ENG 533 Second Language Acquisition (5)
(Winter 2015)

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Classroom: L&L 229; Class Meetings: MW 2:00 - 3:40 p.m.
Office Hours: 12:00 a.m.–1:00 p.m., M, W & by appt.

Required Texts

Selected Readings [posted online]

Course Description
Since Second Language Acquisition has evolved into an independent field of study in the last several decades, important approaches to the study of this field have emerged, including psycholinguistic approach, sociolinguistic approach, biological approach, and linguistic approach, to say the least. Growing out of individual approaches are numerous theories and hypothesis, making the study of this field both increasingly challenging and progressively rewarding. This course will study these four approaches, but with emphasis on a linguistic approach. It will also document and explain some most influential theories and hypotheses in following steps: to locate each of them in the historical context, to muster major findings of each, to fathom where the major questions and issues of each lie, to exam what kinds of data each seeks to use to empirically test various conceivable hypotheses and how these data are analyzed, to ask how the results of research on L2 English acquisition can be brought to bear on pedagogy and then sketch out what some major questions are that stand in need of future research. In going through these steps, we will focus on acquisition processes of intersyntax and interphonology of L2 English. This course takes up a seminar format.

Course Requirements
Regular attendance and active participation in class discussion; completion of assigned readings and exercises; discussion leaders of selected topics; two examinations (mid-term and final); one response paper; one seminar paper; and oral presentations.

The midterm examination consists of key concepts, brief answers, and short essays that discuss important issues and hypotheses underlying the study of SLA. The final examination, similar in format to the midterm, will be focusing on material covered in the second half of the quarter that requires a critical overview of different theoretical positions, their supporting evidence, and their applications in TESOL.

Your response paper (about 5 pages) to a journal article (not a book chapter) serves to develop a critical reading of research in the field of second language acquisition. The seminar paper, about 12 pages long, invites you to conduct a limited primary research on second language acquisition of an aspect of phonology or syntax, unless you have special interest in morphology, lexicon, or pragmatics, that is agreed upon between you and me. This paper serves to develop your hands-on experience of going through the process of a small-scaled research project. For your information, a typical SLA research paper is usually comprised of most or all of the following elements, depending on a given topic: research question(s), background introduction (the research context), methodological design (how the
research project is set up), literature review (what has been researched about the research questions), documentation of sources referred to (the APA style), data collection approach (cross-sectional, longitudinal, pseudo-longitudinal, or reinterpretation of existing data), language data elicitation measure (acceptability judgment, truth-value judgment, language games, picture descriptions, questionnaires, etc.), data analysis (data sets, types of interlanguage rules), aspects of interlanguage (phonetics, phonology, morphology, lexicon, syntax, or pragmatics), representation of statistics (table, line graph, bar graph, or pie chart), presentation of research findings, discussion of limitations, and conclusion. Many of these elements are exemplified in journal articles.

**Learner Outcomes and Assessment**

1. **Outcome:** Learn key terms and concepts in the field of second language acquisition, second language data elicitation methods and data validity, perspectives on language transfer, hypotheses on second language acquisition processes, and the role of previously known language(s).
   **Assessment:** Discussion leadership and a mid-term examination (terms/concepts, short essays, problem-solving questions) on the topics covered in Outcome 1.

2. **Outcome:** Conduct second language data analysis, describe interlanguage patterns, understand key concepts of universal grammar as applicable to second language acquisition, explore non-language influences on SLA, connect research and pedagogy, and gain an integrated view of SLA.
   **Assessment:** Discussion leadership and a final examination (terms/concepts, data analysis questions, and short essays) on the topics covered in Outcome 2.

3. **Outcome:** Demonstrate ability of critical reading of SLA research.
   **Assessment:** A response paper and an oral presentation.

4. **Outcome:** Show competence in applying SLA knowledge to areas of own interest.
   **Assessment:** A seminar paper and a power-point presentation.

5. **Outcome:** Be able to understand and explain some major SLA theories and hypotheses.
   **Assessment:** Exams 1 & 2, oral presentations, and response and seminar papers.

**Grading Policy**

Mid-term examination (25%), final examination (25%), a response paper (10%), seminar paper (30%), discussion leadership (5%), and presentations (5%). We shall follow the grading scale of A = 94 - 100%, A- = 90 - 93.9%, B+ = 87 - 89.9%, B = 84 - 86.9%, B- = 80 - 83.9%, C+ = 77 - 79.9%, C = 73 - 76.9%, and so on.

**Disability Support Statement**

**Students with Disabilities:** Students with disabilities who wish to set up academic adjustments in this class should send me an electronic copy of their “Academic Adjustments” as soon as possible so we can meet or email to discuss how the approved adjustments will be implemented in this class. Students with disabilities without this documentation should contact the Center for Disability Services Office, Bouillon 140 or ds@cwu.edu or 509-963-1202.

**Academic Dishonesty:** Academic dishonesty is defined in the student conduct code (http://www.edu/student-success/student-rights-and-responsibilities). If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course. Withdrawing from a course does not excuse academic dishonesty. In cases where academic dishonesty is confirmed, a “W” can be replaced with a letter grade.
Tentative Course Schedule
(Subject to minor revisions if needed)

Week 1: Jan. 7 (M)
-Course introduction
-GBP: Ch 1 “Introduction” (1-16)
  1.1 The study of SLA
  1.2 Definitions
  1.3 The nature of language
  1.4 The nature of nonnative speaker knowledge
  1.5 Conclusion

Week 2: Jan. 12 (M) & 14 (W)
-GBP: Ch 2 “Second and Foreign Language Data” (17-33)
  2.1 Data analysis (2.1.1 Data Set I: Plurals; 2.1.2 Data Set II: Verb + -ing Markers; 2.1.3 Data Set III: Prepositions)
  2.2 Conclusion
  More to do and more to think about: 1, 2

-GBP: Chapter 3 “Where do Data Come from?” (34-78)
  3.1 Data types
  3.2 Learner corpora
  3.3 Data elicitation (3.3.1 Measuring general proficiency; 3.3.2 Measuring non-linguistic information; 3.3.3 Verbal report data [3.3.3.1 Think-alouds; 3.3.3.2 Stimulate recall; 3.3.3.3 Post-production interview] 3.3.4 Language-elicitation measures)
  3.4 Processing data (3.4.1 Reaction time; 3.4.2 Eye-tracking)
  3.5 Replication
  3.6 Meta-analyses
  3.7 Issues in data analysis
  3.8 What is acquisition?
  3.9 Conclusion

Week 3: Jan. 19 (M: Martin Luther King Jr. Holiday, no class), 21 (W)
  1.1 Introduction
  1.2 What is syntax?
  1.3 What is grammar?
  1.4 Evidence that the mechanisms which underlie grammar-building are innate
  1.5 Investigating the nature of mental grammars independent of other types of knowledge
  1.6 Studying L2 syntax
  1.7 Acquiring or learning syntax? SLA in naturalistic and classroom environments
  1.8 L2 syntactic development is similar in child and adult learners
  1.9 The nature of the data available to L2 researchers
  1.10 Summary

Week 4: Jan. 26 (M) & 28 (W: Faculty Development/Student Study Day, no class)
--GBP: Ch 4 “The Role of the Native Language: An Historical Overview” (79-107)
  4.1 Introduction
  4.2 Behaviorism (4.2.1 linguistic background; 4.2.2 psychological background)
  4.3 Contrastive Analysis Hypothesis
  4.4 Error analysis
  4.5 Conclusion
--Response paper due and oral presentation (Jan. 26)
**Week 5: Feb. 2 (M) & 4 (W)**

- **GBP: Chapter 5 “The Transition Period”** (108-137)
  5.1 Introduction
  5.2 First language acquisition (5.2.1 Babbling, 5.2.2 Words, 5.2.3 Sounds and pronunciation, 5.2.4 Syntax, 5.2.5 Morphology)
  5.3 Child L2 Acquisition
  5.4 Child L2 Morpheme Order Studies
  5.5 Adult L2 Morpheme Order Studies
  5.6 The Monitor Model (5.6.1 The Acquisition-Learning Hypothesis, 5.6.2 The Natural Order Hypothesis, 5.6.3 The Monitor Hypothesis, 5.6.4 The Input Hypothesis, 5.6.5 The Affective Filter Hypothesis, 5.6.6 Limitations)
  5.7 Conclusion

- **LC: “The L2 Acquisition of Grammatical Morphology”** (Hawkins, 34-48)
  2.1 Introduction  
  2.2 Lexical and grammatical forms in language  
  2.3 What are morphemes?  
  2.4 Early studies of the L2 acquisition of grammatical morphemes  
  2.5 Linking L2 accuracy profiles on grammatical morphology to the building of a mental grammar

**Week 6: Feb. 9 (M) & 11 (W)**

- **GBP: Chapter 6 “Alternative Approaches to the Role of Preciously Known Languages** (138-158)
  6.1 Revised perspectives on the role of the native language (6.1.1 Avoidance; 6.1.2 Differential learning rates; 6.1.3 Different paths; 6.1.4 Overproduction; 6.1.5 Predictability/Selectivity; 6.1.6 L1 influences in L2 processing; 6.1.7 Morpheme order)
  6.2 Conclusion

- **LC: “The L2 Acquisition of Grammatical Morphology” continued** (Hawkins: 49-60)
  2.6 The category of Infl and phrase structure
  2.7 The role of VP and IP in the L2 acquisition of English verbal morphology: a 1st sketch  
  2.8 Comparing the accuracy profiles of individual Spanish and Japanese learners of English  
  2.9 Summary of the findings in sections 2.4-2.5 and 2.7-2.8  
  **Mid-term Examination (Feb. 11)**

**Week 7: Feb. 16 (M: President Day, no class) & 18 (W)**

- **LC: “The L2 Acquisition of Grammatical Morphology” continued** (60-75)
  2.10 The role of VP and IP in the L2 acquisition of English verbal morphology: a 2nd sketch  
  2.11 Placing the account in the context of more general theories of L2 syntactic development  
  2.12 Summary of Hawkins

- **GBP: Chapter 7 “Formal Approaches to SLA”** (159-193)
  7.1 Introduction  
  7.2 Universal Grammar (7.2.1 Initial state [7.2.1.1 Fundamental Difference Hypothesis; 7.2.1.2 Access to UG Hypothesis] 7.2.2 UG Principles; 7.2.3 UG Parameters; 7.2.4 Minimalist Program; 7.2.5 Falsification)
Week 8: Feb. 23 (M) & 25 (W)
7.3 Transfer: The Generative/UG Perspective (7.3.1 Levels of representation; 7.3.2 Clustering; 7.3.3 Learnability)
7.4 The Fundamental Difference Hypothesis Revised
7.5 Semantics and the Syntax-Semantics Interface Hypothesis (7.5.1 Syntax; 7.5.2 Syntax and Semantics: The Interface Hypothesis)
7.6 Phonology (7.6.1 Markedness Differential Hypothesis; 7.6.2 Similarity/Dissimilarity: Speech Learning Model; 7.6.3 Optimality Theory; 7.6.4 Ontogeny Phylogeny Model)
7.7 Conclusion

-GBP: Chapter 8 “The Lexicon” (194-223)
8.1 The significance of the lexicon
8.2 Lexical knowledge: What does it mean to know a word? (8.2.1 Production and reception; 8.2.2 Knowledge and control; 8.2.3 Breadth and depth; 8.2.4 Subcategorization; 8.2.5 Word association and networks; 8.2.6 Word formation; 8.2.7 Formulaic language, collocations, and chunking)

Week 9: March 2 (M) & 4 (W)
8.3 Influences on L2 vocabulary and development (8.3.1 The role of the L1; 8.3.2 Incidental vocabulary learning; 8.3.3 Incremental vocabulary learning)
8.4 Using Lexical Skills (8.4.1 Production; 8.4.2 Perception)
8.5 Conclusion

-GBP: Chapter 9: “Typological and Functional Approaches” (224-251)
9.1 Introduction
9.2 Typological Universals (9.2.1 Test Case I: The Accessibility Hierarchy; 9.2.2 Test Case II: The acquisition of questions; 9.2.3 Test Case III: Voiced/voiceless consonants; 9.2.4 Falsifiability; 9.2.5 Typological universals: Conclusions)
9.3 Functional Approaches (9.3.1 Tense and Aspect: The Aspect Hypothesis; 9.3.2 The Discourse Hypothesis; 9.3.3 Concept-Oriented Approach)
9.4 Conclusion

- Final presentation (March 4, W)

Week 10: March 9 (M) & 11 (W)
-GBP: Chapter 10 “Looking at Interlanguage Processing” (252-292)
10.1 Introduction
10.2 Processing Approaches (10.2.1 Processability theory; 10.2.2 Information processing: automaticity, restructuring, and U-shaped learning; 10.2.3 Input processing)
10.3 Psycholinguistic Constructs (10.3.1 Attention; 10.3.2 Working memory; 10.3.3 Syntactic priming)
10.4 Emergentist Models (10.4.1 Competition model; 10.4.2 Frequency-based accounts)
10.5 Dynamic Systems
10.6 Knowledge Types (10.6.1 Acquisition/learning; 10.6.2 Declarative/procedural; 10.6.3 Implicit/explicit; 10.6.4 Representation/control)
10.7 Interface of Knowledge Types (10.7.1 No interface; 10.7.2 Weak interface; 10.7.3 Strong interface)
10.8 Conclusion

- Final examination (March 11, W)
- Seminar paper due online on March 20