The University of Western Ontario
Department of Modern Languages and Literatures
Ling 2244/SP3319
"Second Language Acquisition"
Course Description

Instructor: Joyce Bruhn de Garavito
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Office hours: By appointment

Prerequisite(s): Anthropology 1027A/B, or Linguistics 2288A/B, or the former French 288F/G, or French 2800, or Spanish 3303A, or permission of the program (Linguistics or Spanish).
Antirequisites: None
Co-requisites: None

Please Note: Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded and that all course prerequisites have been successfully completed, and that they are aware of any antirequisite course(s) that they have taken. If the student does not have the requisites for a course, the University reserves the right to remove the student from the course and to delete it from the student's record. This decision may not be appealed. A student will receive no adjustment to his or her fees in the event that he or she is dropped from a course for failing to have the necessary prerequisites.

Textbook
Lightbown, P. and N. Spada (2013). *How Languages are Learned* (*Fourth Edition*). Oxford, Oxford University Press.

Course Content and Aims:

This course provides an overview of research on naturalistic and instructed second language acquisition (SLA). You will be given a short introduction to first language acquisition to show in what way SLA is similar or different. You will learn about different theories regarding acquisition, about the role of individual differences and about the main characteristics of learner language.

This is not a language pedagogy course. It will be largely based on empirical research and data, particularly in relation to English, Spanish and French SLA, although other languages may be touched on.

Learning outcomes for the course:

Upon successful completion of this course the student should understand:
- the different factors that are involved in second language acquisition.
- the different theoretical position and principal debates in the field.
- the developmental course of acquisition.
- tables and figures used in SLA research.
- the types of evidence provided by SLA researchers

Upon successful completion of this course the student should be able to:
- take a position and defend it in regards to current debates.
- describe in a clear and concise manner what an interlanguage is and what factors contribute to its properties.
- develop all steps of a research project
- complete an ethical review

Applied to your own experimentation — Different Approaches — Applied to published research
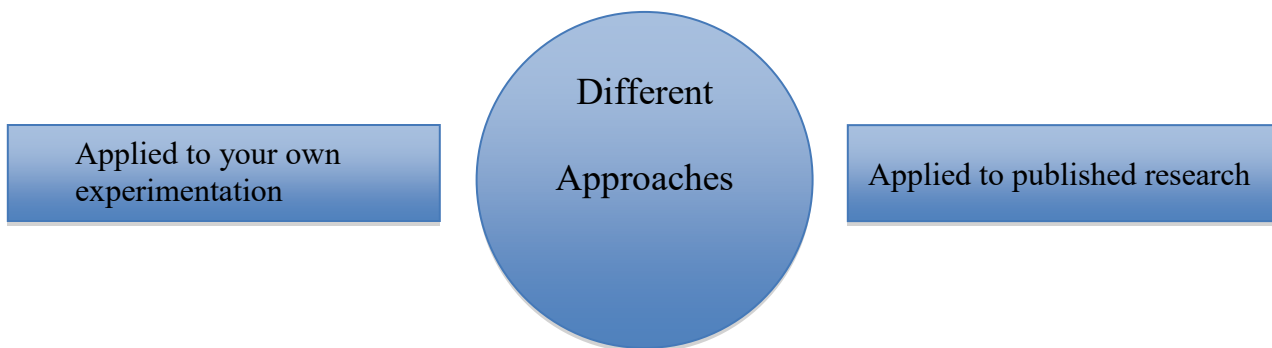
Plagiarism: Plagiarism is a major academic offense (see Scholastic Offense Policy in the Western Academic Calendar). Plagiarism is the inclusion of someone else's verbatim or paraphrased text in one's own written work without immediate reference. Verbatim text must be surrounded by quotation marks or indented if it is longer than four lines. A reference must follow right after borrowed material (usually the author's name and page number). Without immediate reference to borrowed material, a list of sources at the end of a written assignment does not protect a writer against the possible charge of plagiarism. **This also applies to work facilitated or written for students by third**

parties. The University of Western Ontario uses a plagiarism-checking site called Turnitin.com.

Absenteeism: Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

Policy on Accommodation for Medical Illness
 https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf

Downloadable Student Medical Certificate (SMC)
http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf

Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

Information on Student Support Services is found at http://westernusc.ca/services/

Please see MLL's **academic policies**:
http://www.uwo.ca/modlang/undergraduate/policies.html.

Mark Breakdown:
- Readings, preparation, participation   10
- Mid term exam   30
- Oral presentation 1 + two page summary of presentation or PowerPoint   20
- Group project   40
    - Participation (ideas, organization, determining outcomes, work on time)   10
    - Preparation of tests   10
    - Preparation of ethical approval application   10
    - Providing participant results   05
    - Analysis and final presentation (group work)   05

Participation and assignments: Students should not only come to class but also actively participate by asking questions, making comments, and working effectively during group work.

Exam: The Midterm exam may consist of sections including multiple choice, short answers and long answers. It will also include questions about the oral presentations. There will not be any final exam.

Oral presentation 1: it will consist of a critical review of an article that covers one of the topics covered in class. It will be prepared and presented in groups of three or four. Instructions are provided on OWL.

Presenters are asked to involve the rest of the class. For this to be feasible, each week I will briefly summarize the paper for everyone, and the abstract will be posted on OWL.

Group project. Our tutorials (Thursdays) will be mostly dedicated to preparing a group project. We will be preparing a study on an area of second language acquisition including a justification, **ethical approval**, a task, an application of the task to second language learners, an analysis and conclusions. At the end you will summarize the work in a group presentation that will receive a group mark.

All research on human subjects requires ethical approval by the Research Ethics Board to make sure participants are treated fairly. This is requirement of the Tri-Council (SSHRC. NSERC, and CIHR) granting boards.

Information may be found at the Office of Research Ethics web site.
http://www.uwo.ca/research/ethics/

You will also find a PPT on ethical research on your OWL website.

References for oral presentations

Bruhn de Garavito, J., & Otálora, M. (2016). L2 knowledge of gender and number agreement in Spanish noun ellipsis. In A. Alba de la Fuente & E. Valenzuela (Eds.), *Papers in Honor of Juana Liceras* (pp. 99-124). Amsterdam: John Benjamins.

Bruhn de Garavito, J., & White, L. (2002). L2 acquisition of Spanish DPs: The status of grammatical features. In A. T. Pérez-Leroux & J. Liceras (Eds.), *The Acquisition of Spanish Morphosyntax:The L1/L2 Connection. Dordrecht, Kluwer. Morphosyntax* (pp. 151-176). Dordrecht: Kluwer.

Foucart, A., & Frenck-Mestre, C. (2012). Can late L2 learners acquire new grammatical features? Evidence from ERPs and eye-tracking. *Journal of Memory and Language, 66*(1), 226-248.

Grüter, T., Lew-William, C., & Fernald, A. (2012). Grammatical gender in L2: A production or a real-time processing problem? *Second Language Research, 28*(2), 191-215.

Hawkins, R., & Franceschina, F. (2004). Explaining the acquisition and nonacquisition of determiner-noun gender concord in French and Spanish. In J. Paradis & P. Prévost (Eds.), *The Acquisition of French in Different Contexts* (pp. 175-205). Amsterdam: John Benjamins.

Hopp, H. (2013). Grammatical gender in adult L2 acquisition: Relations between lexical and syntactic variability. *Second Language Research, 29*(1), 33-56.

Montrul, S., Foote, R., & Perpiñán, S. (2008). Gender agreement in adult second language learners and Spanish heritage speakers: The effects of age and context of acquisition. *Language Learning, 58*(3), 503-553.

Pérez Pereira, M. (1991). The acquisition of gender: what Spanish children tell us. *Journal of Child Language, 18*, 571-590.

Sagarra, N., & Herschensohn, J. (2010). The role of proficiency and working memory in gender and number agreement processing in L1 and L2 Spanish. *Lingua, 120*, 2022-2039.

Unsworth, S. (2008). Age and input in the acquisition of grammatical gender in Dutch. *Second Language Research, 24*(3), 365-395.

COURSE OUTLINE

January

Tuesday	Thursday
	10 Introduction to course: Myths regarding acquisition
9 Introduction to course Syllabus Distribution of oral presentations Basic concepts *Reading for next week: pp 1-14*	**11** Prepare for final project: set objectives, determine the nature of the problem
16 First language acquisition *Reading for next week: pp 14-33*	**18** Final project
23 First language acquisition Presentation: Pérez Pereira, M. (1991). *Reading for next week: pp 35-57*	**25** Final project
30 Second language learning: Conditions and methodologies Presentation: Bruhn de Garavito, J., & White, L. (2002). *Reading for next week: 57-73*	

February

Tuesday	Thursday
	1 Objectives of project; ethical approval process
6 Second language learning: vocabulary, pragmatics, phonology, syntax Presentation: Sagarra, N., & Herschensohn, J. (2010). *Reading for next week: pp 75-92*	**8** Final project
13 Individual differences: Learner characteristics Presentation: Hawkins and Franceschina (2004) And/or Unsworth (2008)	**15** Development of tasks

Reading for next week: pp 92-100	
20 Reading week	**22 Reading week**
27 Individual differences: Age in second language acquisition Presentation: Grüter, T., Lew-William, C., & Fernald, A. (2012). *Reading for next week: 103-108*	

March

Tuesday	Thursday
	1
6 Midterm test	**8** Final project
13 Explaining L2 acquisition: theories Presentation: Hopp, H. (2013). *Reading for next week: pp 108-113*	**15** Final project
20 Explaining L2 acquisition: theories Presentation: Bruhn de Garavito, J., & Otálora, M. (2016).	**22**
27 Acquisition of third languages: issues Presentation: Foucart, A., & Frenck-Mestre, C. (2012).	**29**

April

Tuesday	Thursday
3 Heritage languages: Presentation: Montrul, S., Foote, R., & Perpiñán, S. (2008).	**5**
10 Presentation Project	