Second Language Acquisition

LG 376 — Semester 2, 2021 (Jan-May 2022)

CLASS 1: COURSE INTRODUCTION

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Outline

- Introduction

- Your views on how languages are learned

- Course components

    - Topics

   - Assignments

- Looking ahead: Week 2

# **Introduction**

Course information

- Instructor: Sakol Suethanapornkul

- Virtual office hours: T & TH   1 pm – 4 pm (or by appointment)

- Course platform: Microsoft Teams (Link)

- Course website: Follow this link to the site!

- Communication: Teams chat & email (suesakol@tu.ac.th)

- Registration: Add-drop period from Jan 17 to Jan 20, 2022

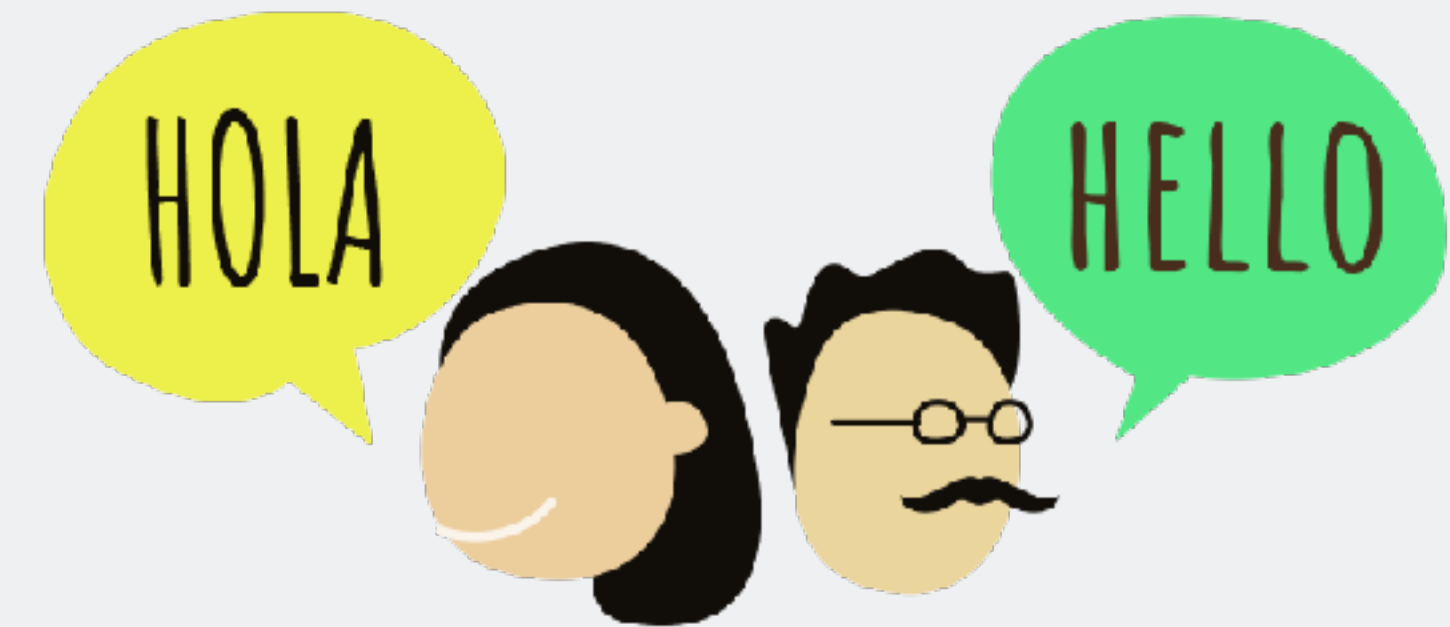# How about you?

Since this is a mixed-grade class, let's make sure everyone knows everyone else:

你好

HOLA

HELLO

Q.1

Q.2

Q.3

Image source: Bilingual
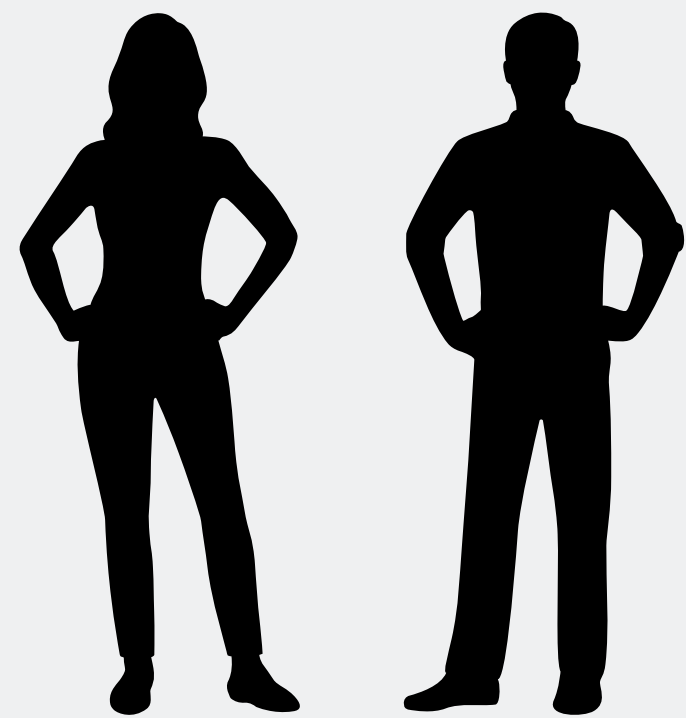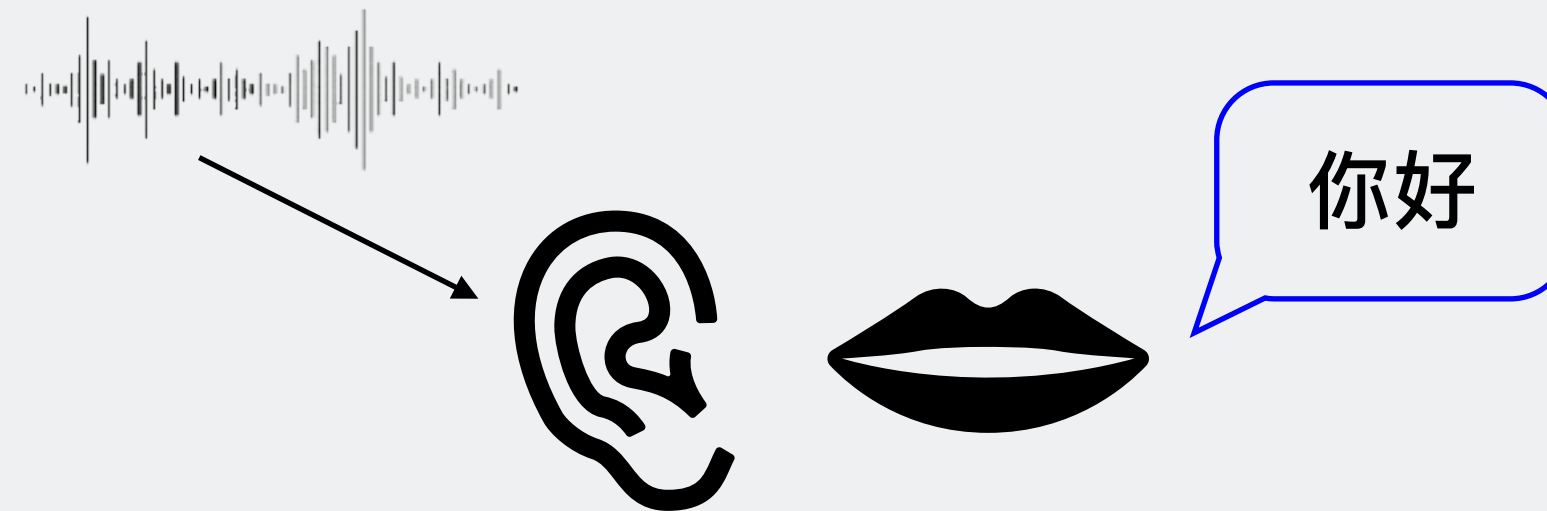
Views on language learning

How are languages learned?

Open-ended discussion

- How are languages learned? What makes it possible for us to learn any Ls?

- Is learning a language later in life more, less, or as difficult than/as doing so early in life?

- What factors are most important in language learning in adolescence and adulthood?

How are languages learned?

Worksheet 1: Individual

- Complete Worksheet 1: View on language learning (5 minutes)

How are languages learned?

Worksheet 1: Whole class

- Of the ten statements, which do you most agree with? Why?

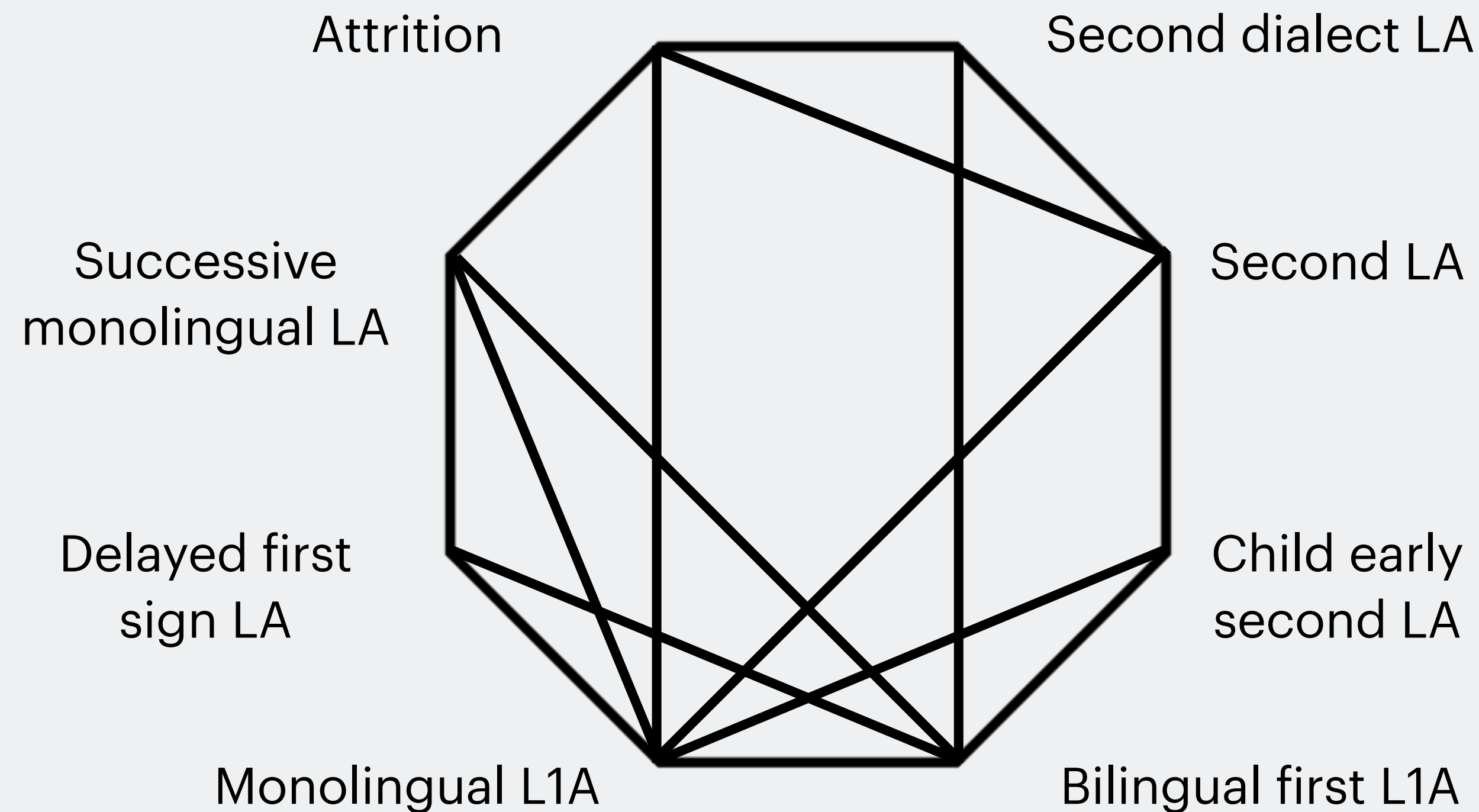- What would you add to the list?

Course components

What will we learn in this course?

Second language acquisition (SLA)

- the scholarly field that investigates human capacity to learn other Ls other than the first in late childhood, adolescence, and adulthood

- in other words, **L2 acquisition (L2A)**

What will we learn in this course?

SLA is one of many non-pathological language acquisition & attrition

Attrition

Second dialect LA

Successive monolingual LA

Second LA

Delayed first sign LA

Child early second LA

Monolingual L1A

Bilingual first L1A

Source: Ortega (2013). *Language Learning*

What type of course will this one be?

Aims:

    a) connect empirical research in SLA with your lived experience

    b) help you get a sense of **how SLA research is done**

Approaches:

    a) Group work, class discussion, then lecture

    b) Hands-on research practice

Why are these aims and approaches?

SLA in the real world:

- Should my kids start learning Lg X as soon as they can crawl? Should I send my kids to bilingual/trilingual schools? Are these schools worth it?

- How can we best teach a second language? Should we focus solely on communication, etc.?

- and many more!

How to succeed in this course?

1. Attend **all** classes and participate actively in class discussion

- There is no such thing as excused absence

- Documentation is required when you miss class

- Your participation is crucial to the effectiveness of class

How to succeed in this course?

2. Complete all readings **before class** and submit work **punctually**

- Class activities build on weekly readings. So, read before class

- Communicate with me early if you anticipate having any trouble. Don't let things slide until they are too late

How to succeed in this course?

3. Follow APA format; plagiarism is not to be tolerated

- I trust that **you're capable and honest**. Do your own work and do it well. Your **integrity matters**

- Do not plagiarize other people's work. Do not copy your friends' work.

- Useful resources are on the site

Assignments

1. Participation and attendance (10%)

2. Study synopsis   (10 points × 2 synopses = 20%)

- A summary of empirical studies in SLA/bilingualism in a 1-page format

- An x-ray summarizing main points of a study

- **Goal**: to foster note-taking strategy in other readings you do

- **Submission**: Weeks 7 and 13

Assignments

3. In-class quizzes   (6/7 points × 3 tests = 20%)

- Three open-book quizzes at the beginning of class, from 9:30 to 9:45

- Each quiz consists of 2 to 3 questions

- The quizzes test your ability to summarize & synthesize information from the reading of that particular week

- Check the schedule. No makeup quiz will be given

Assignments

4. 'Test your vocabulary'   (5%)

- Complete a vocabulary test and bring results to class on Week 9

- We will discuss vocabulary with respect to memory & cognition

Assignments

5. PsychoPy experiment   (15%)

- Design a lexical decision task experiment in PsychoPy

- Don't worry if you've never heard of PsychoPy before, we will see it in class

- The experiment will be a replication of an existing study

- **Format**: Group work (same groups as final collaborative project)

Assignments

6. Final collaborative project   (35%)

- Project references   (5%)

- Draft submission   (15%)

- Written final submission   (15%)

Assignments

6.1 Project references

- Must be based in part on Supasiraprapa (2019)

- Include two or more articles published since 2019 and contain both theoretical papers in SLA as well as empirical studies.

- conform to APA format and stay within a one-page limit

Assignments

6.2 Draft submission of final project

- By April 21, submit a working draft of the final collaborative project that contains the following:

  - A provisional title of your project

  - A literature review outlining key issues in your replication study

  - Overarching research question(s)

  - An outline of the method and results section

Assignments

6.3 Written final submission

- By May 10, submit your group's final collaborative project

- The paper should be approximately 6 pages and read as a single coherent piece of writing, with *title*, *introductory overview*, *presentation of method and results*, *conclusion*, and *reference list*.

Grading

Grades	Points	Grades	Points
A	85-100%	C	65-69.99
B+	80-84.99	D+	60-64.99
B	75-79.99	D	55-59.99
C+	70-74.99	F	0-54.99

Our language choice

- I will use English quite a lot in this class

- You're strongly encouraged to use English to complete assignments

- This is a wonderful opportunity to learn a language and master content Seize this opportunity!

Next week…

- <u>**Topic**</u>: Defining SLA and its target

  - What is SLA?

  - How is it different from bilingual L1A?

  - Who are L2 users? How do we define "success" in L2A?

- <u>**Readings**</u>:

  - USLA (1.1, 1.3–1.5)

  - De Houwer (2020; p. 405–407)