

Ling 4327/5305 – Second Language Acquisition

Spring 2012

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Section info: Ling 4327 Section 001 / Ling 5305 Section 001
Meeting time: Tuesday 5:30PM-8:20PM
Meeting location: Trimble Hall 21

COURSE DESCRIPTION

This course will focus on second language acquisition. Topics will include the similarities and differences between first and second language acquisition, perception and production in native and non-native languages, and the implications of second language acquisition and processing research for theoretical linguistics and language teaching.

STUDENT LEARNING OUTCOMES

After 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 these different 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.

REQUIREMENTS

4327 Prerequisite: LING 3311 or permission of the instructor.

5305 Prerequisite: LING 5300 or permission of the instructor.

REQUIRED TEXTBOOK AND OTHER MATERIALS

The textbook listed below is necessary for this course. You will be required to complete regular readings from this book. It can be purchased online as well as at the campus bookstore.

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.

Required text:

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.
ISBN: 9780340905593

MAJOR ASSIGNMENTS AND DUE DATES:

Short writing assignments

- (i) Article summaries (**G: 3; UG: 2**)
- (ii) Teaching application papers (**G: 3; UG: 2**)

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

Due dates: 1/31, 2/14, 2/28, 3/20, 4/3, 4/24

Literature review presentation **2/28**

Literature review **3/6**

Research design presentation **4/10**

Research design paper **4/17**

Final paper **5/4**

(See below for detailed descriptions of these assignments.)

***** All written assignments should be submitted to the course Blackboard site before class on the date they are due. Late assignments will only be accepted if you contact me in advance of the deadline and let me know why you need an extension.*****

GRADING POLICY

Your course grade will be determined as follows:

Course engagement:	10%
Short writing assignments:	30% (Graduate: 6% x 5; UG: %10 x 3)
Research proposal project:	60%
Literature review presentation:	10%
Literature review:	15%
Research design presentation:	10%
Research design paper:	15%
Final paper:	10%

Course engagement: Course engagement refers to regular on-time attendance, preparation for class, participation in discussion, and physical as well as mental presence in the classroom. Because regular attendance is necessary for this course, you can expect that ***more than one (unexcused) absence will negatively affect your grade.***

Short writing assignments: You will submit several short writing assignments in this course. Graduate students will submit 6 of these papers (3 research design summaries and 3 teaching application papers); undergraduate students will submit 4 of these papers (2 research design summaries and 2 teaching application papers).

Article summaries: These summaries should include the following information: (a) the complete bibliographical reference (in APA format), (b) the general question(s) examined in the article, (c) the specific research questions/hypotheses, (d) a summary of the methodological details (e.g., # of subjects, sample materials, tasks, etc.), (e) a summary of the findings (including a discussion

of what these findings mean with respect to the research questions), and (f) your comments/critique. These reports should be ***no longer than three pages (double spaced)***. A sample article summary will be provided.

Teaching application papers: In these short papers (***no longer than two pages, double spaced***), you should reflect on the ideas that we have discussed in class (or that you have encountered in your reading) and comment on their implications for ES/FL teaching practice. You will want to consider the following questions: What do these ideas/concepts suggest about how curricula, syllabi, and lessons should be structured? What do these ideas/concepts suggest about the types of tasks teachers should use in their classes?

Research proposal project: In this project, you will propose a study to investigate a specific research question in SLA. This project will consist of the following components:

Literature review presentation: In this presentation, you should discuss the literature that will act as the motivation for your research proposal. You should very briefly explain the key findings from one or two (possibly three, if absolutely necessary) research articles and how they relate to your research question(s). These presentations should be about 5 minutes long, with a few minutes for questions. You are welcome to use PowerPoint slides or a handout to support this presentation, but you are not required to do so. You will be graded on (i) how clearly you explain the articles and (ii) how well you are able to relate this literature to your research question(s).

Literature review: Follow the guidelines above to create a 2-3 page (double-spaced) review of the key articles for your proposal and how they relate to your specific research question(s).

Research design presentation: In this presentation, you should very briefly discuss how you will conduct your proposed study. You should begin this presentation with a clear explanation of your research question(s). You should then provide information on the participants, the methodology you will use, and the types of data you will collect. You should also explain how this data will bear on your research question(s). These presentations should be about 5 minutes long, with a few minutes for questions. You are welcome to use PowerPoint slides or a handout to support this presentation, but you are not required to do so. You will be graded on (i) how clearly you explain your design and (ii) how well you are able to relate it to your research question(s).

Research design paper: Follow the guidelines above to create a 2-3 page (double-spaced) paper on how you will conduct your proposed study.

Final paper: For the final paper, you will integrate your literature review and research design papers, making sure (i) to respond to feedback and (ii) to adjust these sections so that they create a coherent research proposal. You should conclude this paper with (i) a discussion of the (practical/theoretical) implications of your project and (ii) suggestions for further research.

OUTLINE OF TOPICS: (Subject to change)

WEEK 1 (1/17) / *Introduction to SLA*

- Ortega Ch. 1

WEEK 2 (1/24) / *Age of Acquisition and SLA*

- Ortega Ch. 2

WEEK 3 (1/31) / *L1 influences on SLA*

- Ortega Ch. 3
- **Submit short assignment (1/31)**

WEEK 4 (2/7) / *SLA and the Linguistic Environment*

- Ortega Ch. 4

WEEK 5 (2/14) / *Memory, Attention, and Awareness*

- Ortega Ch. 5
- **Submit short assignment (2/14)**

WEEK 6 (2/21) / *Interlanguage Development*

- Ortega Ch. 6

WEEK 7 (2/28) / *Literature Review Presentations*

- **Submit short assignment (2/28)**

WEEK 8 (3/6) / *Interlanguage Processing*

- Reading TBA
- **Submit literature review (3/6)**

WEEK 9 **Spring break**

WEEK 10 (3/20) / *Individual Differences: Aptitude*

- Ortega Ch. 7
- **Submit short assignment (3/20)**

WEEK 11 (3/27) / *Individual Differences: Motivation*

- Ortega Ch. 8

WEEK 12 (4/3) / *Individual Differences: Affect and Attitudes*

- Ortega Ch. 9
- **Submit short assignment (4/3)**

WEEK 13 (4/10) / *Research Design Presentations*

WEEK 14 (4/17) / *Social Dimensions of SLA*

- Ortega Ch. 10
- **Submit research design (4/17)**

WEEK 15 (4/24) / *Putting it all together*

- Reading TBA
- **Submit short assignment (4/24)**

WEEK 16 (5/1) / *Final Paper Workshop*

****Final paper due Friday 5/4****

University / Departmental Policies and Other Information

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 Office of Financial Aid and Scholarships 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 Integrity: At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form, including but 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” (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. 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 as laid out for faculty (<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.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

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

Librarian to Contact: Jody Bailey (jbailey@uta.edu)