

SLS 302(1): Second Language Learning
Fall 2016, MWF 9:30-10:20AM / Kuykendall 302

Instructor: Hyunah Ahn (hyunah.ahn@hawaii.edu)

Office hours: By appointment (Moore 263)

Course Description: This introductory course provides students with a broad overview of theories and issues in the field of second language acquisition (SLA), and prepares them for more advanced courses in the undergraduate SLS curriculum. It will mainly cover (a) first language acquisition, (b) theories in SLA, (c) factors affecting SLA, and (d) learner language.

Course Goals: The course has three main goals. One is to help students understand major concepts in SLA research as described above; specifically, students will be able to apply research findings on theories and issues in SLA to understanding their experience as a second language learner, teacher, parent or administrator. The second is to promote critical thinking skills. Through class discussions, presentations, and writing reaction papers, students will practice evaluating assumptions made, evidence used, and conclusions drawn in academic research. The last is to help students hone their writing skills as a learning tool. Four writing workshops will cover library/web research, idea generation/organization, citations/references, and peer review/proofreading.

Student Learning Outcomes: By the end of the semester, students will be able to...

- (1) Identify major strands of research in first and second language acquisition and recall figures who made important contributions to each strand.
- (2) Employ key concepts in SLA to explaining and appraising their own experience as a learner, teacher, parent, administrator, and/or other types of decision makers with regard to second language.
- (3) Critically review claims and arguments in SLA research studies via presentations and discussions.
- (4) Organize their ideas and criticisms on theories and issues in SLA in coherent and cohesive manners in writing,
 - Use some of the research resources available at the University of Hawai'i for literature review, and
 - Use proper citations and make an APA-style reference list to avoid plagiarism.

Course Requirements: This course will utilize both cooperative and individual learning methods:

(1) ACTIVE participation in ALL discussions/lectures: Your attendance and active participation in class is essential to your success in it. This includes coming to each class on time, and being prepared to discuss readings and other assignments.

(2) Research article presentations. You will be assigned to give presentations on relevant concepts introduced in each unit. This will give you a chance to review the unit and prepare for the exams. The use of some visual media (handouts, overhead, PowerPoint, etc.) will be expected.

(3) FOUR reaction papers on presentation topics or other topics to be negotiated.

(4) MIDTERM and FINAL exams.

TEXTBOOK: Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford: Oxford University Press.

Research articles for presentations

Bylund, E., Abrahamsson, N., & Hyltenstam, K. (2012). Does First Language Maintenance Hamper Nativelikehood in a Second Language? *Studies in Second Language Acquisition*, 34(02), 215-241.

Economidou-Kogetsidis, M. (2011). "Please answer me as soon as possible": Pragmatic failure in non-native speakers' e-mail requests to faculty. *Journal of Pragmatics*, 43(13), 3193-3215.

Ellis, R. (2015). Researching Acquisition Sequences: Idealization and De-idealization in SLA. *Language Learning*, 181–209.

Roy, B. C., Frank, M. C., DeCamp, P., Miller, M., & Roy, D. (2015). Predicting the birth of a spoken word. *Proceedings of the National Academy of Sciences of U S A*, 112(41), 12663-12668.

Shintani, N., Ellis, R., & Suzuki, W. (2014). Effects of Written Feedback and Revision on Learners' Accuracy in Using Two English Grammatical Structures. *Language Learning*, 64(1), 103-131.

Singh, L., & Quam, C. (2016). Can bilingual children turn one language off? Evidence from perceptual switching. *Journal of Experimental Child Psychology*, 147, 111-125.

Thorne, S. L., & Hellerman, J. (2015). Sociocultural approaches to expert-novice relationships in second language interaction. In N. Markee (Ed.), *The handbook of classroom discourse and interaction* (pp. 281–297). Somerset: Wiley.

Zhang, F., & Zhan, J. (2014). The knowledge base of non-native English-speaking teachers: perspectives of teachers and administrators. *Language and Education*, 28(6), 568-582.

Short Readings for class discussions

- Abello-Contesse, C. (2008). Age and the critical period hypothesis. *ELT Journal*, 63(2), 170–172.
- Batstone, R. (1996). Noticing. *ELT Journal*, 50(3), 273.
- Benson, C. (2002). Transfer/Cross-linguistic influence. *ELT Journal*, 56(1), 68–70.
- Foley, J. (1994). Scaffolding. *ELT Journal*, 48(1), 101–102.
- Hatami, S. (2012). Learning styles. *ELT Journal*, 67(4), 488–490.
- McDonough, S. (2007). Motivation in ELT. *ELT Journal*, 61(4), 369–371.
- Saleemi, A. P. (1995). Universal Grammar. *ELT Journal*, 49(2), 196.
- Schmitt, N. (2000). Lexical chunks. *ELT Journal*, 54(4), 400–401.
- Sheen, R. (2007). Processing instruction. *ELT Journal*, 61(2), 161–163.
- Tan, P. (1994). Pragmatics. *ELT Journal*, 48(1), 100.
- Wen, Z. (2011). Foreign language aptitude. *ELT Journal*, 66(2), 233–235.

- The syllabus, readings, handouts, powerpoint presentations, and other course materials will be posted to Laulima (access through MyUH quicklinks) as they become available.
- Please turn off or silence all cell phones or other potentially disruptive electronic devices during class.

Grading: This course will be graded with a simple numerical system whereby each activity and assignment will be allotted a maximum number of points.

	Total			
Attendance	9%	A: >93.0%	A–: 90.0-92.9%	
Participation	3%	B+: 87.0-89.9%	B: 83.0-86.9%	B–: 80.0-82.9%
Freewriting	8%	C+: 77.0-79.9%	C: 73.0-76.9%	C–: 70.0-72.9%
Presentations	10%	D+: 67.0-69.9%	D: 63.0-66.9%	D–: 60.0-62.9%
Reaction papers (RP)	40%	F : Below 60.0%		
Midterm exam	15%			
Final exam	15%			
Total	100%			

Students who are majoring in SLS should earn C or higher to fulfill the departmental requirement.

Attendance: This course requires a minimum of 80% attendance. Accordingly, if you miss more than **6** classes, you will not be able to pass this course. We will begin class on time each day so punctuality is also important. Late entrances disrupt the class for everyone, so please show respect for your classmates and your teacher and be in your seat and ready to begin by 9:30.

Three instances of tardiness will be considered an absence.

Late Work: It is important that you keep up with the assignments in this course. No late work will be accepted unless you have a verifiable emergency or a doctor's notice.

Extra Credit Opportunities (1.5%)

Students are strongly encouraged to participate in the 'Linguistics Beyond the Classroom' (LBC) program. The purpose of this program is for students to get first-hand experience of experimental language research by participating in an on-going research project conducted here at UH. For more information, see <http://www.ling.hawaii.edu/LBC>. (1) *Students who complete Option 1 or 2 of the LBC program and return the questionnaire to me by Dec 8 will receive an extra 1.5% towards their final course grade.* Alternatively, students may receive up to 1.5% in extra credit by (2) attending a guest lecture/seminar on a topic relevant to this course (please ask me about possible lectures), and by submitting a 500-word summary/commentary of it or by (3) writing a 500-word abstract on one of the research articles that they have not given a presentation nor written a reaction paper on by Dec 8.

Now if you have read the syllabus up to this point, keep reading the last paragraph as well. The last paragraph has a very important assignment you should not miss.

Academic (Dis)honesty: Many of your assignments for this course involve integrating information from published sources into your own writing. This means that you need to be careful when you cite your sources. According to the UH Student Conduct Code, plagiarism includes, but is not limited to:

- (1) submitting any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual;
- (2) neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source;
- (3) submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or
- (4) "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.

<http://www.hawaii.edu/student/conduct/>

- (5) Well done! You have finished reading the syllabus! Now to prove that you have read every little detail, send me a photo of a hula dancer via email.

Plagiarism is a serious threat to academic honesty, and it may result in suspension or expulsion from the university.

Tentative schedule for Fall 2016 (To be updated frequently)

- All assigned videos and readings listed under each date should be watched and read before the class begins on the day.
- Please carefully read the “time” AND “date” of each assignment deadlines. Deadlines will be observed strictly.

INTRODUCTION

Week 1

Monday, August 22, 2016

Wednesday, August 24, 2016

Video: (1) Deb Roy: The birth of a word (20 min.)

http://www.ted.com/talks/deb_roy_the_birth_of_a_word

Reading: Textbook (pp. 5–10)

Friday, August 26, 2016

Topics in SLA

LANGUAGE LEARNING IN EARLY CHILDHOOD

Week 2

Monday, Aug 29, 2016

Video: (2) Developmental milestones: Baby talk from first sounds to first words (6 min.)

<https://youtu.be/a7WAfwKi88Q>

(3) The linguistic genius of babies (10 min.)

http://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies

Reading: Textbook (pp 5–14)

Assignment: Handout (Developmental stages in first language acquisition)

Wednesday, August 31, 2016

Video: (4) Theories of language development (nativist, learning, interactionist) (4 min.)

<https://youtu.be/RRGwdfQV8kU>

(5) Linguistic tests for babies (9 min.)

<http://www.thelingspace.com/episode-16>

Reading: Textbook (pp 14–30)

Friday, September 2, 2016

Video: (6) Bilingualism (9 min.)

<http://www.thelingspace.com/episode-6>

(7) The Wug test (9 min.)

<https://youtu.be/1Lb6phcDte4>

Reading: Textbook (pp 30–33)

Week 3

Monday, September 5, 2016
Labor Day (No class)

Wednesday, Sep 7, 2016
Catch-up session

Friday, Sep 9, 2016
Freewriting session

Week 4

Monday, September 12, 2016
Writing workshop – Developing and organizing ideas
Changed room: Moore 153B (Computer Lab on Ewa side)

Wednesday, September 14, 2016
Presentation 1: Cynthia
Roy, B. C., Frank, M. C., DeCamp, P., Miller, M., & Roy, D. (2015). Predicting the birth of a spoken word. *Proceedings of the National Academy of Sciences of U S A*, 112(41), 12663-12668.

Friday, September 16, 2016
Presentation 2: Courtney and Drake
Singh, L., & Quam, C. (2016). Can bilingual children turn one language off? Evidence from perceptual switching. *Journal of Experimental Child Psychology*, 147, 111-125.

First Reaction Paper Due (by 11:59PM on Saturday, September 17, 2016)

SECOND LANGUAGE LEARNING

Week 5

Monday, September 19, 2016
Reading: Textbook (pp. 35–45)

Wednesday, September 21, 2016
Reading: Textbook (pp. 45–57)

Friday, September 23, 2016
No Class – Instructor away (Online discussion)
Video: (8) The world's English Mania (5 min.)

http://www.ted.com/talks/jay_walker_on_the_world_s_english_mania

Reading: Why I taught myself 20 languages – and what I learned about myself in the process.
<http://ideas.ted.com/why-i-learned-20-languages-and-what-i-learned-about-myself-in-the-process/>

Week 6

Monday, September 26, 2016

Video: (9) Transfer in second language acquisition (8 min.)

<http://www.thelingspace.com/episode-13>

Reading: Textbook (pp. 57–72)

Pragmatics

Vocabulary

Wednesday, September 28, 2016

Catch-up session

Friday, September 30, 2016

Presentation 3: Brianna, Regina

Ellis, R. (2015). Researching Acquisition Sequences: Idealization and De-idealization in SLA.

Language Learning, 181–209.

Week 7

Monday, October 3, 2016

Presentation 4: Pauline, Susan

Economidou-Kogetsidis, M. (2011). “Please answer me as soon as possible”: Pragmatic failure in non-native speakers’ e-mail requests to faculty. *Journal of Pragmatics*, 43(13), 3193-3215.

Second Reaction Paper Due (1:00AM on Wednesday, October 5, 2016)

Wednesday, October 5, 2016

Freewriting session

Friday, October 7, 2016

Writing workshop: In-text citation and reference list

Changed room: Moore 153B (Computer Lab on Ewa side)

Week 8

Monday, October 10, 2016 – Midterm review

Wednesday, October 12, 2016 – Midterm

INDIVIDUAL DIFFERENCES IN SECOND LANGUAGE LEARNING

Friday, October 14, 2016

Reading: Textbook (pp. 75–84)

Foreign language aptitude

Learning styles

Week 9

Monday, October 17, 2016

Reading: Textbook (pp. 84–91)

Motivation

Wednesday, October 19, 2016

Reading: Textbook (pp. 92–101)

Age and the Critical Period Hypothesis

Friday, October 21, 2016

Catch up session

Week 10

Monday, October 24, 2016

Presentation 5: Brooke

Zhang, F., & Zhan, J. (2014). The knowledge base of non-native English-speaking teachers: perspectives of teachers and administrators. *Language and Education*, 28(6), 568-582.

Wednesday, October 26, 2016

Presentation 6: Page, Natasha

Bylund, E., Abrahamsson, N., & Hyltenstam, K. (2012). Does First Language Maintenance Hamper Nativelikehood in a Second Language? *Studies in Second Language Acquisition*, 34(02), 215-241.

Third Reaction Paper Due (9:30 AM on Thursday, October 27, 2016)

Friday, October 28, 2016

Writing workshop – Peer review

Changed room: Moore 153B (Computer Lab on Ewa side)

EXPLAINING SECOND LANGUAGE LEARNING

Week 11: Oct 31, Nov 2, 4

Monday, October 31, 2016 (Come to class in Halloween costumes!)

Video: (10) Behaviorist theory of Second Language Acquisition (7 min.)

<https://youtu.be/VvOIBDI2fro>

(11) Behaviorism and the Big Bang theory (yeah, the sitcom) (2 min.)

<http://www.youtube.com/watch?v=-63ysqT5nu0&feature=related>

Reading: Textbook (pp. 103–104)

Transfer

Wednesday, November 2, 2016

Video: (12) Language acquisition and Universal Grammar (9 min.)

<http://www.thelingspace.com/episode-1>

(13) Parameter resetting (9 min.)

<https://youtu.be/2E839gb4OwQ>

Reading: Textbook (pp. 104–106)

Friday, November 4, 2016
Freewriting session

Week 12: Nov 7, 9, (& Veteran's Day)

Monday, November 7, 2016
Reading: Textbook (pp. 106–108)
Universal Grammar

Wednesday, November 9, 2016
Video: (14) Information processing model: Sensory, working, and long-term memory (8 min.)
<https://youtu.be/pMMRE4Q2FGk>

Reading: Textbook (pp. 108–113)

Friday, November 11, 2016
No class – Veteran's Day

Week 13

Monday, November 14, 2016
Reading: Textbook (pp. 114–118)
Noticing
Processing instruction

Wednesday, November 16, 2016
Video: (15) Vygotsky's Sociocultural development
https://youtu.be/-p_-0n2f35o
Reading: Textbook (pp. 118–121)
Scaffolding

Friday, November 18, 2016
Catch up day
Reading: AlphaGo (<https://en.wikipedia.org/wiki/AlphaGo>)

Week 14

Monday, November 21, 2016
Presentation 7: Jason, Kira
Thorne, S. L., & Hellerman, J. (2015). Sociocultural approaches to expert-novice relationships in second language interaction. In N. Markee (Ed.), *The handbook of classroom discourse and interaction* (pp. 281–297). Somersset: Wiley.

Wednesday, November 23, 2016
Presentation 8: Sho
Shintani, N., Ellis, R., & Suzuki, W. (2014). Effects of Written Feedback and Revision on Learners' Accuracy in Using Two English Grammatical Structures. *Language Learning*, 64(1), 103-131.

First draft of Fourth Reaction Paper Due (11:59PM on Wednesday, November 23, 2016)

Friday, November 25, 2016
No Class – Black Friday

Week 15

Monday, November 28, 2016

Writing workshop–Polishing final drafts

Changed room: Moore 153B (Computer Lab on Ewa side)

Wednesday, November 30, 2016

Final term review 1

Friday, December 2, 2016

Freewriting session

Week 16: Dec 5, Dec 7

Monday, December 5, 2016

Final term review 2 & Course evaluation

Wednesday, December 7, 2016

Final exam

Final draft of Fourth Reaction Paper Due (11:59PM on Monday, December 12, 2016)