instructions will be provided via D2L.

3. LATE ASSIGNMENTS [DUE DATES ARE NEGOTIATED]

You are responsible for handing in all assignments on time. Use the Milestones due dates to structure your deliverables and stay on track as much as possible. While submissions are more flexible in this course, there needs to be frequent communication between student and instructor throughout the term to justify any late deliverables. In other words, the course requires constant student engagement with the materials, in its various formats and stage forms (i.e., multiple drafts) (as shown in D2L and in Teams submissions) for the student to qualify for achievement of learning outcomes and meet course requirements for a passing grade.

4. WITHDRAWAL POLICY

If you are enrolled in this course, then I assume that you will be participating in the course and completing assignments on a weekly basis, beginning with the first week of class. If you decide to withdraw from the course, please inform me as soon as possible. YOU must then un-enroll YOURSELF from the course.

The deadlines to drop and receive a refund and drop with no grade penalty (W, not F) are clearly listed in the MSU Schedule of Courses (schedule.msu.edu/). You can click on a course's section number to see the date by which you must drop if you would like to receive a refund (not pay for the class). For this term, these are the official deadlines:

- Last day to drop with refund (8:00pm) – 6/7/23
- Last day to drop with no grade reported (8:00pm) – 6/30/23

Further information is available on the Registrar's **Programs & Policies** page: <https://reg.msu.edu/ProgPol.aspx>.

TECHNOLOGY FOR THIS COURSE

We use the D2L Online Learning Management System, managed through Michigan State University's current learning management system, D2L. Log in at d2l.msu.edu using your MSU NetID and password. Full information about technology is found in the Student Handbook. We also use Spartan365 / Office 365 Apps. See links below:

- **D2L 24/7 Help Desk:** Click "Help" in D2L or go to help.d2l.msu.edu or call (517-432-6200)
- **SpartanMail** – <http://spartanmail.msu.edu> – This email account is the most important way that MAFLT instructors communicate with students. Please check it every day. Note that SpartanMail is based on Microsoft Outlook. You can access it in a browser (such as Chrome or Microsoft Edge), by using Microsoft Outlook on your desktop, and/or as an app on your mobile devices. You can create an "Inbox Rule" to forward it to another email account, but we recommend using Outlook for MSU email.

- **Spartan365 Apps** – <http://spartan365.msu.edu> – from this site, you can access and download an array of Office365 apps, including **Microsoft Office Pro**. In addition to MS Word, Excel, PowerPoint, and Outlook, which may already be familiar to you, we also use the following less-familiar apps. You can learn more and find training at michiganstate.sharepoint.com/sites/Spartan-365-Help-FAQ.
 - **OneDrive** – <http://onedrive.microsoft.com> – cloud storage for your files.
 - **Teams** – <http://teams.microsoft.com> – all FLT courses have a class Team for communication and collaboration.
 - **SharePoint** – <http://sharepoint.microsoft.com> – hub similar to a private website for each Team. Provides access to the same documents found under Files in Teams.

5. STUDENT SUPPORT RESOURCES FROM THE MAFLT PROGRAM

The MAFLT Program provides extensive resources to help students understand program and university policies, participate fully and effectively in FLT courses, and thrive as graduate students at MSU. Anyone can access these resources on our public website:

- **MAFLT Website:** Information for anyone at MSU or beyond
 - Current Students: <https://maflt.cal.msu.edu/current-students/>
 - Faculty and Staff: <https://maflt.cal.msu.edu/faculty/>
 - Help and FAQs: <https://maflt.cal.msu.edu/fags/>
 - Projects and Outcomes: <https://maflt.cal.msu.edu/projects/>

The following resources are available to all students in our programs. If you are enrolled in FLT courses but not officially enrolled in the MAFLT or FLT Certificate, we will give you access to our internal platforms upon request.

- **MAFLT Community site in D2L:** [Homepage - MAFLT Community \(d2l.msu.edu\)](http://d2l.msu.edu)
 - Orientation Modules – Review to find guides and links to resources
 - Click Content to access other folders on Experiential Modules, Final Portfolios, etc.
- **MAFLT Students in the Microsoft “ecosystem”:**
 - **Teams** group: [MAFLT Students - General](#)
 - **SharePoint site** for this Team with many useful links to forms, documents, and help resources: michiganstate.sharepoint.com/sites/MAFLT
 - **OneNote notebook** – includes an always-growing collection of advice, resources, answers to FAQs, and links – access via Teams or SharePoint or click here: [MAFLT Students Notebook](#)
 - **Documents > All Course Resources** – access shared files relevant to all FLT courses via Teams or SharePoint or click here: [All Course Resources](#)

Most importantly, the policies, procedures, and guidelines that pertain to students in our programs and to all graduate students at MSU are provided in the program handbook, available at the link below and also provided in the shared files for this course:

Foreign Language Teaching Graduate Program Handbook

[https://michiganstate.sharepoint.com/sites/MAFLT/SitePages/FLT-Program-Handbook.aspx](http://michiganstate.sharepoint.com/sites/MAFLT/SitePages/FLT-Program-Handbook.aspx)

As of 2023, the Program Handbook also includes an Appendix that serves as a guide to each of the following topics. You can find each of them at the link above. Please refer to them as you proceed through the semester.

- **Appendix B: FLT Course Policies and Procedures**
- **Appendix C: Academic Writing (including style, format, and avoiding plagiarism)**
- **Appendix D: Technology in FLT Courses**

RECOMMENDED PROFESSIONAL AND ACADEMIC RESOURCES

From our online course page on Desire2Learn (<http://d2l.msu.edu>), you can access links to a number of important resources for completing coursework and expanding your knowledge and tools for language teaching. Click on **Links** in the horizontal navigation bar to reach these resources. Here are some of the key websites that may be useful to you during this course and beyond. Please let me know if you have questions about any of these sites. You will also be welcome to recommend other resources via D2L.

Professional Resources

- ACTFL - American Council on the Teaching of Foreign Languages: <http://www.actfl.org>
- TESOL - Teaching English to Speakers of Other Languages: <http://www.tesol.org>
- NFLRC – National Foreign Language Resource Centers – see listings, links, and resources for all of them at <http://www.nflrc.org>. See especially COERLL, CASLS, NHLRC, CULTR.
- TELL Project – Teaching Excellence for Language Learning – <http://www.tellproject.org>.
- LinguistList: <http://linguistlist.org/>
- MLA Language Map: http://www.mla.org/map_main

Academic Writing and Library Research

- MSU Library Guide for MAFLT Program: <http://libguides.lib.msu.edu/maflt>
- Google Scholar: <http://scholar.google.com/> - Modify the settings to tell Scholar to connect to the MSU library and offer options for downloading citation information. Look for further instructions in the MAFLT Library Guide.
- Library links to citation style guides, citation management software, tutorials, and related resources: <https://www.lib.msu.edu/research/cite-resources/>.
- Citation management software such as EndNote or Mendeley. Use this guide to choose: <https://lib.msu.edu/citationmanagementsw/>.
- **Online Writing Lab** at Purdue (the well-known and widely-used **OWL**):
 - APA Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>.
 - ESL Academic Writing Support - <https://owl.english.purdue.edu/owl/section/5/25/>.

The MAFLT Program has a specifically designed **Library Research Guide** that our liaison librarian, Stephanie Perentesis, created for us and continues to update regularly: <http://libguides.lib.msu.edu/maflt>. This useful guide will help you to locate articles and books, identify other scholarly sources relevant to your MAFLT coursework, and research topics for assignments. The guide also includes instructions for using Google Scholar, guidance on APA format and using citation software such as Mendeley, and links to useful reference texts. You are welcome to contact Stephanie Perentesis for assistance at perente1@msu.edu. She will be glad to guide your exploration of library resources, but she is not a writing tutor and cannot comment on content. As a courtesy to her, attach the Assignment Guidelines when you ask for help.

UNIVERSITY POLICIES AND PROCEDURES

In addition to the guidelines and procedures discussed above, all FLT courses are governed by MSU policies and procedures for graduate students. Explanations of these policies and links to the relevant university websites and documents are provided in the Foreign Language Teaching Graduate Program Handbook. The sections below are excerpts from the University Policies and Procedures section of the Handbook, where you can find details under the same headings.

Integrity and Safety in Research and Creative Activities (p. 35-37)

All MSU students are expected to maintain a high standard of conduct and integrity in their academic work and in their interaction with their peers, their faculty, MSU staff, and others they may encounter through MSU activities. Upholding the Spartan Code of Honor should be a priority throughout the program:

The Spartan Code of Honor Academic Pledge

spartanexperiences.msu.edu/about/handbook/spartan-code-of-honor-academic-pledge

As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor in ownership is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.

Academic Integrity

Students are expected to follow the University requirements for academic integrity outlined in the document *Guidelines for Integrity in Research and Creative Activities* (see <http://grad.msu.edu/publications/docs/integrityresearch.pdf>).

Procedure for Dealing with Academic Dishonesty

Any graduate student in the MAFLT Program or Certificate at MSU who is discovered to have plagiarized or falsified data will be dismissed from the program. Within the MAFLT Program, the procedures for dealing with academic dishonesty are as follows:

- Any suspected instance of a violation of academic integrity by a graduate student will be reported to the MAFLT Program Director.
- The instructor may give a failing grade to the student on the assignment or for the course.
- Any graduate student in the MAFLT Program who is discovered to have plagiarized or falsified data will be dismissed from the program.

Policies Regarding Security and Privacy of Student Data (p. 37-39)

Institutional Data Policy

As a member of the MSU community, students have access to data about the institution and its members. The University has expectations in terms of how it expects its members to be responsible in handling this data.

<https://tech.msu.edu/about/guidelines-policies/msu-institutional-data-policy/>

Student Life Policies and Resources (p. 39-41)

Inclusion and Intercultural Initiatives

Required Training: As of 2021, MSU released a new [Diversity, Equity and Inclusion \(DEI\) Plan](#): As President Stanley recently announced, “The plan was designed as a framework of recommendations to improve the culture around DEI and to work with our strategic planning efforts.” All members of the MSU community are required to complete DEI training. You will receive notifications via email and the Student Information System about this training.

Further Opportunities: The Office of Inclusion and Intercultural Initiatives offers a wide variety of resources that apply to MSU units and instructors and may also be useful to you as an educator. You can access those resources here: [Diversity and Inclusion Opportunities](#).

MSU Religious Observance Policy

It has always been the policy of MSU to permit students and faculty to observe those holidays set aside by their chosen religious faith. If you wish to request accommodations such as an adjustment of due dates on course assignments due to a religious holiday or event, you are expected to contact your instructor in advance to make arrangements in advance. Please visit: <http://www.reg.msu.edu/ROInfo/Notices/ReligiousPolicy.asp>).

Disability Accommodation Requests

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at <http://www.rcpd.msu.edu>. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to your instructor at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible. Please visit: <http://www.rcpd.msu.edu/Awareness/Home>.

Counseling and Psychological Services (CAPS)

Counseling services are available to distance-based MSU students as well as campus-based students through MSU Counseling and Psychiatric services, “the place on campus for students seeking help for a wide range of concerns, including depression, anxiety, stress management, homesickness, adjustment or acculturation, relationships, gender identity and sexual orientation (LGBTQ) concerns, substance abuse, trauma, eating or body image concerns, and other personal mental health concerns” (caps.msu.edu/about-us/index.html).

USE OF MATERIALS FROM THE COURSE

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students that are the copyrighted property of the course instructor are subject to the following conditions of use:

- **Use of instructional materials:** Students may use course materials including videos, lecture slides, and readings **only** for their own course-related purposes.
- **Sharing of instructional materials and recordings:** Students may not post any course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor, and if applicable, any students whose voice or image is included in the recordings.
- Any student violating the conditions described above may face academic disciplinary sanctions.

Evaluations of Courses and Instructors

SIRS System: Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. The course utilizes the “online SIRS” system. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. You may find out more about the SIRS system at <http://sirsonline.msu.edu>.

FLT Courses: For courses in the MAFLT and FLT Certificate programs, students will be asked to complete a program-specific questionnaire at the end of the semester. If you have specific concerns about a course during the semester, wish to discuss specific aspects of the course, or want to appeal a decision made by your instructor, you may contact the Program Director: <https://maflt.cal.msu.edu/program-director>.

PLEASE NOTE: *This syllabus is subject to change at the instructor's discretion. No changes will be made to the values of the major course requirements in final grade calculation or the major objectives of the course. Other changes will be announced via D2L and the online syllabus will be updated.*

REFERENCE MATERIALS AND RESOURCES

ONLINE LIBRARIES AND DATABASES

See **MAFLT Library Guide**: <http://libguides.lib.msu.edu/maflt>

- **Linguistics and Language Behavior Abstracts**: <https://search-proquest-com.proxy1.cl.msu.edu/llba/>
- **Wiley Online Library**: Predefined search for books and book chapters on "language acquisition"
- **SAGE Knowledge**: <http://sk.sagepub.com.proxy1.cl.msu.edu/>
- **Ebook Central** by ProQuest – Home: <https://ebookcentral-proquest-com.proxy2.cl.msu.edu/lib/michstate-ebooks/home.action>

BOOKS AND BOOK CHAPTERS

(most are ebooks available via MSU Library)

Aronoff, M. & Rees-Miller, J. (Eds.) (2017). *The Handbook of Linguistics*. Oxford, UK: Wiley-Blackwell. à
MSU Library: <http://catalog.lib.msu.edu/record=b12833194~S39a>

Brinton, D. M., Kagan, O., & Bauckus, S. (2008). *Heritage language education: A new field emerging*. New York: Routledge.

Beard, C. (2010). *Experiential learning toolkit: Blending practice with concepts*. London, GBR: Kogan Page. ISBN: 9780749450786 Link to [Ebook Central](#).

Beard, C., & Wilson, J. P. (2006). *Experiential learning: A best practice handbook for educators and trainers*. London: Kogan Page. ISBN: 9780749444891 Link to [Ebook Central](#).

Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (Eds.) (2014). *Teaching English as a second or foreign language*. Boston, MA: National Geographic/Heinle.

Corbett, J. (2010). *Intercultural Language Activities*. Cambridge: Cambridge University Press.

Craig, D. V. (2009). *Action research essentials*. San Francisco, CA: Jossey- Bass.

Ellis, R. (Ed.). (2012). *Language Teaching Research and Language Pedagogy*. Malden, MA: John Wiley & Sons. à
Link to [Ebook Central](#).

Kumaravadivelu, B. (2001). *Beyond methods: Macrostrategies for language teaching*. New Haven, CT: Yale University Press. à MSU Library: <http://catalog.lib.msu.edu/record=b8970307~S39a>.

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd editio). Oxford, UK: Oxford University Press.

Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. Malden, MA: Wiley-Blackwell. à Link to [Ebook Central](#).

Long, M. H., & Doughty, C. J. (Eds.). (2009). *Handbook of Language Teaching*. Oxford, UK: Wiley-Blackwell. à
Link to [Wiley Online Library](#).

Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum. à Link to [Ebook Central](#).

- Noffke, S. E., & Somekh, B. (Eds.). (2009). *The SAGE handbook of educational action research*. Thousand Oaks, CA: SAGE Publications. <http://dx.doi.org.proxy2.cl.msu.edu/10.4135/9780857021021>
- Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.
- Shehadeh, A., & Coombe, C. A. (Christine A. (2012). *Task-based language teaching in foreign language contexts: Research and implementation*. Philadelphia, PA: John Benjamins Publishing. à Link to [Ebook Central](#).
- Tomlinson, B. (Ed.). (2013). *Developing materials for language teaching* (2nd ed.). London, UK: Bloomsbury. à Access via [EBSCOhost](#).
- Weisser, M. (2016). *Practical corpus linguistics: An introduction to corpus-based language analysis*. Malden, MA: Wiley-Blackwell. à MSU Library: <http://catalog.lib.msu.edu/record=b11861910~S39a>

JOURNAL ARTICLES

- Borg, S. (2010). Language teacher research engagement. *Language Teaching*, 43(4), 391–429.
- Burns, A. (2005). Action research: an evolving paradigm? *Language Teaching*, 38(02), 57–74. Retrieved from [Language Teaching](#).
- Darvin, R., & Norton, B. (2015). Identity and a Model of Investment in Applied Linguistics. *Annual Review of Applied Linguistics*, 35, 36–56.
- Dewaele, J. M. (2019). When elephants fly: The lift-off of emotion research in applied linguistics. *The Modern Language Journal*, 103(2), 533–536.
- Dogancay-Aktuna, S. (2006). Expanding the socio-cultural knowledge base of TESOL teacher education. *Language, Culture and Curriculum*, 19(3), 278–295.
- Dörnyei, Z. (2009). Individual differences: Interplay of learner characteristics and learning environment. *Language Learning*, 59, 230–248.
- Ellis, R. (2012). Methods for Researching the Second Language Classroom. In *Language Teaching Research and Language Pedagogy* (pp. 21–49). John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781118271643.ch2>
- Hanks, J. (2019). From research-as-practice to exploratory practice-as-research in language teaching and beyond. *Language Teaching*, 52(2), 143–187. <https://doi.org/10.1017/S0261444819000016>
- Henry, A., & Thorsen, C. (2018). Teacher–Student Relationships and L2 Motivation. *Modern Language Journal*, 102(1).
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