

**LING 5305: Second Language Acquisition – Revised 3/18/2020**  
Spring 2020

## **Course Information**

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### **Descriptions of major assignments and examinations:**

- Course engagement
- 4 article presentations (1 presentation will be done with a partner)
- Questions and comments for each article
- Manuscript of the final paper
- Final paper

*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.*

### **Important Information about the Assignments:**

Attendance/Course Engagement: 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 letter grade.***

Questions and comments for each article: We will read three articles from primary literature related to the topic of interest for each class. You are expected to read each article and come up with 1-3 substantive questions or comments. These questions should be posted on the Canvas Discussion Board no later than **9am on Monday prior to class**. You do not have to post questions or comments on days that you will be presenting an article.

Article Presentations: For the remainder of the article presentations, you should post a handout or slides on the article that you are presenting on the Discussion board on Canvas. If the article has primary data, you should minimally provide (a) a complete bibliographical reference (in APA format) for the article, (b) the general question(s) examined, (c) the specific research questions/hypotheses, (d) a summary of the methodological details (e.g., # of subjects, sample materials, tasks, etc.), (e) a summary of the findings (including a discussion of what these findings mean with respect to the research questions), and (f) your comments/critique. If the article is a literature review, you should provide a complete bibliographical reference (in APA format) for the article with a summary of the literature as well as your comments/critique. **In addition to the handout/slides, you should also respond to each of your classmates' questions/comments directly on the Discussion board. Both the handout/slides and the responses should be posted on the Discussion board 9am on Wednesday after what was the regular class time.**

Final Paper: You will develop a project in Second Language Acquisition. This project can be an extended literature review, a short review with a research design proposal (with predicted outcomes), or a study that you conduct. Please make sure that the final paper includes a theoretically-motivated research question no matter what your final product is.

You should discuss the final product with your instructor during the first class. Throughout the semester, you should check in with your instructor with the progress of your project. **The manuscript of the final paper should be submitted to Canvas by 5/5 9am.** The final paper should be submitted to Canvas by 5/12 9am.

### **Late Submission of Assignments:**

If you need more time to complete an assignment, make sure to contact me *before it is due* to make the necessary arrangements. Late work is *not* accepted.

## **Grading Information**

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

- 10% Course engagement
- 30% 4 article presentations (7.5% x 4 = 30%)
- 30% Questions and comments for each article (1.25% x 8 classes x 3 readings = 30%)
- 10% Manuscript of the final paper
- 20% Final paper

## Course Schedule

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*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*

### Important Dates:

- 5/5 – Submit the draft of your final paper on Canvas by 9am
- 5/12 – Submit your final paper on Canvas by 9am

### WEEK 10 (3/24) / Learning

- Van Patten, B. (1990). Attending to form and content in the input: An experiment into consciousness. *Studies in Second Language Acquisition*, 12, 287-301.
- Izumi, S. (2002). Output, input enhancement, and the noticing hypothesis: An Experimental Study on ESL relativization. *Studies in Second Language Acquisition*, 24(4), 541-577.
- Truscott, J. (1998). Noticing in second language acquisition: A critical review. *Second Language Research*, 14, 103-135.

### WEEK 11 (3/31) / Memory systems involved in language learning

- Goo, J. (2012). Corrective feedback and working memory capacity in interaction-driven L2 learning. *Studies in Second Language Acquisition*, 34, 445-474.
- Tokowicz, N., & MacWhinney, B. (2005). Implicit and explicit measures of sensitivity to violations in second language grammar: An event-related potential investigation. *Studies in Second Language Acquisition*, 27, 173-204.
- Morgan-Short, K., Faretta-Stutenberg, M., Brill-Schuetz, K. A., Carpenter, H., & Wong, P. C. M. (2013). Declarative and procedural memory as individual differences in second language acquisition. *Bilingualism: Language and Cognition*, 17, 56-72.

### WEEK 12 (4/7) / Sociolinguistic approaches to SLA

- Pliatsikas, C., DeLuca, V. and Voits, T. (2020). The many shades of bilingualism: Language experiences modulate adaptations in brain structure. *Language Learning*.
- Hudson Kam, C. L., & Newport, E. L. (2005). Regularizing unpredictable variation: The roles of adult and child learners in language formation and change. *Language Learning and Development*, 1, 151-195.
- Hudson Kam, C. L., & Newport, E. L. (2009). Getting it right by getting it wrong: When learners change languages. *Cognitive Psychology*, 59, 30-66.

### WEEK 13 (4/14) / Second Language Processing

- Jiang, N. (2004). Morphological insensitivity in second language processing. *Applied Psycholinguistics*, 25, 603-634.
- Witzel, J., Witzel, N., & Nicol, N. (2012). Deeper than shallow: Evidence for structure-based parsing biases in second-language sentence processing. *Applied Psycholinguistics*, 33, 419-456.
- Connell, K., Hüls, S., Martínez-García, M.T., Qin, Z., Shin, S., Yan, H. and Tremblay, A. (2018). English learners' use of segmental and suprasegmental cues to stress in lexical access: An eye-tracking study. *Language Learning*, 68, 635-668.

### WEEK 14 (4/21) / Instructed Second Language Learning

- Robinson, P. (2011). Task-based language learning: A review of issues. *Language Learning*, 61, 1-36.

- VanPatten, B. (2002). Processing instruction: An update. *Language Learning*, 52, 755-803.
- Lantolf, J. P., & Poehner, M. E. (2010). Dynamic assessment in the classroom: Vygotskian praxis for second language development. *Language Teaching Research*, 15, 11-33.

**WEEK 15** (4/28) / *Individual Differences: Aptitude and Motivation*

- Dornyei, Z. (2006). Individual differences in second language acquisition. *AILA Review*, 19, 42-68.
- Doughty, C. J. (2019). Cognitive language aptitude. *Language Learning*, 69, 101-126.
- Gardner, R.C. (2007). Motivation and second language acquisition. *Porta Linguarum*, 8, 9-20.

**WEEK 16** (5/5) / *Newer Theories*

- Aslin, R. N., & Newport, E. L. (2014). Distributional language learning: Mechanisms and models of category formation. *Language Learning*, 64, 86-105.
- Weber, K., Christiansen, M. H., Indefrey, P., & Hagoort, P. (2019). Primed from the start: Syntactic priming during the first days of language learning. *Language Learning*, 69, 198-221.
- Hulme, R. C., Barsky, D., & Rodd, J. M. (2019). Incidental learning and long-term retention of new word meaning from stories: The effect of number of exposures. *Language Learning*, 69, 18-43.