



Arts & Social
Sciences

School of Humanities and Languages

LING5001, Second Language Acquisition Semester 2, 2014

1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Attendance/Class Clash
7. Academic Honesty and Plagiarism
8. Course Schedule
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information

1. Course Staff and Contact Details			
Course Convenors: A/Prof James F Lee and Dr Cheng-Wei Wang			
Name	A/Prof James F Lee	Room	226 Morven Brown
Phone		Email	james.lee@unsw.edu.au
Consultation Time	Th 13:00-14:00		
Name	Dr Cheng-Wei Wang	Room	211 Morven Brown
Phone		Email	Cheng-wei.wang@unsw.edu.au
Consultation Time	TBA		

2. Course Details	
Course Timetable	Thursday, 14:00-16:00
Location	Mathews 130
Units of Credit (UoC)	6
Course Description	This course is a survey of selected contemporary theories of second language acquisition. We explore the uniqueness of each theory as well as focus on the similarities and differences across them. We also examine empirical studies framed by each of these theories.
Course Aims	<ol style="list-style-type: none"> 1. To develop an appreciation for the role of theory in second language acquisition research 2. To appreciate the unique contribution to our understanding of second language acquisition that each theory provides 3. To appreciate the similarities and differences across theories
Student Learning Outcomes	<ol style="list-style-type: none"> 1. To understand the major tenets of contemporary theories of second language acquisition 2. To become engaged with research conducted within the framework of each theory of second language acquisition 3. To investigate and report on recent research conducted within certain theoretical frameworks 4.

3. Learning and Teaching Rationale

The theories we examine are all in current use in research on second language acquisition. The course format is that of a seminar in which preparation and discussion are essential.

4. Teaching Strategies

This is a postgraduate seminar. Close reading is necessary so that discussion is facilitated.

Assessment Task	Length	Weight	Learning Outcomes Assessed	Due Date
Oral presentation 1	20 minutes	10%	1, 2, 3	21 or 28 Aug or 4 Sept
PowerPoint 1	10-15 slides	15%	1, 2, 3	21 or 28 Aug or 4 Sept
Oral presentation 2	20 minutes	10%	1, 2, 3	25 Sept or 16 or 23 of 30 Oct
PowerPoint 2	10-15 slides	15%	1, 2, 3	25 Sept or 16 or 23 of 30 Oct
Tutorial Preparation	Varies	15%	1,2,3	31/07, 7/08, 14/08, 4/09, 11/09, 18/09, 25/09
Research essay	3000 words	50%	1, 2, 3	12 Nov by 16:00

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of class meetings in order to pass the course. Students who do not meet the attendance requirement may receive a grade of UF (unsatisfactory fail).

Assessments Explained

Oral presentations. You will give two 20 minute presentations. In each presentation you will summarize an empirical study you have selected that exemplifies a particular theoretical framework. The first oral presentation must be related to one of the theories presented in Chapter 3, 4, or 7. The second oral presentation must be related to one of the theories presented in Chapters 10 or 11 or on the topic of Crosslinguistic Influence.

The 20 minute deadline is a STRICT deadline.

ORAL presentation means that the delivery is NOT read. **IF YOU READ TO US YOU WILL SCORE A 40% NO MATTER THE OTHER QUALITIES OF THE PRESENTATION.**

You will make the oral presentations from a **PowerPoint or other presentation program (Prezi)**. You must provide the ppt as a handout to each member of the class. Each presentation focuses on one theory and one study. You should only present the key ideas and most important concepts but you must make clear to the audience the way(s) in which the study is representative of the theory.

There are two **MOODLE** resources for the oral presentations. See the folder Oral Presentations for a sample oral presentation and for the marking rubric to be used to assess the oral presentation/ppt.

Research Essay. The **research essay** is modelled on the section of the textbook chapters called “An Exemplary Study”. The research essay is the written version of the oral presentations/PowerPoints you developed. You will summarize the article you select as the textbook authors do in the section “An Exemplary Study”. Importantly, you should also assess how the research presented exemplifies the tenets of the theory and how it addresses the 10 observable phenomena of SLA. These are presented in Chapter 1 and each author addresses these in the final section of their chapter.

Choosing an Empirical Study for Presentation/Essay.

You can not select to present a study that we have examined in class as part of our readings.

A MOODLE resource for empirical studies are the bibliographies found in the folder Bibliographies.

Another place to search for empirical studies to present is in the bibliography of the chapter. The journals *Language Learning*, *Studies in Second Language Acquisition*, and the *Modern Language Journal* are excellent sources available online. You may also consult the lecturer for direction. You will summarize the article you select as the textbook authors do in the section “An Exemplary Study”. Importantly, you should also assess how the research presented exemplifies the tenets of the theory and how it addresses the 10 observable phenomena of SLA. These are presented in Chapter 1 and each author addresses these in the final section of their chapter.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see <https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

5. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may receive a UF (unsatisfactory fail) for the course.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

6. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

Please see the folder in MOODLE called *Proper Citation* for examples of how to properly cite another's work and how to appropriately paraphrase.

7. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week	1 st hour	2 nd hour
1 31/07	Introduction	Chapter 7 Input Processing
2 7/08	VanPatten and Cadierno (1993) Lee (2002)	Chapter 4 Concept Oriented Approach
3 14/08	Bardovi-Harlig (1994) Bardovi-Harlig (2005) Lee, Cadierno, Glass and VanPatten (1997)	Chapter 3 Universal Grammar
4 21/08	White (1991) Dussias and Piñar (2010)	Oral presentations
5 28/08	Oral presentations	Oral presentations
6 4/09	Oral presentations	Crosslinguistic influence Ch. 1 & 2, Jarvis, S., and Pavlenko, A. (2008).
7 11/09	Odlin and Jarvis (2004) Jiang (2004)	Chapter 10 Input and Interaction
8	Mackey, Gass and McDonough (2000)	Chapter 11 Sociocultural

18/09	Mackey (1999) Leeser (2004)	
9 25/09	Aljaafreh and Lantolf (1994) de Guerrero and Villamil (2000)	Chapter 8 Processability Theory
TWO WEEK TERM BREAK		
11 16/10	Kawaguchi (2009) Wang (2009)	Oral presentations
12 23/10	Oral presentations	Oral presentations
13 30/10	Oral presentations	Oral presentations

8. Course Resources

TEXTBOOK DETAILS

VanPatten, B. & Williams, J. (eds) 2007. *Theories in Second Language Acquisition: An Introduction*. Mahwah, NJ: Erlbaum.

READINGS (alphabetical order)

NOTE: YOU CAN ACCESS ALL OF THESE VIA UNSW LIBRARY EXCEPT THREE, FOR WHICH LINKS ARE PROVIDED.

Aljaafreh, A. and Lantolf, J. (1994). Negative feedback as regulation and second language learning in the zone of proximal development. *Modern Language Journal*, 78, 465-483.

Bardovi-Harlig, K. (1994). Reverse-order reports and the acquisition of tense: Beyond the principle of chronological order. *Language Learning*, 44, 243-282.

Bardovi-Harlig, K. (2005). The future of desire: Lexical futures and modality in L2 English future expressions. In L. Dekydtspotter and R. Sprouse (eds.), *7th Generative Approaches to Second Language Acquisition* (pp. 1-12). Somerville, MA: Cascadilla Proceedings Project.

<http://www.lingref.com/cpp/gasla/7/index.html>

de Guerrero, M. and Villamil, O. (2000). Activating the ZPD: Mutual scaffolding in L2 peer revision. *Modern Language Journal*, 84, 51-68.

Dussia, P. and Piñar, P. (2010). Effects of reading span and plausibility in the reanalysis of wh-gaps by Chinese-English second language speakers. *Second Language Research*, 26, 443-472.

Jarvis, S., and Pavlenko, A. (2008). *Crosslinguistic Influence in Language and Cognition*. New York: Routledge.

Jiang, N. (2004). Semantic transfer and its implications for vocabulary teaching in a second language. *The Modern Language Journal*, 88, 416-432.

Kawaguchi, S. (2009). Acquiring causative constructions in Japanese as a second language. *Japanese Studies*, 29, 273-291.

Lee, J. F. (2002). The incidental acquisition of Spanish future tense morphology through reading in a second language. *Studies in Second Language Acquisition*, 243, 44-80.

- Lee, J. F., Cadierno, T., Glass, W. and VanPatten, B. (1997). The effects of lexical and grammatical cues on processing past temporal reference in second language input. *Applied Language Learning*, 8, 1-23.
<http://www.dliflc.edu/publications.aspx>
- Leeser, M. (2004). Learner proficiency and focus on form during collaborative dialogue. *Language Teaching Research*, 8, 55-81.
- Mackey, A. (1999). Input, interaction and second language development: An empirical study of question formation in ESL. *Studies in Second Language Acquisition*, 21, 557-587.
- Mackey, A., Gass, S., and McDonough, K. (2000). How do learners perceive interactional feedback? *Studies in Second Language Acquisition*, 22, 471-497.
- Odlin, T. and Jarvis, S. (2004). Same source, different outcomes: A study of Swedish influence on the acquisition of English in Finland. *International Journal of Multilingualism*, 1, 123-140.
- VanPatten, B. and Cadierno, T. (1993). Explicit instruction and input processing. *Studies in Second Language Acquisition*, 15, 225-243.
- Wang, K. Acquiring the passive voice: Online production of the English passive construction by Mandarin speakers. *Research in Second Language Acquisition: Empirical Evidence across Languages*. Cambridge: Cambridge Scholars Press.
<http://www.scribd.com/doc/15638821/>
- White, L. (1991). Adverb placement in second language acquisition: Some effects of positive and negative evidence in the classroom. *Second Language Research*, 7, 133-161.

9. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

10. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:
<http://www.lc.unsw.edu.au>

11. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:
<https://my.unsw.edu.au/student/atoz/Complaints.html>

12. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.