

Ling 4327/5305 – Second Language Acquisition

Spring 2011

Instructor: Naoko Witzel
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Section info: Ling 4327 Section 001 / Ling 5305 Section 001
Meeting Time: Tues/Thurs 17:30-18:50
Meeting Location: Trimble Hall 216

COURSE DESCRIPTION:

This course is the study of the processes of first and second language acquisition, their similarities and differences, language disorders, language perception and production, and implications of language acquisition research for linguistic theory and language teaching. Prerequisite: LING 5300 or permission of instructor.

STUDENT LEARNING OUTCOME:

Upon successfully completing this course, students should be able to:

- Identify and describe different theoretical approaches to second language acquisition
- Analyze second language data in terms of different theoretical approaches
- Read and critique literature in the field of second language acquisition
- Evaluate the applicability of second language acquisition theory to language teaching
- Design a theoretically well-motivated and viable second language acquisition research project

COURSE REQUIREMENTS:

SHORT ASSIGNMENTS (30pts – **G:** 6pts x 5; **UG:** 10pts x3) –

- (i) research design summaries (**G:** 3; **UG:** 2)
- (ii) teaching application papers (**G:** 3; **UG:** 2)

**** The lowest score will be dropped.****

MAIN PROJECT (60pts): This includes the following—

- (i) a short literature review (15pts)
- (ii) a research design (15pts)
- (iii) two presentations (10pts x 2)
- (iv) final paper (10pts)

PARTICIPATION (10pts): It is recommended that you come to class on time. However, note that you will be graded for your participation rather than mere attendance.

TEXTBOOK:

Gass, S. M., & Selinker, L. (2008). *Second Language Acquisition*. New York: Routledge.
ISBN10: 0-805-85498-3.

Additional readings will be provided on the course Blackboard site (login at <https://elearn.uta.edu/webapps/login/>). You are responsible for checking this Blackboard site regularly to access (among other things) class notes, updates, readings, and assignments.

DUE DATES:

2/3, 2/17, 3/3, 3/24, 4/7, 4/28 – Submit short assignments

3/1, 3/3 – Presentation on your literature review

3/8 – Submit your short literature review

4/12, 4/13 – Presentation on your research design

4/21 – Submit your research design

5/5 – Submit your final paper

****Please submit all your assignments as a hard copy at the beginning of the class.****

OUTLINE OF TOPICS: (Subject to change as we go along)

WEEK 1 (1/18, 1/20) / *Introduction to SLA / Basic knowledge of statistics*

- G&S, Chapters 1 and 2
- Brown, J. D. (1991). Statistics as a foreign language – Part 1: What to look for in reading statistical language studies. *TESOL Quarterly*, 25, 569-586.
- Brown, J. D. (1992). Statistics as a foreign language – Part 2: More things to consider in reading statistical language studies. *TESOL Quarterly*, 26, 629-664.

WEEK 2 (1/25, 1/27) / *Second and foreign language data*

- G&S, Chapter 3
- *Chaudron, C. (2003). Data collection in SLA research. In C. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 762-828). Blackwell Publishers.

WEEK 3 (2/1, 2/3) / *Language transfer*

- G&S, Chapters 4 and 5
- Rothman, J. (2010). L3 syntactic transfer selectivity and typological determinacy: The typological primacy model. *Second Language Research*, 27, 107-127.
- **Submit a short assignment (2/3)**

WEEK 4 (2/8, 2/10) / *Theoretical approaches to SLA*

- G&S, Chapter 6

- Song, H-S., & Schwartz, B. (2009). Testing the fundamental difference hypothesis. *Studies in Second Language Acquisition*, 31, 323-361.

WEEK 5 (2/15, 2/17) / *Typological and functional approaches to SLA*

- G&S, Chapter 7
- Ozeki, H., & Shirai, Y. (2007). Does the noun phrase accessibility hierarchy predict the difficulty order in the acquisition of Japanese relative clauses? *Studies in Second Language Acquisition*, 29, 169-196.
- **Submit a short assignment (2/17)**

WEEK 6 (2/22, 2/24) / *Interlanguage processing*

- G&S, Chapter 8
- O'Grady, W., Nakamura, M., Ito, Y. (2008). *Want-to* contraction in second language acquisition: An emergentist approach. *Lingua*, 118, 478-498.
- Clahsen, H., & Felser, C. (2006). How native-like is non-native language processing? *Trends in Cognitive Science*, 10, 564-570.
- Ellis, R. (2006). Modelling learning difficulty and second language proficiency: The differential contributions of implicit and explicit knowledge. *Applied Linguistics*, 27, 431-463.

WEEK 7 (3/1, 3/3) / *Presentations on your literature review*

- **Submit a short assignment (3/3)**

WEEK 8 (3/8, 3/10) / *Interlanguage in context*

- G&S, Chapter 9
- Hakansson, G., & Norrby, C. (2010). Environmental influence of language acquisition: Comparing second and foreign language acquisition of Swedish. *Language Learning*, 60, 628-650.
- **Submit a short literature review (3/8)**

WEEK 9 (3/15, 3/17) / **No classes due to Spring break**

WEEK 10 (3/22, 3/24) / *Input, interaction, and output*

- G&S, Chapter 10
- Yang, Y., & Lyster, R. (2010). Practice and feedback on Chinese EFL learners' acquisition of regular and irregular past tense forms. *Studies in Second Language Acquisition*, 32, 235-263.
- **Submit a short assignment (3/24)**

WEEK 11 (3/29, 3/31) / *Instructed second language learning*

- G&S, Chapter 11
- Mackey, A. (2006). Feedback, noticing and instructed second language learning. *Applied Linguistics*, 27, 405-430.

WEEK 12 (4/5, 4/7) / *Non-linguistic factors*

- G&S, Chapter 12
- Robinson, P. (2001). Individual differences, cognitive abilities, aptitude complexes and learning conditions in second language acquisition. *Second Language Research*, 17, 368-392.
- McDonald, J. L. (2006). Beyond the critical period: Processing-based explanations for poor grammaticality judgment performance by late second language learners. *Journal of Memory and Language*, 55, 381-401.
- **Submit a short assignment (4/7)**

WEEK 13 (4/12, 4/14) / *Presentations on your research design*

WEEK 14 (4/19, 4/21) / *The lexicon*

- G&S, Chapter 13
- Laufer, B., & Girsai, N. (2008). Form-focused instruction in second language vocabulary learning: A case for contrastive analysis and translation. *Applied Linguistics*, 29, 694-716.
- **Submit a research design (4/21)**

WEEK 15 (4/26, 4/28) / *An integrated view of SLA*

- G&S, Chapter 14
- *Gregg, K. R. (2003). SLA theory: Construction and assessment. In C. Doughty & M. Long (Eds.), *The Handbook of Second Language Acquisition* (831-865). Blackwell Publishers.
- **Submit a short assignment (4/28)**

WEEK 16 (5/3, 5/5) / *TBA*

- Submit your final paper (5/5)

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act* (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

As a student, your responsibility rests with informing the instructor in writing or email and providing the official documentation from the Office for Students with Disabilities no later than the end of the second week of classes.

Academic Dishonesty: At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Students involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from UTA.

According to the UT System Regents' Rules and Regulations, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student's own effort. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures laid out for faculty there (<http://www.uta.edu/studentaffairs/conduct/faculty.html>), as well as notify the department chair of the filing of the charges.

Student Support Services Available: The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers,

developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the course syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

Auditors: The Department of Linguistics and TESOL has a "no audit" policy, with one exception. With instructor permission, Department of Linguistics and TESOL faculty, staff, and students enrolled in a linguistics/TESOL degree program may be able to audit a course. Audited courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive) be granted for audited courses.