

Second Language Acquisition

LING 318

Fall 2018

Tuesdays and Thursdays 2:30 – 3:45 pm

Pierce Hall 239

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Drop-In Hours: Mondays 10am-noon, 2pm-4pm
Wednesdays 1:30pm-3:30pm
and by appointment

Course Description

This course introduces the study of second language acquisition (SLA). There are no prerequisites for the course. However, some knowledge of English linguistic structures will be assumed. As an introduction, the course focuses on a breadth of field, addressing the major areas and methodologies of studying SLA, especially from cognitive perspectives.

Credits: 3

Prerequisites: N/A

Required Texts

Hummel, K.M. (2014). *Introducing second language acquisition: Perspectives and practices*. Malden, MA: Wiley Blackwell.

Additional required readings will be made available on Oxford College Library Reserves.

Course Requirements	Point Allocation
<p>1. Attendance and class participation – For a successful upper-level course, we rely on regular attendance, completion of reading assignments before each class session, and meaningfully contributions to class discussions.</p> <p>Three sessions may be missed with no questions asked and no deductions. After the third absence, each missed class will result in a lowering of your final grade by one percent.</p> <p>If you miss a class, you should find out what you have missed and borrow any necessary notes or handouts from a fellow student <i>before</i> the next class meeting.</p>	5
<p>2. Homework – Examples of assignments include:</p> <ul style="list-style-type: none">a. Summarizing a readingb. Responding to the claims of a readingc. Taking tests designed to study language learners and writing reflectionsd. Analyzing learner datae. Making connections between your own language learning experience and the reading	25

f. Designing materials to measure language learning g. Designing teaching materials h. Interviewing language learners and/or language teachers	
3. Exams – This course will have a midterm and a final exam in class. Both will be used to assess your knowledge of key terms and understanding of topics from the readings, lectures, and in-class discussions. Make-up exams will only be given if prior notification has been requested and documentation of an excused absence provided.	Exam 1 = 20 Exam 2 = 20
4. Final Report: Review of Literature – Throughout the semester, look out for topics, questions, tasks, methodologies, etc. that interest you. You will choose one of these (e.g., anxiety, working memory, recasts). Including any sources from our course, find and use a minimum of 5 recent references (2010-now) on your topic. You will write a 7-10-page review paper that synthesizes these sources. By the end of your report, you will have included a gap in the literature , an area that could be further explored. In other words, you are putting yourself in the shoes of an SLA researcher: determining (a) what has been done by others and (b) what could be done to further that line of research. Further details of how to find sources and how to write this genre will be discussed in class.	20

Grading System:

Final grades will be assigned as follows, with no curve:

93+	A	83-86.99	B	73-76.99	C	0-59.99	F
90-92.99	A-	80-82.99	B-	70-72.99	C-		
87-89.99	B+	77-79.99	C+	60-69.99	D		

Accommodations and Religious Holiday Arrangements

The Office of Accessibility Services (OAS) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, please contact the OAS and complete the registration process. Faculty may not legally provide you with accommodations until an accommodation letter has been processed and discussed with them; accommodations do not start until this point and are not retroactive. Students registered with OAS who receive a letter outlining specific academic accommodations are thus strongly encouraged to immediately coordinate a meeting with their professors to discuss a protocol to implement accommodations that will (or may) be needed over the course of the semester. This meeting should occur as early in the term as possible. Contact Megan Bohinc in OAS for more information at (770) 784-4690 or oas_oxford@emory.edu

If you are going through any health or personal issues that may affect your success in the class, please coordinate with the Advising Support Center (ASC) oxacadsvc@emory.edu. They are very helpful.

Instructors are encouraged, not required, to accommodate students' academic needs related to religious holidays. Please make every effort to negotiate your religious holiday needs within the first

two weeks of the semester; waiting longer may compromise your instructor's ability to extend satisfactory arrangements. If you need guidance negotiating your needs related to a religious holiday, the College Chaplain, Rev. Dr. Lyn Pace, ppace@emory.edu, Candler Hall 202, is willing and available to help. **Please be aware that Rev. Dr. Pace is not tasked with excusing students from classes or writing excuses for students to take to their professors. Emory's official list of religious holidays may be found at http://www.religiouslife.emory.edu/faith_traditions/holidays.html

Note that late assignments are not accepted, except by PRIOR arrangement.

Inclusivity

Oxford College of Emory University's ideals of inclusivity require that we foster an environment where people of diverse backgrounds, identities, abilities, and ideologies are affirmed, respected, and seen as a source of strength; where we strive to learn together, and ultimately thrive communally. If we at all fail to support these ideals, then we encourage discussion towards improvement, and we hope that this statement affirms your right to seek those discussions via dialogue with faculty, staff, your peers, and the use of the "Speak Up!" system when needed.

Emory's Statement on Civil Discourse

We believe the manner in which we interact with each other is critical to cultivating and maintaining a meaningful and effective intellectual environment. We encourage a climate of respect and inclusiveness that welcomes and embraces community members with diverse backgrounds and life experiences. We deliberately seek multiple perspectives and support the free and open exchange of ideas and civil discourse. We affirm the inherent dignity in all of us and we strive to maintain a climate of justice marked by respect for each other. Our community can only continue to thrive when we approach each conversation with an open mind and when each member can contribute fully.

Honor code

Improperly placing students' names on assignments or class exercises or asking other students to write your name on assignments/exercises to which you did not contribute will also be considered violations of the Emory Honor Code.

During exams, looking at another student's exam or discussing exam questions will also be considered violations of the Emory Honor Code.

Memorizing long passages of someone else's work and using that information to answer an essay question on an exam is not acceptable. You must always cite your sources if the idea is not your own.

Using any source of information (prepared notes, your phone, the internet) that is not given to you by the instructor to complete an exam is a violation of the Emory Honor Code.

These are only highlights of the university code. Please read the code in its entirety. You will be required to sign a pledge stating that you have read the honor code and that you abide by it in its entirety.

Infractions of the honor code will result in a zero for the assignment/exam and will be referred to the Honor Council.

For a copy of Oxford's Honor Code: <http://oxford.emory.edu/catalog/regulations/honor-code.html>

Additional Notes

This syllabus may be amended.

Student work may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education

Occasionally, student work may be photocopied or saved digitally to be included in my teaching portfolio for professional development and assessment purposes. I will ask for your permission in those instances

Calendar:

Specific homework assignments will be given via Canvas.

Date	Topic
30-Aug	Introduction to Linguistics
4-Sep	Introduction to Linguistics
6-Sep	Introduction to SLA Chapter 1
11-Sep	First Language Acquisition Chapter 2
13-Sep	Language Learning Contexts Chapter 3
18-Sep	Theoretical Perspectives Chapter 4
20-Sep	Theoretical Perspectives (cont.)
25-Sep	Teaching Approaches and Instructional Issues Chapter 5
27-Sep	Teaching Approaches and Instructional Issues (cont.) Bygate (2016): Task-based Language Teaching (TBLT) Loewen & Philp (2006): Recasts
2-Oct	Teaching Approaches and Instructional Issues (cont.)
4-Oct	Second Language Development Chapter 6
11-Oct	Second Language Development (cont.) Falk & Bardel (2010): Cross-linguistic influences in L3 development
16-Oct	Second Language Development (cont.)

18-Oct	Exam 1 Preparation
23-Oct	Exam 1
25-Oct	The Age Factor Chapter 7
30-Oct	The Age Factor (cont.) Jia & Fuse (2007): Children compared to adolescents
1-Nov	Individual Differences Chapter 8
6-Nov	Individual Differences (cont.) Erlam (2005): Aptitude Guilloteaux & Dörnyei (2008): Motivation
8-Nov	Library Day: help with final reports
13-Nov	Individual Differences (cont.) Mackey, Adams, Stafford, & Winke (2010): Working Memory
15-Nov	Individual Differences (cont.) Dewaele & Furnham (1999): Extraversion Yan & Horwitz (2008): Anxiety
20-Nov	Workshop: academic writing
27-Nov	Bilingualism Chapter 9
29-Nov	Bilingualism (cont.) Kroll, Sumutka, & Schwartz (2005): Bilingual lexicon
4-Dec	Workshop: help with final reports
6-Dec	Exam preparation

11-Dec	Exam 2
18-Dec by 11:59 pm	Final Report Due

References

- Bygate, M. (2016). Sources, developments and directions of task-based language teaching. *The Language Learning Journal*, 44(4), 381-400. doi:10.1080/09571736.2015.1039566
- Dewaele, J.-M., & Furnham, A. (1999). Extraversion: The unloved variable in applied linguistic research. *Language Learning*, 49(3), 509-544. doi:10.1111/0023-8333.00098
- Erlam, R. (2005). Language aptitude and its relationship to instructional effectiveness in second language acquisition. *Language Teaching Research*, 9(2), 147-171. doi:10.1191/1362168805lr161oa
- Falk, Y., & Bardel, C. (2010). The study of the role of the background languages in third language acquisition. The state of the art. *IRAL: International Review of Applied Linguistics in Language Teaching*, 48(2/3), 185-219. doi:10.1515/iral.2010.009
- Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly*, 42(1), 55-77. doi:10.2307/40264425
- Hummel, K. M. (2014). *Introducing second language acquisition: Perspectives and practices*. Malden, MA: Wiley Blackwell.
- Jia, G., & Fuse, A. (2007). Acquisition of english grammatical morphology by native mandarin-speaking children and adolescents: Age-related differences. *Journal of Speech, Language & Hearing Research*, 50(5), 1280-1299. doi:10.1044/1092-4388(2007/090)
- Kroll, J. F., Sumutka, B. M., & Schwartz, A. I. (2005). A cognitive view of the bilingual lexicon: Reading and speaking words in two languages. *International Journal of Bilingualism*, 9(1), 27-48.
- Loewen, S., & Philp, J. (2006). Recasts in the adult english l2 classroom: Characteristics, explicitness, and effectiveness. *The Modern Language Journal*, 90(4), 536-556. doi:10.2307/4127042
- Mackey, A., Adams, R., Stafford, C., & Winke, P. (2010). Exploring the relationship between modified output and working memory capacity. *Language Learning*, 60(3), 501-533. doi:doi:10.1111/j.1467-9922.2010.00565.x
- Yan, J. X., & Horwitz, E. K. (2008). Learners' perceptions of how anxiety interacts with personal and instructional factors to influence their achievement in english: A qualitative analysis of efl learners in china. *Language Learning*, 58(1), 151-183. doi:10.1111/j.1467-9922.2007.00437.x