

The University of Western Ontario
SPANISH AND LINGUISTICS
Ling 9800, SP9708 Second Language Acquisition



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A. Textbooks.

White, L (2003). *Second Language Acquisition and Universal Grammar*. Cambridge University Press.

Slabakova, R. (2016). *Second Language Acquisition*. Oxford University Press.

B. Course Description and Objectives

This course will examine the main issues in second language acquisition within a generative framework, including the initial state, the role of the first language, the role of input, variability in second language grammars, ultimate attainment, interfaces and third language acquisition. It will touch on the major theoretical debates regarding the explanation for differences between L2 interlanguages and the target language.

The course will be taught in English. It is advisable but not essential that students should have taken or be taking a course on generative syntax.

The course is taught once a week (3 hours).

C. Methodology

The class will be based on class discussions. Students should be prepared to answer questions about the different readings (see Owl for questions on each chapter).

The first part of the class will be dedicated to the chapters in the textbooks (one hour). The second part to the presentation and discussion of the article assigned (one hour). Finally,

we will go over background and preparation for the following week's readings and to looking at how to develop tests.

The articles have all been chosen because they address current approaches to second language acquisition such as the *Interface Hypothesis*. They are also subsequent to the book we are reading.

D. Learning Outcomes

Upon successful completion of this course you will be able to:

- Understand the relation between linguistic theories and second language acquisition theories.
- Understand the relation between theory and data.
- Understand the main questions in second language acquisition and the debates that arise around them.
- Examine articles in the literature with a critical mind.
- Be able to conduct second language acquisition research, including the development of hypotheses and tests.
- Understand different types of data and analyses.

E. Required Work

- *Participation*: Students are expected to read not only the relevant chapters in the textbook but also the articles that are assigned. Only by doing this will they be able to participate in the discussions.
- *Assignments*: Each chapter in the book will be accompanied by a series of questions that the students will take turns answering.
- *Oral presentation*: Depending on the number of students, individuals or pairs of students will present the different articles to be covered. Presentations should take about half an hour, and should involve the students by including critical questions. The involvement of students in the class is an important part of the presentation.
- *Annotated bibliography*: You will choose a particular topic in L2 acquisition. On this topic you will create a bibliography with at least 10 articles, with a short description of each (in your own words).
- *Final paper*: You will have chosen the final project the second week of class. You should link your topic to the annotated bibliography. The final paper will be a proposal for a research program on a particular area of second language acquisition on any language you wish. You will develop a full test. You may write in English, Spanish or French.

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

G. Grading

Participation	20%
Presentation of article	20%
Annotated bibliography	10%
Final Paper	50%
Proposal	10%
Oral presentation	10%
Final paper	30%

Course outline

January	
05	Introduction to course Organization of papers on acquisition.
12	First language acquisition and the Critical Period Hypothesis Principles of Universal Grammar in L2 acquisition. Overview of different approaches, predictions and methodologies: gender White Chapter 2
19	The Initial State. White Chapter 3 <u>Rothman, J., Long, D., Iverson, M., Judy, T., Lingwall, A. and Chakravarty, T. (2016) Older age of onset in child L2 acquisition can be facilitative: evidence from the acquisition of English passives by Spanish natives.</u> Journal of Child Language, 43 (3). pp. 662-686.
26	Parameters and functional categories White Chapter 4 to page 119 Zdorenko, T. and J. Paradis. (2008). The acquisition of articles in child second language English: fluctuation, transfer or both? <i>Second Language Research</i> , 24 (2): 227-250.

	Rothman, J., T. Judy, P. Guijarro-Fuentes & A. Pires (2010). "On the (un)-ambiguity of adjectival modification in Spanish determiner phrases. Informing debates on the mental representations of L2 syntax." <i>Studies in Second Language Acquisition</i> 32: 47-77.
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February	
2	Parameters and functional categories White Chapter 4 to end Cuza, A. and J. Frank (2015). On the role of experience and age-related effects: Evidence from the Spanish CP. <i>Second Language Research</i> , 31 (1), 3-28.
9	The transition problem. White Chapter 5 Borgonovo, C., J. Bruhn de Garavito and Prévost, P. (2015). Mood selection in relative clauses: Interfaces and variability. <i>Studies in Second Language Acquisition</i> 37(1): 33-69. <i>Hand in annotated bibliography</i>
16	Morphological variability White Chapter 6 Bruhn de Garavito, J. (2008). Acquisition of the Spanish plural by French L1 speakers: The role of transfer. <i>The Role of Formal Features in Second Language Acquisition</i> . In H. Goodluck, J. M. Liceras and H. Zobl (eds). Mahwah, NJ, Laurence Erlbaum: 271-298. Goad, H., L. White, et al. (2011). Prosodic Transfer at Different Levels of Structure: The L2 Acquisition of Spanish Plurals. <i>Proceedings of the 35th Annual Boston University Conference on Language Development: Online Proceedings Supplement</i> , 10pp. http://www.bu.edu/buclid/files/2011/05/35-Goad-White-Bruhn-de-Garavito.pdf . N. Danis, K. Mesh and H. Sung. Boston.
23	<i>Reading week</i>

March	
2	The Bottleneck Hypothesis Slabakova Chapter 13

	<p>Hopp, H. (2013). "Grammatical gender in adult L2 acquisition: Relations between lexical and syntactic variability." <i>Second Language Research</i> 29(1): 33-56.</p> <p><i>Hand in final paper proposal</i></p>
8	<p>Heritage languages Polinsky, M. (2011). "Reanalysis in adult heritage language. New evidence in support of attrition." <i>Studies in Second Language Acquisition</i> 33: 305-328.</p>
9	<p>Acquisition of interfaces Slabakova chapter 10 Perpiñán, S. (2014). Locatives and existentials in L2 Spanish: The acquisition of the semantic contrasts among ser, estar and haber. <i>Second Language Research</i>, 30 (4), 463-484.</p>
16	<p>Acquisition of interfaces Slabakova chapter 11 Dugarova, E. (2014). Russian speakers' L2 Chinese acquisition of wh-topicalization at the syntax–discourse interface. <i>Second Language Research</i>, 30(4), 411-437.</p>
23	<p>L2 processing Slabakova Chapter 12 Perpiñán, S. (2015). L2 Grammar and L2 Processing in the Acquisition of Spanish Prepositional Relative Clauses. <i>Bilingualism: Language and Cognition</i>, 18 (4), 577-596.</p>
30	<p>L3 acquisition Bruhn de Garavito, J. and S. Perpiñán (2014). "Subject pronouns and clitics in the Spanish interlanguage of French L1 speakers." <i>Proceedings of the Canadian Linguistics Association Annual Meeting May 2014</i>.</p> <p>Oral presentation on your final paper</p>
April	
6	<p>Oral presentations on your final paper <i>Hand in final paper</i></p>

