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LING 5305: Second Language Acquisition
Spring 2016

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We will respond to emails within the next 24 business hours.

Section Information: LING 5305-001

Time and Place of Class Meetings: Mondays 5:30-8:20pm Trimble Hall 203

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:
1) identify and describe different theoretical approaches to second language acquisition;
2) analyze second language data in terms of these different approaches;
3) read and critique literature in the field of second language acquisition;
4) evaluate the applicability of second language acquisition theory to language teaching;
5) design a theoretically well-motivated and viable second language acquisition research project.

Required Textbooks and Other Course Materials:
- There are no required textbooks for this course
- Required 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:
ARTICLE PRESENTATIONS (2 x 5% = 10%): You will do two 20-minute presentations on a peer-reviewed article that you select. The presentation topic should relate to the topic of interest for the week and should have primary data. In your presentation, please summarize the article (~15 mins) and lead a discussion (~5 mins). Please submit your e-article to the instructor early enough so that you can get approval and so that it can be put up on the Blackboard website at least one week prior to your presentation.

TEACHING APPLICATION PAPERS (4 x 5% = 20%): In these short papers (no longer than two pages, double spaced), you should reflect on the ideas that we will discuss or will have discussed in class (or that you have encountered in your reading) and comment on their implications for ES/FL teaching practice. The topic will be provided by the instructor. 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 DESIGN SUMMARIES (4 x 5% = 20%): In these short papers, you will summarize a peer-reviewed article with primary data. The articles you summarize should not be one of the readings listed on the syllabus. However, it is highly recommended that they will relate to your research proposal project, and will be used in your literature review that will act as basis of your research design proposal. 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.), and (e) a summary of the findings (including a discussion of what these findings mean with respect to the research questions). These reports should be no longer than three pages (double spaced). A sample article summary will be provided on Blackboard.

RESEARCH PROPOSAL PROJECT (40%): 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 (10%): In the literature review, 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 at least two (possibly three) research articles and how they relate to your research question(s). Follow these guidelines 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). You will be graded on (i) how clearly you explain and integrate the articles and (ii) how well you are able to relate this literature to your research question(s).

Research design proposal (10%): For your research design, you should very briefly discuss how you will conduct your proposed study. You should begin this paper with a clear explanation of your research question(s). You should then provide information on the participants, the methodology you will use (please include examples of your materials), and the types of data you will collect. You will also present the results you predict in a table/graph. You should also explain how this data will bear on your research question(s). Follow the guidelines above to create a 2-3 page (double-spaced) paper on how you will conduct your proposed study. 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).

Project presentation (10%): In this presentation, you should briefly discuss the (peer-reviewed) literature that acts as the motivation of your study, and how you will conduct your proposed study. The presentations should be about 12 minutes long with a few minutes for questions from the audience. Please note that it is not necessary for the presenter to get discussion questions ready.

Final paper (10%): 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: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, course engagement refers to regular on-time attendance, preparation for class, participation in discussion, and physical as well as mental presence in the classroom. ***More than one (unexcused) absence will negatively affect your grade.***

Other Requirements: Prerequisite: LING 5300 *Linguistic Analysis*

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. Your course grade will be determined as follows (A = 90% or above; B = 80-90%; C = 70-80%; D=60-70%, F = below 60%). Your final grade will be calculated as follows:

10%	Class participation
10%	Two article presentations (5% each)
20%	Four teaching application papers (5% each)
20%	Four research design summaries (5% each)
40%	Research proposal project
	10% Literature review
	10% Research design
	10% Project presentation
	10% Final paper

Late assignments will not be accepted.
Please upload all of your assignments (except for the teaching application papers) onto the course Blackboard site by 5pm on the due date. Please upload the teaching application papers onto the course Blackboard site by 9am on the due date.
Please note that all assignments will be graded on content. Submitted assignments do not ensure a passing grade. Please be sure to be relevant in all your assignments.

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/aao/fao/).

Disability Accommodations: UT 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may

cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

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.

Title IX: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses 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.*

UT Arlington faculty members 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.

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 an online 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.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In *Quick Hits* sessions during all open hours Mon-Thurs. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

Librarian to Contact: Jody Bailey (jbailey@uta.edu). Jody can help you find the best scholarly, authoritative materials you'll need for your research project. If you need immediate help during evenings and weekends, contact the UTA Library Central Service Point: http://ask.uta.edu/. Additional help can be found on these guides:
- · Linguistics Research Guide: http://libguides.uta.edu/linguistics
- · TESOL Research Guide: http://libguides.uta.edu/tesol

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

DUE DATES:
2/8 – Submit your Teaching Application Paper 1 (Critical Period)
2/15 – Submit your Research Design Summary 1
2/22 – Submit your Teaching Application Paper 2 (Linguistic approaches to SLA)
2/29 – Submit your Research Design Summary 2
3/7 – Submit your Literature Review
3/21 – Submit your Research Design Summary 3
3/28 – Submit your Teaching Application Paper 3 (Social and Psychological approaches to SLA)
4/4 – Submit your Research Design Summary 4
4/11 – Submit your Research Design Proposal
4/18 – Submit your Teaching Application Paper 4 (Individual Differences)
5/2 – Final Presentation
5/9 – Submit your Final Paper
(Other important dates: 2/3 Census Day; 4/1 Last day to drop classes)

OUTLINE OF TOPICS & READING ASSIGNMENTS
WEEK 1 (1/25) */ Introduction to SLA*

WEEK 2 (2/1) */ 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.

WEEK 3 (2/8) */ Age of Acquisition and SLA*
- Flege, J. E., Yeni-Komshian, G. H., & Liu, S. (1999). Age constraints on second-language acquisition. *Journal of Memory and Language, 41,* 78-104.
- DeKeyser, R. M. (2013). Age effects in second language learning: Stepping stones toward better understanding. *Language Learning, 63,* 52-67.
- ***Submit your Teaching Application Paper 1 (Critical Period)***

WEEK 4 (2/15) */ L1 influences on SLA*
- Gabriele, A. (2009). Transfer and transition in the SLA of aspect: A bidirectional study of learners of English and Japanese. *Studies in Second Language Acquisition, 31,* 371-402.
- Hopp, H. (2010). Ultimate attainment in L2 inflection: Performance similarities between non-native and native speakers. *Lingua, 120,* 901-931.
- Roberts, L., Gullberg, & Indefrey, P. (2008). Online pronoun resolution in L2 discourse: L1 influence and general learner effects. *Studies in Second Language Acquisition, 30,* 333-357.
- ***Submit your Research Design Summary 1***

WEEK 5 (2/22) */ Formal approaches to SLA*
- Hawkins, R. (2001). The theoretical significance of Universal Grammar in second language acquisition. *Second Language Research, 17,* 345-367.
- Song, H-S., & Schwartz, B. (2009). Testing the fundamental difference hypothesis. *Studies in Second Language Acquisition, 31,* 323-361.
- ***Submit your Teaching Application Paper 2 (Linguistic approaches to SLA)***

WEEK 6 (2/29) */ Typological approaches to SLA*
- Eckman, F. R. (2004). Universals, innateness and explanation in second language acquisition. *Studies in Language, 28,* 682-703.
- 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 your Research Design Summary 2***

WEEK 7 (3/7) */ How to Develop a Research Design*
- 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.
- Crookes, G. (1993). Action research for second language teachers: Going beyond teacher research. *Applied Linguistics, 14,* 130-144.
- ***Submit your Literature Review***

WEEK 8 (3/14) */* **No class (Spring Break)**

WEEK 9 (3/21) */ Input, Interaction, and Output*
- Lyster, R., Saito, K., & Sato, M. (2013). Oral corrective feedback in second language classrooms. *Language Teaching, 46,* 1-40.
- 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 your Research Design Summary 3***

WEEK 10 (3/28) */ Sociolinguistic approaches to SLA*
- Bayley, R., & Regan, V. (2004). Introduction: The acquisition of sociolinguistic competence. *Journal of Sociolinguistics, 8,* 323-338.
- Hakansson, G., & Norrby, C. (2010). Environmental influence on language acquisition: Comparing second and foreign language acquisition of Swedish. *Language Learning, 60,* 628-650.
- ***Submit your Teaching Application Paper 3 (Social and Psychological approaches to SLA)***

WEEK 11 (4/4) */ Memory, Attention, and Awareness*
- Brown, R., Waring, R., & Donkaewbua, S. (2008). Incidental vocabulary acquisition from reading, reading-while-listening, and listening to stories. *Reading in a Foreign Language, 20,* 136-163.
- Elgort, I. (2011). Deliberate learning and vocabulary acquisition in a second language. *Language Learning, 61,* 367-413.
- Goo, J. (2012). Corrective feedback and working memory capacity in interaction-driven L2 learning. *Studies in Second Language Acquisition, 34,* 445-474.
- Juffs, A., & Harrington, M. (2011). Aspects of working memory in L2 learning. *Language Teaching, 44,* 137-166.
- ***Submit your Research Design Summary 4***

WEEK 12 (4/11) */ Instructed Second Language Learning*
- Mackey, A. (2006). Feedback, noticing and instructed second language learning. *Applied Linguistics, 27,* 405-430.
- Revesz, A. (2009). Task complexity, focus on form, and second language development. *Studies in Second Language Acquisition, 31,* 437-470.
- ***Submit your Research Design Proposal for your Project***

WEEK 13 (4/18) / *Individual Differences: Aptitude and Motivation*
- Abrahamsson, N., & Hyltenstam, K. (2008). The robustness of aptitude effects in near-native second language acquisition. *Studies in Second Language Acquisition, 30,* 481-509.
- Dornyei, Z. (2006). Individual differences in second language acquisition. *AILA Review, 19,* 42-68.
- Robinson, P. (2005). Aptitude and second language acquisition. *Annual Review of Applied Linguistics, 25,* 46-73.
- ***Submit your Teaching Application Paper 4 (Individual Differences)***

WEEK 14 (4/25) / *SLA Theory*
- Hulstijn, J. H. (in press). Is the second language acquisition discipline disintegrating? *Language Teaching*.

WEEK 15 (5/2) / ***Presentation of your project***