



WESTERN UNIVERSITY

DEPARTMENT OF
LANGUAGES AND
CULTURES

SP9733B/LIN9706B

“L2&L3 ACQUISITION OF MORPHOSYNTAX”

COURSE INFORMATION

Seminars: Winter, Mondays (3.30-6.30 pm) in UC 3325

INSTRUCTOR INFORMATION

Professor: Olga Tararova

Email address: otatarov@uwo.ca

COURSE DESCRIPTION

A 3-hour seminar in English (cross-listed with Linguistics Dep-t) will provide students with an overview of some of the major theories and models in the acquisition of second and third languages. We will explore the role of first language transfer, input, language typology, and age of acquisition by focusing on theoretical frameworks and empirical studies. This will be accomplished by having students undertake an experimental study of a phenomenon of their choice. This graduate course complements other graduate courses in Hispanic linguistics by covering the two core areas of grammar: morphology and syntax. It also serves as the descriptive and theoretical basis for courses on acquisition and applied linguistics.

COURSE MATERIALS

Book chapters and articles (see ‘Course Schedule’ section); most articles are available on-line in OWL.

Recommended:

SLA research methodology

- Brown, J. D., & Rogers, T. S. (2002). *Doing second language research*. Oxford: Oxford University Press.
- Chaudron, C. (2003). Data collection in SLA research. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 762-828). Malden, MA: Blackwell.
- Gass, S. M., & Mackey, A. (2007). *Data elicitation for second and foreign language research*. Mahwah, NJ: Lawrence Erlbaum.
- Gass, S. M., Sorace, A., & Selinker, L. (1998). *Second language learning data analysis*. (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.
- Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum.

SLA/L3 theory

- Rothman, J., González Alonso, J., & Puig-Mayenco, E. (2019). *Third Language Acquisition and Linguistic Transfer* (Cambridge Studies in Linguistics). Cambridge: Cambridge University Press. doi:10.1017/9781316014660
- Jordan, G. (2004). *Theory construction in second language acquisition*. Amsterdam/Philadelphia: John Benjamins.
- Long, M. H. (2007). *Problems in SLA*. Mahwah, NJ: Lawrence Erlbaum

COURSE OBJECTIVES AND GOALS

- Acquire an in-depth understanding of the major themes and models of L2 & L3 morphological acquisition
- Become familiar with experimental research on the L2/L3 acquisition with particular focus on Spanish
- Develop skills in experimental design and data analysis and collection of L3 data

METHODS OF EVALUATION

- | | |
|--------------------------------------|-----|
| • Oral article presentation | 15% |
| • Presentation Leadership Discussion | 7% |
| • Written summary & analysis (1) | 5% |
| • Written summary & analysis (2) | 5% |
| • Attendance and participation | 8% |
| • Final project outline | 15% |
| • Project PowerPoint presentation | 15% |
| • Final paper essay | 30% |

Article oral presentation (10%+5%)

A student will be in charge of one oral presentation and critical evaluation (with discussion questions at the end). Time: no more than 30 minutes with question period. They are also required to prepare/ print **one-page written summary** (1) with its critical analysis of the presented articles (5%).

Presentation Leadership Discussion (10%)

A student will pick one of the articles listed below and lead a discussion on the article/ chapter. The student will be required to prepare a number of questions to lead the discussion period. The student is NOT required to prepare a PowerPoint presentation or a handout. The leadership discussion should be roughly 20-30 minutes. *For Spanish students, you may be required to lead a discussion in Spanish.

Written summary (5%)

Students are required to submit a **2-page** written summary including critical analysis of one of the articles other than the one they present. It is recommended that the students submit summary (2) after having received the feedback on written summary (1). * For Spanish students, the written summary and analysis needs to be submitted in Spanish.

Participation (8%):

In-class participation: this portion of your grade will reflect both the quantity and, more importantly, quality of your contributions to in-class discussions.

Experimental Project (65%):

In recent years, third language acquisition has gone from being part of the second language acquisition domain to becoming an independent field. The main question that still remains open involves the role of previous languages in L3 development. In the process of acquiring a third language (L2)/L3 structural system, learners are faced with several challenges, as they encounter both old structures, (i.e., those which already exist in their L1), and new ones, which do not have L1 counterparts. During the seminar, the instructor will familiarize students with current debates and theories involving L2-L3 acquisition, which will lead them to carry their own **group** experimental study in order to understand further the issues in perception and production that Spanish L2/L3 learners are faced with. The student(s) will choose a linguistic topic of their interest and choose the most appropriate method according to the proposed research question to run their own pilot project.

The project involves the design of a study to test the L3 acquisition of some morphological or syntactic structure in Spanish or any other Romance language, followed by the testing of at least three learners per category.

- Final Project outline (15%): this will involve presenting your project with a partner including the main research question(s) and hypotheses; (some of) the previous research on the topic (7-10 sources); and a brief outline of the experimental methodology. The outline should not exceed 5 pages (Times New Roman, 12 pts, double-spaced). Please use a summary format (critical summary as well as a summary of your oral presentation) to guide you while writing part of your literature review.
- Oral PowerPoint presentation (15%): you and your partner will elaborate the aspects presented in your outline, including the addressed feedback that I will have provided, and present the complete methodological design (participant(s), task(s), stimuli, testing protocol)
- Final paper (30%): The final paper will consist of a pilot experimental study of some aspect of L2/L3 acquisition (no less than 10 participants) with the focus on Romance

morphology. The study must contain a critical review of previous research, data analysis, and (qualitative) results. The paper should not exceed 15 pages (Times New Roman, 12 pts, double-spaced), excluding the references. A hard copy of the papers together with an electronic copy must be submitted to the instructor by email. The date of submission is last day of class, April 11. The term paper must be submitted on time.

ETHICS: Because the final project involves research using human subjects, the student will read the Tri-Council Policy Statement, as well as the relevant information on the office of research ethics website at Western (<http://www.uwo.ca/research/ethics/>). The student will not collect any data until ethics approval has been obtained. Besides, one representative of the REB office will come to class to give a workshop on research ethics. All students must complete the TCPS2 tutorial (<http://tcps2core.ca/welcome>).

SCHEDULE

| Week/Date | Theme / Structure | Readings & Assignments |
|-----------------------|---|--|
| L2 ACQUISITION | | |
| 1: M, Jan 9 | Introduction and syllabus How to present a paper <i>Second language acquisition. How are SLL different from other populations?</i> | Pérez Leroux & Thomas (2013) |
| 2: M, Jan 16 | The generative approaches to SLA. How to write a critical summary | Rothman & Slabakova (2018) |
| 3: M, Jan 23 | Child acquisition. SLI & TD children. Subject realization. Acquisition of Copula verbs How to write a proposal | Paradis & Navarro (2003) Silva- Corvalán & Montanari (2008) |
| 4: M, Jan 30 | Adolescent acquisition. Copula contrast GUEST TALK: Dr. Joyce Bruhn de Garavito. Plurals | Geeslin (2013) Bruhn de Garavito (2017) |
| 5: M, Feb 6 | Methodological issues & data analysis Ethical experimental conduct Adult Acquisition. Gender agreement | Milroy & Gordon (2003) Montrul et al (2008) |
| L3 ACQUISITION | | |
| 6: M, Feb 13 | Adult acquisition CEM Model | Flynn, S., Foley, C., & Vinnitskaya (2004) |
| 7: M, Feb 20 | READING WEEK | |
| 8: M, Feb 27 | How to write a paper L2 factor Model | Bardel & Falk (2012) Leung, Y. I. (2007a). |
| 9: M, March 6 | What is Typology? Adult Acquisition. TPM | Bergmann <i>Introduction to Linguistics</i> Rothman (2015) |
| 10: M, March 13 | Adult Acquisition. Scalpel model | Proposal is due Slabakova & Mayo Garcia (2013) |

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| | | Cai & Cai (2015) |
| 12: M, March 20 | Adult Acquisition of L3 Gender Guest Speaker: Brown | Brown (2020) Tararova et al (2022) |
| 13: M, March 27 | Assessing all L3 models | Schwartz, B D., and Sprouse, R. (2021). |
| L3 ACQUISITION & TEACHING | | |
| 14. M, April 3 | L3 Acquisition & Teaching | Cenoz (2013) González Alonso & Rothman (2017) |
| 15. M. April 10 | Oral presentations <i>Final remarks</i> | |

READING LIST

1. Pérez-Leroux, A. T. and Thomas D. (2013). Comparing second language learners to other populations: Age, transfer, and learnability. In K. Geeslin (ed.), *Handbook of Second Language Spanish*, pp. 423-445. Walden, MA: Wiley-Blackwell
2. Rothman, J. and Slabakova, R. (2018). The Generative Approach to SLA and its Place in Modern Second Language Studies. *Studies in Second Language Acquisition*, 40(2), pp.417-442.
3. Paradis, J. & Navarro, S. (2003). Subject realization and crosslinguistic interference in the bilingual acquisition of Spanish and English. *Journal of Child Language*, 30, 371-393.
4. Silva- Corvalán, C., & Montanari, S. (2008). “The acquisition of *ser, estar* (and *be*) by a Spanish-English bilingual child: The early stages.” *Bilingualism: Language and Cognition*, 11, 341-360.
5. Geeslin, K. (2013). *The handbook of Spanish second language acquisition*. 1st ed. Malden: Willey Blackwell, pp. 219-235.
6. Bruhn de Garavito, J. (2017). Acquisition of the Spanish plural by French L1 speakers: The role of transfer. 10.4324/9781315085340-9.
7. Milroy, L., & Gordon, M. J. (2003). *Sociolinguistics: method and interpretation*. Malden, MA: Blackwell.
8. 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. doi: 10.1111/j.1467-9922.2008.00449.x
9. Flynn, S., Foley, C., & Vinnitskaya, I. (2004). The cumulative-enhancement model for language acquisition. Comparing adults’ and children’s patterns of development in first, second and third language acquisition. *International Journal of Multilingualism* 1(1), 3-17.
doi:10.1080/14790710408668175

10. Bardel, C., & Falk, Y. (2012). The L2 status factor and the declarative/procedural distinction. In J. Cabrelli Amaro, S. Flynn, & J. Rothman (Eds.), *Third language acquisition in adulthood* (pp. 61-78). Philadelphia, PA: John Benjamins.
11. Leung, Y. I. (2007a). Second language (L2) English and third language (L3) French article acquisition by native speakers of Cantonese. *International Journal of Multilingualism*, 4(2), 117–149.
12. Rothman, J. (2015). Linguistic and cognitive motivations for the Typological Primacy Model (TPM) of third language (L3) transfer: Timing of acquisition and proficiency considered. *Bilingualism: Language and Cognition* 18(2), 179–190.
13. “4.1. Dimensions of Morphological Typology.” *On Lexical Integrity*, <https://jared-desjardins.github.io/LI/docs/4.1/>.
14. *Introduction to Linguistics - Content - Cr.middlebury.edu*. – File 4.3. Morphological Types of Languages. <https://cr.middlebury.edu/public/usoltan/lngt0101a-f11-html/content/lngt0101a-f11>
15. Cabrelli Amaro, J., Flynn, S., & Rothman, J. (2012). Third language (L3) acquisition in adulthood. In J. Cabrelli Amaro, S. Flynn, & J. Rothman (Eds.), *Third language acquisition in adulthood* (pp. 1-6). Philadelphia, PA: John Benjamins.
16. Slabakova, R., & García Mayo, M.P (2013). The L3 syntax–discourse interface. *Bilingualism: Language and Cognition*, doi:10.1017/S1366728913000369. Cambridge University Press
17. Cai, H., & Cai, L. J. (2015). An exploratory study on the role of L1 Chinese and L2 English in the cross-linguistic influence in L3 French. *International Journal of Language Studies*, 9 (3), 1-30.
18. Brown, M. (2020). Grammatical gender acquisition in sequential trilinguals: Influence of a gendered L1 vs. L2. *Proceedings of the Linguistic Society of America*. 5. 331. 10.3765/plsa.v5i1.4712.
19. Tararova, O., Black, M., Martinez, G., & Wang, Q., (2022). Gender Agreement in L3 Spanish production among speakers of typologically different languages. *Languages*, 23 pages.
20. Schwartz, B D., & Sprouse, R. (2021). The Full Transfer/Full Access Model and L3 Cognitive States. *Linguistic Approaches to Bilingualism*, 11 (1), 1-29. <https://doi.org/10.1075/lab.20055.sch>
21. Cenoz, J. (2003). The Additive Effect of Bilingualism on Third Language Acquisition: A Review. *International Journal of Bilingualism - INT J BILING*. 7. 71-87. 10.1177/13670069030070010501.
22. González Alonso, J. & Rothman, J. (2017). From theory to practice in multilingualism: What theoretical research implies for third language learning. *10.1075/bpa.5.13alo*.

COURSE POLICIES

Late or Missed Assignments:

Please note that the weighting of class assignments cannot be modified or changed. It is your responsibility to contact me immediately if you miss a class assignment. No make-ups will be allowed without the presentation of the appropriate documentation UWO's Policy on Accommodation for Medical Illness:

(<https://studentservices.uwo.ca/secure/index.cfm>) for medical absences, or a letter from the College Registrar for other matters. Please note: "Mild colds, non-acute diarrhoea and/or vomiting, headaches, menstrual cramps, insomnia or other non-acute problems may benefit from medical advice and/or treatment but may not warrant a certificate. Non-medical issues, such as a death in the family, should be addressed through your college (if A&S) or faculty registrar." Note also that an illness verification form will not automatically result in alternative arrangements. The physician's report must establish that you were examined and diagnosed at the time of illness, and not after the fact. I will not accept a statement that merely confirms a report of illness made by a student and documented by the physician. If I feel that your condition was not serious enough to miss an assessment you will receive a mark of **zero**. Suspicious medical certificates will be forwarded to the Office of Student Academic Integrity. Extra work cannot be substituted for class assignments.

UNIVERSITY POLICIES AND SERVICES



Professionalism & Privacy:

Western students are expected to follow the [Student Code of Conduct](#). Additionally, the following expectations

and professional conduct apply to this course:

- Students are expected to follow online etiquette expectations provided on OWL
- All course materials created by the instructor(s) are copyrighted and cannot be sold/shared
- Recordings are not permitted (audio or video) without explicit permission
- Permitted recordings are not to be distributed
- Students will be expected to take an academic integrity pledge before some assessments
- All recorded sessions will remain within the course site or unlisted if streamed

How to Be Successful in this Class:

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.



1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.
2. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
3. Create weekly checklists help you stay on track.
4. Take notes as you go through the lesson material. Treat this course as you would a face-to-face course. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or watching the videos.
5. Connect with others. Try forming an online study group and try meeting on a weekly basis for study and peer support.
6. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).
7. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.



Western Academic Policies and Statements

Academic Offenses

“Scholastic offences are taken seriously, and students are directed [here](#) to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence.

Correspondence Statement

The centrally administered **e-mail account** provided to students will be considered the individual’s official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner. You can read about the privacy and security of the UWO email accounts [here](#).

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. You must always ask permission to record another individual and you should never share or distribute recordings.

Support Services

Students who are in emotional distress should refer to [MentalHealth@Western](#) for a complete list of options about how to obtain help.

The following links provide information about support services at Western University.

[Registrarial Services](#)

[Academic Counselling \(Arts and Humanities\)](#)

[Student Development Services](#)

[Student Health Services](#)

[Services Provided by USC](#)

[Appeal Procedures](#)

Important Notice: Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

For more information, see <http://www.sdc.uwo.ca/ssd/>.

CAVEAT

This syllabus is not etched in stone, and any information on this syllabus is subject to change at any time. Although we try to minimize change as much as possible, we may need to make some necessary adjustments (not, however, assignment dates). Any changes will be announced in class and on the course webpage. Thus, it is your responsibility to be there, ask your fellow classmates or the instructor, or check the course webpage to be informed of any such changes.

I hope you enjoy the course ☺