

In this class, we will familiarize ourselves with theories and empirical research on child and adult second language acquisition (SLA), and learn to analyze learner data.

COURSE PREREQUISITES: Ling 3060

COURSE CREDIT REQUIREMENTS

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

- actively participate in the in-class exercises (15%);
- present a research paper summary in class (25%);
 - the presentation must be in a 20x20 pecha-kucha format (a template is available on BB);
 - the presentation should come with a handout; the handout must be submitted to me via email a week before the day of the presentation; it should have the following structure: (i) introduction: theoretical assumptions and main hypotheses, (ii) data and methods, (iii) results, (iv) discussion: implications for hypotheses and beyond;
- pass a midterm exam (30%);
- pass a final exam (30%).

Both the midterm and the final exam are closed book and closed notes. Please bring a 50-item scantron sheet to both exams. Unexcused absence in more than 3 classes may result in failure in the class.

GRADING

Your total score determines your final grade on this standard grading scale:

90-100% = A / 80-89% = B / 70-79% = C / 60-69% = D / 50-0% = F

EXTRA CREDIT

There are no extra credit assignments for this course. If you miss a significant portion of class (3 or more classes), you may submit a make-up assignment. Please contact me when you have missed, or know you will miss, 3 or more classes.

COURSE MATERIALS

There is one required text book for this class: Ortega, Lourdes. 2009. *Understanding Second Language Acquisition*. London: Hodder Education.

All other course materials (including the readings listed below) will be made available on blackboard and/or in class.

INFORMATION ON DROPPING CLASSES

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

CONTACT

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

Lecture: Th 6:30-9:20pm (Lang 114)

Office hours: by appointment (Lang 407L)

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.

READINGS

- Atkinson, D. 2010. Extended, embodied cognition and second language acquisition. *Applied Linguistics* (Advance Access): 1-25.
- Clément, R., Z. Dörnyei and K. A. Noels. 1994. Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning* 44:417-448.
- 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.
- Dewaele, J.-M. and A. Furnham. 1999. Extraversion: the unloved variable in applied linguistics research. *Language Learning* 49:509-544.
- Donitsa-Schmidt, S., O. Inbar and E. Shohamy. 2004. The effects of teaching spoken Arabic on students' attitude and motivation in Israel. *Modern Language Journal* 88:217-228.
- 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.
- Ferris, D. R. 2004. The grammar correction debate in L2 writing: where are we, and what do we go from here? (And what do we do in the meantime?) *Journal of Second Language Writing* 13:49-62.
- Gregory, E., T. Arju, J. Jessel, C. Kenner and M. Ruby. 2007. Snow White in different guises: interlingual and intercultural exchanges between grandparents and young children at home in East London. *Journal of Early Childhood Literacy* 7:5-25.
- Hyltenstam, K. and N. Abrahamsson. 2001. Age and L2 learning: the hazards of matching practical 'implications' with theoretical 'facts': comments on Stefka H. Marinova-Todd, D. Bradford Marshall, and Catherine Snow's 'Three misconceptions about age and L2 learning'. *TESOL Quarterly* 35:151-170.
- Jia, G. and A. Fuse. 2007. Acquisition of English grammatical morphology by native Mandarin-speaking children and adolescents: age-related differences. *Journal of Speech, Language and Hearing Research* 50:1280-1299.
- Marinova-Todd, S. H., D. B. Marshall a C. E. Snow. 2000. Three misconceptions about age and L2 learning. *TESOL Quarterly* 34:9-34.
- Marinova-Todd, S. H., D. B. Marshall a C. E. Snow. 2001. Missing the point: a response to Hyltenstam and Abrahamsson. *TESOL Quarterly* 35:171-176.
- Nation, I. S. P. 2006. How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review* 63:59-81.
- Pavlenko, A. and S. Jarvis. 2002. Bidirectional transfer. *Applied Linguistics* 23.2:190-214.
- Ringbom, H. 1992. On L1 transfer in L2 comprehension and L2 production. *Language Learning* 42: 85-112.

Date	In class
1/19	Introduction to the class
1/26	Introduction to SLA
2/2	Age Presentation: Marinova-Todd (2000; 2001) Presentation: Hyltenstam & Abrahamsson (2001)
2/9	Cross-linguistic influences Presentation: Ringbom (1992) Presentation: Pavlenko & Jarvis (2002)
2/16	The linguistic environment Presentation: Ferris (2004) Presentation: Ellis et al. (2008)
2/23	Cognition I Presentation: Nation (2006)
3/1	Cognition II Presentation: Atkinson (2010)
3/8	midterm review
3/15	Midterm Exam
3/22	No class (spring break)
3/29	Aptitude
4/5	Development of learner language Presentation: Jia & Fuse (2007) Presentation: Conklin & Schmitt (2008)
4/12	Motivation Presentation: Clément et al. (1994) Presentation: Donitsa-Schmidt et al. (2004)
4/19	Affect and other individual differences Presentation: Dewaele & Furnham (1999)
4/26	Social dimensions Presentation: Gregory et al. (2007)
5/3	Review for final exam; course evaluation
5/10	Final exam