

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES & LITERATURE

ISSUES IN SECOND LANGUAGE ACQUISITION (SLA)
TSL 6540 **Fall 2002**

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I. PURPOSE

This course focuses on second language theories, principles, and current research as they relate to language-minority students acquiring English as a Second/Foreign Language.

II. RATIONALE

It is important for teachers of ESOL/ESL/EFL learners to be aware of the findings of SLA research and consider any applications or ramifications that might exist for the L2 classroom. In addition, teachers interested in conducting their own L2 research (and/or writing an MA thesis or Ph.D. dissertation) should have a solid background in the types of research issues that concern our field.

III. TEXTS

Scovel, T. (2001). Learning New Languages. A guide to second language acquisition. Boston: Heinle. (= LNL)

Ellis, R. (1997). Second Language Acquisition. London: Oxford University. (= SLA)

IV. REFERENCES

For this course, a list of seminal articles from the field of SLA will be posted on the TESOL website. Some of these are suitable for the research article review assignment in

this course, but not all are. It is up to your group to make sure that the article that you choose is a quantitative experimental design. If you choose a different kind of article, the group will receive no points.

V. OBJECTIVES

Students will be able to

- Identify the main parts of a research article (i.e., research question, type of research design, literature review, participants, findings, applications)
- Differentiate the types of data analysis used in SLA research
- Understand the role of interlanguage in L2 learning (and teaching)
- Examine the role of the learning setting in the acquisition process
- Identify learner differences that may affect L2 acquisition
- Compare the various theories of second language acquisition
- Evaluate research on classroom instruction ("instructed SLA")

VI. TOPICAL OUTLINE

Week 1	Aug 22	Introduction to Second Language Acquisition
Read assigned "research design" article and identify:		
research question	literature review	null hypothesis
rationale for research	sample population	findings
research design	applications	type of analysis
Week 2	Aug 29	LNL 1 Introduction; SLA 1 Intro: Explaining and describing 2nd Lang Acq Research Design Task
Week 3	Sept 5	LNL 2 People Research Design Task _____, _____
Week 4	Sept 12	LNL 3 Language _____, _____, _____ Article: _____

Week 5	Sept 19	LNL 4 Attention _____, _____ _____, _____, _____, _____ Article: _____
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SUBMIT: Research Paper Brief Proposal with preliminary bibliography of at least 5 sources that you have copies of

Week 6	Sept 26	LNL 5 Cognition _____, _____ _____, _____, _____, _____ Article: _____
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Week 7	Oct 3	LNL 6 Emotion _____, _____ _____, _____, _____, _____ Article: _____
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DISTRIBUTED: Mid-Term Exam

Week 8	Oct 10	SLA 2 The nature of learner language _____, _____ SLA 3 Interlanguage _____, _____, _____, _____ Article: _____
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SUBMIT: Mid-Term Exam

Week 9	Oct 17	SLA 9 Instruction and L2 acquisition _____ _____, _____, _____, _____ Article: _____
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Week 10	Oct 24	SLA 4 Social aspects of interlanguage _____ SLA 5 Discourse aspects of interlanguage _____ _____, _____, _____, _____ Article: _____
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Week 11	Oct 31	SLA 6 Psycholinguistic aspects of interlanguage _____, _____
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Week 12	Nov 7	SLA 7 Linguistic aspects of interlanguage _____, _____
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Week 13	Nov 14	SLA 8 Individual differences in L2 acquisition	_____
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Week 14	Nov 21	research paper	
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(Nov 28 --- Thanksgiving holiday)

FINAL	Dec 5	20-min. presentation of final paper	
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SUBMIT: Research Paper

VII. COURSE REQUIREMENTS

<u>Attendance</u>	10%	Attendance and class discussion are required.
<u>Unit Presentation</u>	15%	20-30 min. presentation on a unit; prepare a one-page quiz for the unit; keep people active!
<u>Article Presentation/ Paper</u>	20%	Per group: one copy of the article Per student: a written report of (1) your component and (2) your reaction to the article 20-min. presentation of the article
<u>Mid-Term Exam</u>	20%	Take-home mid-term.
<u>Research Paper</u>	35%	10-12 pages, APA format, double-spaced; at least 10 references beyond the current textbook; MUST pose research question and answer it clearly; MUST cite at least 5 experimental studies

VIII. GRADING

The +/- system will be used for this course.

SLA / FOLSE
Fall 2002

List of Seminal Works in SLA

(Substitutions may be made ONLY with approval of the instructor. This must be done within the first two weeks of the course.)

Abraham, R. 1985. Field independence-dependence and the teaching of grammar. *TESOL Quarterly* 20: 689-702.

Asher, J. and R. Garcia. 1969. The optimal age to learn a foreign language. *Modern Language Journal* 53: 334-341.

Bailey, N., C. Madden, and S. Krashen. 1974. Is there a "natural sequence" in adult second language learning? *Language Learning* 21: 235-243.

Bardovi-Harlig, K. 1987. Markedness and salience in second language acquisition. *Language Learning* 37: 385-407.

Beebe, L. 1980. Sociolinguistic variation and style-shifting in second language acquisition. *Language Learning* 30: 433-447.

Bialystok, E. 1979. Explicit and implicit judgments of L2 grammaticality. *Language Learning* 29: 81-104.

1981. The role of linguistic knowledge in second language use. *Studies in Second Language Acquisition* 4: 31-45.

1981. The role of conscious strategies in second language proficiency. *Modern Language Journal* 65: 24-35.

1982. On the relationship between knowing and using forms. *Applied Linguistics* 3: 181-206.

Brown, R. 1968. The development of Wh-questions in children's speech. *Journal of Verbal Learning and Language Behavior* 7: 279-290.

Brown, T. and F. Perry. 1991. A comparison of three learning strategies for ESL vocabulary acquisition. *TESOL Quarterly* 25: 655-670.

Canale, M. and M. Swain. 1980. Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* 1: 1-47.

Chaudron, C. 1982. Vocabulary elaboration in teachers' speech to L2 learners. *Studies in Second Language Acquisition* 4: 170-180.

Chaudron, C. and J. Richards. 1986. The effect of discourse markers on the comprehension of lectures. *Applied Linguistics* 7: 113-127.

Chomsky, N. 1959. Review of "Verbal Behavior" by B. F. Skinner. *Language* 35: 26-58.

Cohen, A. 1991. Feedback on writing: The use of verbal report. *Studies in Second Language Acquisition* 13: 133-159.

Cohen, A. and E. Aphek. 1981. Easifying second language learning. *Studies in Second Language Acquisition* 3: 221-236.

Cook, V. 1973. The comparison of language development in native children and foreign adults. *IRAL* 11: 13-28.

1985. Chomsky's universal grammar and second language learning. *Applied Linguistics* 6: 2-18.

Corder, P. 1967, The significance of Learner errors. *IRAL* 5: 147-159.

Craik, F. and R. Lockhart. 1972. Levels of processing: a framework for memory research. *Journal of Verbal Learning and Verbal Behavior* 11: 671-684.

De Villiers, J. and P. de Villiers. 1973. A cross-sectional study of the development of grammatical morphemes in child speech. *Journal of Psycholinguistic Research* 1: 299-310.

Doughty, C. 1991. Second language instruction does make a difference: Evidence from an empirical study on SL relativization. *SSLA* 13: 431-469.

Doughty, C. and T. Pica. 1986. Information gap tasks: do they facilitate second language acquisition? *TESOL Quarterly* 20: 305-325.

Dulay, H. and M. Burt. 1973. Should we teach children syntax? *Language Learning* 23: 245-258.

1974. Errors and strategies in child second language acquisition. *TESOL Quarterly* 8: 129-136.

1974. Natural sequences in child second language acquisition. *Language learning* 24: 37-53.

Eckman, F. 1977. Markedness and the contrastive analysis hypothesis. *Language Learning* 27: 315-330.

1985. some theoretical and pedagogical implications of the markedness differential hypothesis. *SSLA* 7: 289-307.

Ellis, R. 1984. Can syntax be taught? A study of the effects of formal instruction on the acquisition of Wh-questions by children. *Applied Linguistics* 5: 138-155.

1988. The effects of linguistic environment on the second language acquisition of grammatical rules. *Applied Linguistics* 9: 257-274.

1988. The role of practice in classroom language learning. *AILA Review* 5: 20-39.

1989. Classroom learning styles and their effect on second language acquisition: a study of two learners. *System* 17: 249-262.

1990. Are classroom and naturalistic acquisition the same? A study of the classroom acquisition of German word order rules. *SSLA* 11: 305-328.

1993. Second language acquisition and the structural syllabus. *TESOL Quarterly* 27: 91-113.

Ervin-Tripp, S. 1974. Is second language learning like the first? *TESOL Quarterly* 8: 111-127.

Faerch, C. and G. Kasper. 1986. The role of comprehension in second language acquisition. *Applied Linguistics* 7: 257-274.

Fathman, A. 1976. Variables affecting the successful learning of English as a second language. *TESOL Quarterly* 10: 433-441.

Felix, S. 1981. the effect of formal instruction on second language acquisition. *Language Learning* 31: 87-112.

Felix, S. and W. Weigl. 1991. Universal grammar in the classroom: the effects of formal instruction on second language acquisition. *Second Language Research* 7: 162-180.

Fotos, S. Consciousness-raising and noticing through focus on form: grammar task performance versus formal instruction. *Applied Linguistics* 14: 4. ???

Fotos, S. and R. Ellis. 1991. Communicating about grammar: a task-based approach. *TESOL Quarterly* 25: 605-628.

Gaies, S. 1983. The investigation of language classroom processes. *TESOL Quarterly* 17: 205-218.

Gardner, R. Second-language learning in adults: correlates of proficiency. *Applied Language Learning* 2: 1-28.

Gardner, R. and W. Lambert. 1959. Motivation variables in second language acquisition. *Canadian Journal of Psychology* 13: 266-272.

Gass, S. 1984. A review of interlanguage syntax: language transfer and language universals. *Language Learning* 34: 115-132.

1989. Language universals and second language acquisition. *Language Learning* 39: 497-534.

Genesee, F. 1976. The role of intelligence in second language learning. *Language Learning* 26: 267-280.

1978. Individual differences in second language learning. *The Canadian Modern Language Review* 34: 490-504.

Gregg, K. 1984. Krashen's Monitor and Occam's Razor. *Applied Linguistics* 5: 79-100.

1993. Taking explanation seriously; or, let a couple of flowers bloom. *Applied Linguistics* 14: 276-294.

Hakuta, K. 1965. A case study of a Japanese child learning English as a second language. *Language Learning* 26: 321-351.

Harley, B. 1989. Functional grammar in French immersion: a classroom experiment. *Applied Linguistics* 19: 331-359.

Hatch, E. 1978. Apply with caution. *SSLA* 2: 123-143.

Horwitz, E., M. Horwitz, and J. Cope. 1986. Foreign language classroom anxiety. *Modern Language Journal* 70: 125-132.

Jones, F. 1991. Classroom riot: design features, language output and topic in simulations and other communicative free-stage activities. *System* 19: 151-169.

Kasper, G. 1985. Repair in foreign language teaching. *SSLA* 7: 200-215.

Krashen, S. M. Long, and R. Scarcely., 1979. Age, rate and eventual attainment in second language acquisition. *TESOL Quarterly* 13: 573-582.

Labov, W. 1991. The intersection of sex and social class in the course of linguistic change. *Language Variation and Linguistic Change* 2: 205-251.

Larsen-Freeman, D. 1975. The acquisition of grammatical morphemes by adult ESL students. *TESOL Quarterly* 9: 409-430.

1978. An ESL index of development. *TESOL Quarterly* 12: 439-448.
- Lightbown, P. and N. Spada. 1990. Focus-on-form and corrective feedback in communicative language teaching: effects on second language learning. *SSLA* 12: 429-448.
- Long, M. 1983. Native speaker / non-native speaker conversation and the negotiation of comprehensible input. *Applied Linguistics* 4: 126-141.
- Long, M. 1983. Does second language instruction make a difference? A review of the research. *TESOL Quarterly* 17: 359-382.
- Long, M. 1990. The least a second language theory needs to explain. *TESOL Quarterly* 24: 649-666.
- Long, M. and P. Porter. 1985. Group work, interlanguage talk, and second language acquisition. *TESOL Quarterly* 19: 207-228.
- McLaughlin, B. 1990. Conscious vs. unconscious learning. *TESOL Quarterly* 24: 617-634.
- Nunan, D. 1991. Methods in second language classroom-oriented research: a critical review. *SSLA* 13: 249-274.
- O'Malley, J., A. Chamot, G. Stewner-Manzanaraes, L. Kupper, and R. Russo. 1985. Learning strategies used by beginning and intermediate ESL Students. *Language Learning* 35: 21-46.
- Oxford, R. Use of language learning strategies: a synthesis of studies with implications for teaching training. *System* 17: 235-247.
- Pavesi, M. 1986. Markedness, discursal modes and relative clause formation in a formal and informal context. *SSLA* 8: 38-55.
- Pica, T. 1983. Adult acquisition of English as a second language under different conditions of exposure. *Language Learning* 33: 465-497.
- Pica, T. and C. Doughty. 1985. The role of group work in classroom second language acquisition *SSLA* 7: 233-248.
- Pica, T., L. Holliday, N. Lewis, D. Berducci, and J. Newman. 1991. Language learning through interaction: what role does gender play? *SSLA* 13: 343-376.
- Pienemann, M. 1984. Psychological constraints on the teachability of languages. *SSLA* 6: 186-214.
- Rubin, J. 1975. What the "good language learner" can teach us. *TESOL Quarterly* 9: 41-51.

- Rutherford, W. and M. Sharwood Smith. 1985. Consciousness raising and universal grammar. *Applied Linguistics* 6: 274-282.
- Saville-Troike, M. 1988. Private speech: evidence for second language learning strategies during the "silent period". *Journal of Child Language* 15: 567-590.
- Scarcella, R. and C. Higa. 1981. Input, negotiation and age differences in second language acquisition. *Language Learning* 31: 409-437.
- Schachter, J. 1974. An error in error analysis. *Language Learning* 27: 205-214.
- Schmidt, R. 1990. The role of consciousness in second language learning. *Applied Linguistics* 11: 129-158.
- Selinker, L. 1972. Interlanguage. *International Review of Applied Linguistics (IRAL)* 10: 209-231.
- Skehan, P. 1991. Individual differences in second language learning. *SSLA* 13: 275-298.
- Snow, C. 1972. Mother's speech to children learning. *Child Development* 43: 549-565.
- Spada, N. and P. Lightbown. 1989. Intensive ESL programmes in Quebec primary schools. *TESL Canada*. 7: 11-32.
- Tomasello, M. and C. Herron. 1989. Feedback for language transfer errors: the garden path technique. *SSLA* 11: 385-395.
- Vann, R., D. Meyer, and F. Lorenz. 1984. Error gravity: a study of faculty opinion of ESL errors. *TESOL Quarterly* 18: 427-440.
- 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.
- Widdowson, H. 1989. Knowledge of language and ability for use. *Applied Linguistics* 10: 128-137.
- Wolfram, W. 1985. Variability in tense marking: a case for the obvious. *Language Learning* 35: 229-253.
- Zobl, H. The formal and developmental selectivity of L1 influence on L2 acquisition. *Language Learning* 30: 43-57.