Course Description:
This course is an introduction to the major concepts and key issues (theoretical and methodological) in the area of second language acquisition (SLA). We will survey some of the major advances in second language acquisition research. We will examine various theories of second language acquisition and we will explore the different aspects of second language acquisition including second language phonology, morphology, syntax, lexicon, pragmatics and second language processing. You will have numerous opportunities to analyze second language data and you will also have an opportunity to carry out an interlanguage analysis project or to design your own study in an area of SLA that interests you.

Prerequisites: At least one previous course in Linguistics or consent of instructor

Texts:
There is no required textbook for this course. There is a set of readings (articles) which will be made available on D2L (DESIRE2LEARN).

COURSE REQUIREMENTS:

Readings: All the articles assigned for each week must be read by all students prior to coming to class. Each student is expected to post on the discussion board on D2L at least one question or comment stemming from the issues addressed in the research articles assigned for a particular week.

Problem sets (Second language data analysis): There are several problem sets. The problem sets will provide you with "hands-on" experience in describing and explaining second language developmental data. Some of the problem sets will be discussed in class and some will be assigned as homework. There will be approximately 6 homework problem sets, which will be due in my mailbox in Room 281 in Life Science II Bldg., by 4:00 PM on a Friday (unless otherwise specified) You may work with a partner or in a group (with each group consisting of two to three members) when you do the second language data analysis problems. This way, you will learn much more by working
together. All problem sets must be completed in order to pass the course. Of the six problem sets, the one assigned the lowest points/grade will be dropped.

**Oral Presentation + lead discussion of article:** you will have an opportunity to present a research article (from among the readings on electronic reserve) and lead the discussion of the article in class. If you are an undergraduate student, the oral presentation may be done with a partner or in a group consisting of no more than three members. For graduate students, the oral presentation will need to be done on an individual basis. Prior to your presentation (one week before but no later than the day previous to your presentation) please meet with me during my office hours to discuss the article and your presentation with me. The articles for discussion are marked with an asterisk (see schedule below).

**Final Project:** For the final project one of the options is a collaborative (group) Interlanguage Analysis Project, with at least 2 but no more than 3 members in each group. The interlanguage project is a case study of a single participant’s acquisition and/or use of a second language. The interlanguage analysis project can also be a comparative study of two L2 learners or a cross-sectional study involving a larger group of L2 learners. A second option is a research proposal on a topic in an area of second language acquisition of interest to you. The research proposal may be done individually or with a partner. Details regarding the final project will be provided during the second week of classes. A third option is a collaborative (group) video documentary project on a topic in second language acquisition, with at least 2 but no more than 3 members in each group.

**GRADING SCHEME:**

- Attendance and participation in class discussions (in-class) (one excused absence permitted): 100 points
- Second language data analysis (Problem sets): (5 X 20= 100 points [5 out of 6 problem sets will count towards the grade])
- Oral Presentation and lead discussion of article: 100 points
- Participation in Online discussion on D2L: 100 points
- Final Project: 100 points
- Total Points= 500

Grade A: 86%-100%  
Grade B: 76%-85%  
Grade C: 66%-75%  
Grade D: 56%-65%  
Grade F: 55% and below.

**University Policy and Procedures:** For important information about University Policies and Procedures please see summary posted on the online course website on D2L in the module labeled ‘Syllabus and Summary of University Policies and Procedures’.
TENTATIVE SCHEDULE

WEEK 1: Wednesday, January 20
Topics: overview of the course and the field
(Importance of learning a second language; Key issues and terms in Second Language Acquisition; Different types of second language learners; Goals of learning a second language; the relevance of Second language acquisition research for language teaching)

Readings:


Cook, Vivian (1999), ‘Going beyond the native speaker in language teaching’, TESOL Quarterly, 33, 2, 185-209, Web version

Activity: Complete SLA Survey and discuss in class (SLA Survey posted on D2L). Review and think about Lecture Notes 1 (SLA: An Overview).

WEEK 2: Wednesday, January 27
Topics: Child First Language Acquisition (Milestones and Patterns in development); Similarities and Differences between Child First Language Acquisition and Second Language Acquisition

Readings:


Activity: Review Lecture Notes 2 (Child L1); Second language data analysis Problem on L2 Negation (in-class discussion)

WEEK 3: Wednesday, February 3
Topics: Longitudinal vs Cross-Sectional Research Design; Naturalistic versus Experimental methods for data collection; Issues in Data Analysis; fossilization/ultimate attainment

Readings:

Activity: Review Lecture Notes 3 (IL Data).
Homework Problem 1 (Negation and auxiliary development) due in my mail box (Psychology, LSII, Room 281) by 4:30 PM on Friday, February 5th.

WEEK 4: Wednesday, February 10
Topics: Factors affecting Second Language Acquisition (Learner characteristics: Age, Affective factors, Motivation, Personality, learning styles, Aptitude, Language (L1 and L2) use; Working Memory)

Readings:
WEEK 5: Wednesday, February 17
Topics: Behaviorist approaches to second language learning; Contrastive Analysis and Error Analysis and the role of the first language in L2 acquisition

Readings:

Activity: Review Lecture Notes 5 (Contrastive Analysis); In class discussion of second language data (Testing the predictions of Contrastive Analysis: Phonology)

Homework Problem 2 (testing the predictions of Contrastive Analysis: Morphology): due in my mail box by 4:30 PM on Friday, Feb 19.

WEEK 6: Wednesday, February 24
Topics: Creative Construction Hypothesis; natural/developmental sequences in child and adult L2 acquisition (grammatical morphemes, negation, yes/no questions, wh-questions)

Readings:


Activity: Review Lecture Notes 6 (Language Transfer).
Homework Problem 3 (Developmental sequences: yes/No questions and wh questions) due in my mail box by 4:30 PM on Friday, February 26

WEEK 7: Wednesday, March 2
Topic: Krashen’s Monitor Model & the Input hypothesis (Comprehensible Input); Affective Filter and foreign/second language Anxiety; the role of explicit instruction and negative evidence

Readings:
Homework Problem 4: Effects of formal instruction on L2 acquisition: Verb movement and adverb placement; due in my mailbox by 4:30 PM on Friday, March 4th.

WEEK 8: Wednesday, March 9
Topics: Universal Grammar (UG): Principles and Parameters framework

Readings


Articles for discussion:

Activity: Review Lecture Notes 7 (Universal Grammar and SLA)
Homework Problem 5  (UG Parameter resetting in the L2) due by 4:30 PM on Friday, March 11th.
WEEK 9: Wednesday, March 16: No class
Spring Break (March 12 to March 20)

WEEK 10: Wednesday, March 23
Topics: Language Typology, Typological Universals and the accessibility hierarchy
Readings


Homework Problem 6: (Relative clauses and the accessibility hierarchy) in class discussion; problem to be completed and submitted by 4:30 PM on Friday, March 25th.

WEEK 11: Wednesday, March 30
Topics: Functional approaches to SLA: The Aspect hypothesis; The Discourse Hypothesis
Readings


Activity: In-class discussion of Second language data (Problems on the L2 acquisition of Tense and Aspect)

WEEK 12: Wednesday, April 6
Topics: The L2 lexicon
Readings


WEEK 13: Wednesday, April 13
Topic: Second Language Processing

Readings
Articles for discussion:

WEEK 14: Wednesday, April 20
Topics: Interlanguage Variation and Interlanguage Pragmatics

Readings

Activity: In Class discussion of Second Language Data Analysis problems: Interlanguage variation; Interlanguage Pragmatics

WEEK 15: Wednesday, April 27
Topic: Language and Cognition: an L2 Perspective

Readings:

WEEK 16: Wednesday, May 4
* Oral Presentations of Interlanguage Analysis Project (at least four presentations: on a voluntary basis);
  * Students can also share their written reports of their projects with the rest of the class on the course website on D2L prior to final submission; feedback will be provided
  * Course/Instructor Evaluations

**Final Project Due in my mailbox by 4:30 PM on Friday, May 6th**