

COURSE OBJECTIVES

- familiarize ourselves with theories and empirical research on child and adult second language acquisition (SLA)
- learn to read original research articles on SLA
- get introduced to Task-based Teaching (TBT) as one way to develop ESL lesson plans

COURSE PREREQUISITES

Ling 3060 (Principles of Language Study)

COURSE CREDIT REQUIREMENTS & GRADING

Your final grade will depend on the number of points you score. You can get the maximum of 100 points if you

- attend regularly: there are 25 sessions (not including the first session and the midterm exam). If you attend 24 of these sessions, each one worth 1 point, you can obtain a maximum of 24 points. Absences can be excused if you show me a doctor's note, or if you can provide any other substantial (!) reason for your absence. Unexcused absence in more than 6 classes may result in failure of the class.
- hand in 2 written homework assignments for a maximum of 20 points (10 points each)
- give a presentation in class for a maximum of 15 points; the grade for the presentation will be determined as follows:
 - the instructor will grade the presentation according to the following criteria for a maximum of 10 points (2.5 points each):
 - content: did the presentation cover the basic content of the research article?
 - structure: was the presentation well-structured and easy to follow?
 - exposition: did the presenters provide explanations and definitions for new terminology and concepts?
 - engagement: did the presenters aim to engage the class with exercises, games, or by bringing in materials pertaining to the subject matter?
 - the group members will assign each other grades (up to 5 points) reflecting the group members' contribution to the group presentation
- pass a midterm exam for a maximum of 15 points
- pass a final exam for a maximum of 26 points
 - If you encounter a scheduling conflict with the examination dates, please notify me by 1 November so that we may arrange an alternative date.
 - Both the midterm and the final exam are closed book and closed notes. Please bring a 50-item scantron sheet to both exams.

MAKEUP ASSIGNMENTS AND EXTRA CREDIT

If you are not satisfied with your performance in either exam, presentation, or attendance, you can contact me anytime to discuss a makeup or extra credit assignment. All makeup and extra credit assignments are due **9 December**.

INFORMATION ON DROPPING CLASSES

<<http://essc.unt.edu/registrar/schedule/scheduleclass.html>>

COURSE MATERIALS & READINGS

The required textbook for this class is: Ortega, Lourdes. 2008. *Understanding second language acquisition*. Oxford: Oxford University Press.

All other course materials will be posted on Blackboard or made available in class.

ODA STATEMENT

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

CONTACT

Instructor: Stefanie Wulff, Ph.D. (Stefanie.Wulff@unt.edu)

Lecture: TuTh 11-12:20pm (Lang 216)

Office hours: Thursdays 1-4pm (Lang 407L)

REFERENCES

- Abrahamsson, N., and K. Hyltenstam. 2008. The robustness of aptitude effects in near-native second language acquisition. *Studies in Second Language Acquisition* 30.4: 481-509.
- Atkinson, D. 2010. Extended, embodied cognition and second language acquisition. *Applied Linguistics (Advance Access)*: 1-25.
- Barsalou, L. W. 2008. Grounded cognition. *Annual Review of Psychology* 59: 617-645.
- Boers, F., J. Eyckmans, J. Kappel, H. Stengers and M. Demecheleer. 2006. Formulaic sequences and perceived oral proficiency: Putting a Lexical Approach to the test. *Language Teaching Research* 10.3: 245-261.
- Conklin, K. and N. Schmitt. 2008. Formulaic sequences: Are they processed more quickly than nonformulaic language by native and nonnative speakers? *Applied Linguistics* 29.1: 72-89.
- Csizér, K. and Z. Dörnyei. 2005. The internal structure of language learning motivation and its relationship with language choice and learning effort. *Modern Language Journal* 89: 19-36.
- Ellis, R., Y. Sheen, M. Murakami and H. Takashima. 2008. The effects of focused and unfocused written corrective feedback in an English as a foreign language context. *System* 36.3: 353-371.
- Lamb, M. 2004. Integrative motivation in a globalizing world. *System* 32: 3-19.
- Patel, A. D. and J. R. Iversen. 2007. The linguistic benefits of musical abilities. *TRENDS in Cognitive Sciences* 11: 369-372.
- Pavlenko, A. and S. Jarvis. 2002. Bidirectional transfer. *Applied Linguistics* 23.2:190-214.
- Pinter, A. 2007. Some benefits of peer-peer interaction: 10-year-old children practising with a communication task. *Language Teaching Research* 11.2: 189-207.
- Ringbom, H. 1992. On L1 transfer in L2 comprehension and L2 production. *Language Learning* 42: 85-112.
- Slevc, L. R. and A. Miyake. 2006. Individual differences in second language proficiency: does musical ability matter? *Psychological Science* 17: 675-681.

8/26	Introduction to the class
8/31	Lecture: Key concepts in SLA
9/2	Introduction to Task-Based Teaching (TBT)
9/7	Lecture: The role of age in SLA
9/9	TBT session
9/14	Lecture: Cross-linguistic influences in SLA
9/16	PROJECT DAY I (NO CLASS) HOMEWORK ASSIGNMENT 1 DUE TODAY
9/21	Presentations: Ringbom (1992); Pavlenko & Jarvis (2002)
9/23	TBT session
9/28	Lecture: The role of the linguistic environment in SLA
9/30	Presentations: Pinter (2007); Ellis et al. (2008)
10/5	TBT session
10/7	Lecture: Cognition and/in SLA
10/12	Presentation: Barsalou (2008), Atkinson (2010)
10/14	PROJECT DAY II (NO CLASS) HOMEWORK ASSIGNMENT 2 DUE TODAY
10/19	Lecture: Development of learner language
10/21	Revision for midterm exam
10/26	MIDTERM EXAM
10/28	Presentations: Conklin & Schmitt (2008); Boers et al. (2006)
11/2	TBT session
11/4	Lecture: Foreign language aptitude
11/9	Presentations: Abrahamsson & Hyltenstam (2008); Patel & Iversen (2007)/Slevc & Miyake (2006)
11/11	TBT session
11/16	Lecture: The role of motivation in SLA
11/18	Presentations: Csizér & Dörnyei (2005); Lamb (2004)
11/23	NO CLASS (THANKSGIVING HOLIDAY)
11/30	Lecture: The role of affect and other individual differences in SLA
12/2	Lecture: Social dimensions in SLA
12/7	TBT session
12/9	Revision for final exam; course evaluations DEADLINE FOR EXTRA CREDIT SUBMISSIONS
12/16 10:30am	FINAL EXAM