

Ling 4327/5305: Second Language Acquisition
Spring 2013

Instructor: Naoko Witzel

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Office Hours: Tuesdays 3:00-5:00pm or by appointment

Section Information: Ling 4327 Section 001 / Ling 5305 Section 001

Time and Place of Class Meetings: Tuesdays 5:30-8:20pm at University Hall 14

Graduate Teaching Assistant: Kristopher Wright (kristopher.wright@mavs.uta.edu)

Office Hours: By email and by appointment using Blackboard IM (id: *krisw*) or in person. Also, ad hoc Blackboard availability anytime that Blackboard IM lists status for *krisw* as 'available' or 'SLA class office hours'.

Description of Course Content: 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: 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 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.

Required Textbooks and Other Course Materials:

- Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education. ISBN: 9780340905593
- Additional readings will be provided on the course Blackboard site (login at <https://elearn.uta.edu/>). You are responsible for checking this Blackboard site regularly to access (among other things) class notes, updates, readings, and assignments.

Descriptions of major assignments and examinations:

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: 1/29, 2/12, 2/26, 3/19, 4/2, 4/16

Literature review presentation 2/26

Literature review 3/5

Research design presentation 4/9

Research design paper 4/16

Final paper 5/8

(See below for detailed descriptions of these assignments.)

***** All written assignments should be submitted as a hard copy at the beginning of the class. Late assignments will not be accepted.*****

GRADING POLICY

Your course grade will be determined as follows:

Course engagement: 10 pts

Short writing assignments: 30 pts (Graduate: 6 pts x 5; UG: 10 pts x 3)

Research proposal project: 60 pts

Literature review presentation: 10 pts

Literature review: 15 pts

Research design presentation: 10 pts

Research design paper: 15 pts

Final paper: 10 pts

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 (peer-reviewed) 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.

Attendance: 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.*

Extra Credit Opportunity: If you participate in any of the linguistic experiments conducted this semester, you will receive 2.5pts for each half hour. The maximum extra credit you can get is 5 pts. Please make sure that you ask for a proof from your experimenter, and submit it to the instructor on 5/2.

Other Requirements:

4327 Prerequisite: LING 3311 or permission of the instructor.

5305 Prerequisite: LING 5300 or permission of the instructor.

Grading: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Late assignments will not be accepted.

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. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

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.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule 50101, §2.2*, suspected violations of university's standards for academic integrity (including the Honor Code) 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.

Student Support Services: UT 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. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

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 shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

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 class 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. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

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

Course Schedule.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Naoko Witzel.

OUTLINE OF TOPICS:

WEEK 1 (1/15) / *Introduction to SLA / Library search*

- Ortega Ch. 1
- ****Please go to the library room 315A at 7pm.****

WEEK 2 (1/22) / *Basic knowledge of statistics / Second and foreign language data*

- 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.
- 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 (1/29) / *Age of Acquisition and SLA*

- Ortega Ch. 2
- Flege, J. E., Yeni-Komshian, G. H., & Liu, S. (1999). Age constraints on second-language acquisition. *Journal of Memory and Language*, 41, 78-104.
- **G: Submit 1st writing assignment**

WEEK 4 (2/5) / *L1 influences on SLA*

- Ortega Ch. 3

- Rothman, J. (2010). L3 syntactic transfer selectivity and typological determinacy: The typological primacy model. *Second Language Research*, 27, 107-127.

WEEK 5 (2/12) / *SLA and the Linguistic Environment*

- Ortega Ch. 4
- 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.
- **UG: Submit 1st writing assignment / G: Submit 2nd writing assignment**

WEEK 6 (2/19) / *Memory, Attention, and Awareness*

- Ortega Ch. 5
- Elgort, I. (2011). Deliberate learning and vocabulary acquisition in a second language. *Language Learning*, 61, 367-413.

WEEK 7 (2/26) / **Literature Review Presentations**

- **UG: Submit 2nd writing assignment / G: Submit 3rd writing assignment**

WEEK 8 (3/5) / *Interlanguage Development*

- Ortega Ch. 6
- 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 Literature Review**

WEEK 9 (3/12) / Spring break

WEEK 10 (3/19) / *Interlanguage Processing*

- Reading TBA
- **UG: Submit 3rd writing assignment / G: Submit 4th writing assignment**

WEEK 11 (3/26) / *Individual Differences: Aptitude*

- Ortega Ch. 7
- Abrahamsson, N., & Hyltenstam, K. (2008). The robustness of aptitude effects in near-native second language acquisition. *Studies in Second Language Acquisition*, 30, 481-509.

WEEK 12 (4/2) / *Individual Differences: Motivation*

- Ortega Ch. 8
- Noels, K. A., Pelletier, L. G., Clement, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning*, 50, 57-85.
- **UG: Submit 4th writing assignment / G: Submit 5th writing assignment**

WEEK 13 (4/9) / **Research Design Presentations**

WEEK 14 (4/16) / *Individual Differences: Affect and Attitudes*

- Ortega Ch. 9
- Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning*, 54, 119-152.

- **Submit Research Design**
- **G: Submit 6th writing assignment**

WEEK 15 (4/23) / Social Dimensions of SLA

- Ortega Ch. 10
- TBA

WEEK 16 (4/30) / TBA