

Second Language Acquisition Theory and Research I

SLA:6901:0001

Fall 2014, The University of Iowa

Instructor: Emilie Destruel-Johnson

Time and Location: Tuesday & Thursday 3:30-4:45, 467 VAN

Office: 514 PH

Office hours: Thursday 1:30-3:30pm and by appointment

E-mail: e-destruel-johnson@uiowa.edu

Course Description:

This course is the first half of a year-long course (6901:0001 and 6901:0002) dealing with second language acquisition. The focus of the first half of the course is a survey of the field of SLA with an emphasis on understanding current theories and methods of conducting research. Students will plan a research project that they complete in the second half of the course (SLA II). You will also complete a brief online course on the ethical requirements for conducting research on human subjects so that you can apply for permission to conduct the research that you will carry out in the second half of the course.

Required texts:

- Lourdes Ortega (2009), *Understanding Second Language Acquisition*. London: Hodder Education.
- Research articles related to the topics of the chapters. (See “Topics and Readings”)

Evaluation:

Reading summaries (4)	10%
Leading discussion (4)	10%
Questions and Comments	10%
Project	
a. Project plan (outline, research questions)	10%
b. First progress report (i.e., annotated bibliography, expanded outline)	10%
c. Second progress report (i.e., first complete draft)	10%
d. Abstract (Conference style)	5%
e. Oral presentation (10 minute presentation + 5 minute QA session)	10%
f. Final written paper	25%
TOTAL	100%

A note on class preparation & participation: Students are expected to participate frequently in class discussion, demonstrating a high level of preparation and intellectual effort is expected. Students should make every effort to contribute meaningfully to planned and spontaneous discussions. All students must prepare for class by reading the assigned book chapters or articles before each class meeting.

- **Reading summaries (10%) & Leading discussions (10%):** All students will prepare 4 readings throughout the semester. This entails two things:
 - First you will write a detailed summary for each reading (readings and/or chapter from Ortega's book – please see schedule for details). For these summaries, you will have to review the article as well as the discussion that ensued in class. You will then post them on ICON. These will be useful review tools at the end of the semester. Summaries should be brief and include only the important ideas and information from the article and discussion session. (guidelines to writing a good summary:
<http://pearsonkt.com/writeToLearn/demoMode/writingHelpSummaryStatic.html>)
 - Second, you will present and lead a discussion on that reading (either via a PowerPoint or a handout). Students should summarize and critically assess the paper, by clearly indicating the following:
 - What are the main claims made by the author?
 - Are the claims valid?
 - What are the contributions of the paper to the field?
 - What are the unresolved issues, and how would you design a study that addresses these issues?
- **Questions/Comments (10%):** To facilitate discussions in the classroom, each student must submit at least 2 questions/comments or thoughts to class ****for each reading**** via the discussion tool on ICON by 12:00pm the day of class. Each question/comment should be thoughtful and substantive, and roughly a paragraph (or two) in length. (Note: If you are a discussion leader of the assigned reading, you do not have to post a question/comment. However, please try to read classmates' comments prior to class time.)
- **Project (70%):** The project for this course is your research proposal, which, in its final form, will be a written paper of 20-30 pages in length. More specifically: You will design an empirical (i.e., data-based) study, which may be a replication of an existing study. During the semester you will identify your research area, take the IRB training, narrow the scope to answerable (with the time and resources available) research questions, write a review of literature on the topic, write an abstract presenting the important issues addressed in your project, and finally present to the class your proposed research methodology plus instruments that you plan to use to gather your data (e.g., tasks, questionnaires, interview protocols). You will turn in your project in stages and drafts

during the semester to get feedback from the instructor (see schedule for deadlines).
Collaboration is not allowed on this project.

A note about academic honesty and plagiarism. All written work in this course (and in all of your courses) should reflect your own ideas, analysis, and research. All ideas and words that you take from others should be cited and documented. The use of the work of others without appropriate citation constitutes plagiarism, and cannot be tolerated in an academic community. If you have any concerns or questions about the appropriate use of sources or about the citation of sources, please let me know.

A note about feedback on and evaluation of your written work. Your work will be evaluated in terms of (a) your growth in knowledge of the field (your selection, review, and synthesis of the relevant literature); (b) your thorough and thoughtful response to your readings and feedback from your classmates and from the instructor; and (c) the quality of your writing (i.e., standard academic English).

Respect for diversity. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs and priorities be addressed both in and out of class, and that the diversity that students bring to this class be seen as a resource and benefit. Please let me know ways to improve the effectiveness of the course for you personally or for other students (or groups) in the class.

Note on collegiality and professionalism. Strong connections with colleagues are an important aspect of professionalism and, in fact, are one of the most enjoyable parts of academia. Your fellow applied linguists will be your colleagues, your friends, and your research partners. As graduate students, you begin now to forge these bonds with your fellow FLARE students, graduate students at other institutions, and professors whom you meet at conferences and workshops. Begin now to take an active interest in the work of your fellow students: Share information about your research and ask about theirs; be on the lookout for articles that may interest them; whenever possible, cite their work in your writing and conference presentations. In this class, you will be sharing information about the progress of your projects. Take advantage of these sessions to learn as much as you can about the projects of your classmates—not just to be polite, but to concentrate on what they are doing and to offer ideas and assistance.

University of Iowa policies

The following information about University of Iowa official policies is also important. Please take note.

Electronic communication. University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences.

Accommodations for disabilities. A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Administrative home. The administrative home for this course is FLARE/SLA. The program coordinator is Elena Osinskaya (elena-osinsky@uiowa.edu). You will send her your evaluation of this course at the end of the semester.

Making a suggestion or a complaint. Students with a suggestion or complaint should first visit the instructor and then the program co-directors, Professor Judith E. Liskin-Gasparro (judith-liskin-gasparro@uiowa.edu) or Professor Sue Otto (sue-otto@uiowa.edu). Complaints must be made within six months of the incident.

Understanding sexual harassment. Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Comprehensive Guide on Sexual Harassment](#) for assistance, definitions, and the full University policy.

Reacting safely to severe weather. In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety web site.

Sustainability. Recycling and waste bins are located in classrooms and public halls. Materials taken into class should be taken out. Recycling bins on campus are single-stream, meaning plastic, paper, cardboard, and metal can go in recycling containers. Items that do not belong in single-stream include food, plastic bags, Styrofoam, and glass. Check with your department or Building Coordinator for any special accommodations.

Topics and Readings

Note: Readings are subject to change.

All the readings are available on ICON.

TOPIC 1: INTRODUCTION

- Ortega, Chapter 1
- Myles, F. (2010). Research timeline: The development of theories of second language acquisition. *Language Teaching*, 43, 320-332.
- Language Teaching Review Panel. (2008). Replication studies in language learning and teaching: Questions and answers. *Language Teaching*, 41(1), 1-14.

TOPIC 2: AGE

- Ortega, Chapter 2
- Abrahamsson, N. (2012). *Studies in Second Language Acquisition*, 34, 187-214.

TOPIC 3: CROSSLINGUISTIC INFLUENCES

- Ortega, Chapter 3
- Pichette, F., Segalowitz, N., & Connors, K. (2003). Impact of maintaining L1 reading skills on L2 reading skill development in adults: Evidence from speakers of Serbo-Croatian learning French. *Modern Language Journal*, 87, 391-403.
- Pavlenko, A., & Jarvis, S. (2002) Bidirectional Transfer. *Applied Linguistics*, 23, 190-214.
- Odlin, T. (2005). Crosslinguistic influence and conceptual transfer: What are the concepts? *Annual Review of Applied Linguistics*, 25, 3-25.

TOPIC 4: THE LINGUISTIC ENVIRONMENT

- Ortega, Chapter 4
- Ellis, R. (2002). Does form-focused instruction affect the acquisition of implicit knowledge? *Studies in Second Language Acquisition*, 24, 223-236.
- Gass, S., & Alvarez Torres, M. J. (2005). Attention when? An investigation of the ordering effect of input and interaction. *Studies in Second Language Acquisition*, 27, 1-31.
- Lyster, R., & Mori, H. (2006). Interactional feedback and instructional counterbalance. *Studies in Second Language Acquisition*, 28, 321-341.
- Eckerth, J. (2009) Negotiated interaction in the L2 classroom. *Language teaching*, 42, 109-130.

TOPIC 5: COGNITION

- Ortega, Chapter 5
- Schraw, G. (2005). An interview with K. Anders Ericsson. *Educational Psychology Review*, 17, 389-412.
- Ellis, N. C. (2008). Usage-based and form-focused language acquisition: The associative learning of constructions, learned attention, and the limited L2 endstate. In N. Ellis & P. Robinson (Eds.), *Handbook of cognitive linguistics and second language acquisition*. (pp.372-405). New York: Routledge.

- De Jong, N. (2005). Can second language grammar be learned through listening? *Studies in Second Language Acquisition*, 27, 205-234.
- Hall, J. K., Cheng, A. & Carlson, M. T. (2006). Reconceptualizing multicompetence as a theory of language knowledge. *Applied Linguistics*, 27, 220-240.
- De Bot, K., Lowie, W., & Verspoor, M. (2007). A dynamic systems theory approach to second language acquisition. *Bilingualism: Language and Cognition*, 10, 7-21.

TOPIC 6: DEVELOPMENT OF LEARNER LANGUAGE

- Ortega, Chapter 6
- Bardovi-Harlig, K. (2013). Developing L2 Pragmatics. *Language Learning*, 63: 68-86.
- Han, Z. (2000). Persistence of the implicit influence of NL: The case of the pseudo-passive. *Applied Linguistics*, 21, 78-105.

IRB (September, 12)

- Take online IRB course; take certification exam:
<http://research.uiowa.edu/hso/index.php?get=edu> When asked to choose between IRB-01 and IRB-02, you should choose IRB-02.
- Look at the many online short courses you can take on topics related to conducting research on human subjects. To get to these courses, from the link above, click on ICON Courses for Researchers in the Training/Education section of the yellow column on the left side of the screen. Once you click, then click on link “For students and non-University Community-Based Researchers. From there, you will have to log in, and this will take you to the many courses. Select ones you are interested in and take about 1 hour to explore. You will want to come back to these courses in the future.

SLA Related Journals:

- Applied Linguistics
- Applied Psycholinguistics
- Language Learning
- Modern Language Journal
- Second Language Research
- Studies in Second Language Acquisition
- TESOL Quarterly

Detailed Schedule

Note: This schedule is subject to change.

Date	Topic	Reading for that day	Summary and presentation by:
08/26	Topic 1: Introduction	Course orientation and overview + Ortega, Chapter 1	
08/28		Myles (2010)	
09/02		Language Teaching Review Panel (2008)	
09/04	Topic 2: Age	Ortega, Chapter 2	
09/09		Abrahamsson (2012)	Student 1
09/11		✓ Take online IRB course; take certification exam	
09/16	Topic 3: Crosslinguistic influences	Ortega, Chapter 3	Student 2
09/18		Pichette et al. (2003)	Student 3
09/23		✓ Project Plan due (You will present yours to the class today and we will discuss them.)	
09/25		Pavlenko & Jarvis (2002)	Student 1
09/30		Odlin (2005)	Student 2
10/2		Topic 4: The linguistic environment	Ortega, Chapter 4
10/7	Ellis (2002)		
10/9	Gass & Alvarez Torres (2005)		Student 3
10/14	Lyster & Mori (2006)		Student 1
10/16	✓ First progress report due + Eckerth (2009)		
10/21	Topic 5: Cognition	Ortega Chapter 5	Student 2
10/23		Schraw (2005)	Student 3
10/28		Ellis (2008) (and finish Schraw 2005)	Student 1 (Ellis 2008 only)
10/30		Ellis (2008)	
11/4		De Jong (2005)	
11/6		Hall et al. (2006)	
11/11		De Bot et al. (2007)	Student 2

11/13	Topic 6: Development of learner language	Ortega Chapter 6	
11/18		Bardovi-Harlig 2013	Student 3
11/20		<ul style="list-style-type: none"> • Second progress report due 	
11/25-28	THANKSGIVING BREAK		
12/02		<ul style="list-style-type: none"> • Abstract due + Han (2000) 	
12/04	Review	Discussion and synthesis of course readings (Chapters 2-4)	
12/09		Discussion and synthesis of course readings (Chapters 5, 6)	
12/11		<ul style="list-style-type: none"> • Oral presentations 	

Final paper due: Monday Dec 15th @ 11:59pm (Submit via email)