LING 454: Second Language Acquisition

Professor: Gregory D. Keating
Time/Place: Wednesdays, 4:00 – 6:40 p.m. (SH 109)
Office: SHW 234
Phone: 4-8688
Email: gkeating@mail.sdsu.edu
Office hours: Mondays and Wednesdays 2:00-3:00 p.m. and by appt. (beginning Monday 1/26)

Prerequisite
LING 101 (Introduction to Language) or LING 420 (Linguistics and English)

Course Description
This course is an upper division, undergraduate-level introduction to second language learning in adulthood. We will examine the development of linguistic competence in a second language with emphasis on the acquisition of morphology and syntax. We will focus on the roles the following factors play in linguistic development: (1) input, output, and interaction; (2) the native language; (3) grammar instruction; and (4) individual differences. We will also examine theories that have shaped the field of SLA research and/or influenced language teaching over the past 40 years.

Learning Outcomes
By the end of the course, you should be able to do the following:
• define and provide examples of key terms and constructs used in the study of SLA;
• describe common data collection procedures and research methods used by SLA researchers;
• explain the various stages adults go through in acquiring a second language;
• draw and describe a model of the basic processes involved in language learning;
• evaluate the effectiveness of pedagogical materials vis à vis your knowledge of the processes involved in second language learning;
• compare and contrast how different theories in SLA view the role of the native language and the role of instruction in SLA;
• apply knowledge gained from this course to dispel popular misconceptions about how second languages are learned.

Blackboard Site
This course is managed in Blackboard. To view the syllabus, additional readings, quizzes, your grades, and other important course information, log in at https://blackboard.sdsu.edu

Required Materials

2. In addition to the primary text, you will read published research on adult SLA. A list of studies is provided in the course calendar. Some readings are posted on Blackboard and others are available through SDSU’s online journal subscriptions (see calendar for details). You are expected to bring assigned readings (in hardcopy or electronic format) to class each day.
Grading Criteria
Exams (2) 60% (30% each)
Essay 20%
Quizzes 10%
Attendance & Participation 10%

Exams
There will be two (2) exams (see the calendar for dates). The exam format may include, but is not limited to, definitions, short answer questions, data analysis or application problems, and objective test items (multiple choice, matching, true/false). A study guide will be provided. Please take note of the following exam policies for this course:
1. Make-up exams will only be granted under extreme circumstances including serious illness and death in the family. Verifiable written proof is required. A make-up exam must be requested at least 24 hours in advance.
2. If an unexpected event (e.g., a car accident) occurs on the day of the exam and prevents you from taking the exam, you must notify me as soon as possible. Written proof of the event is required to schedule a make-up.

Final Essay
There will be one (1) essay. More information regarding the topic, length, and format will be provided during the semester.

Blackboard Quizzes
Every 1-2 weeks you will complete a short quiz on Blackboard on material previously covered in class. The purpose of the quizzes is to provide you with periodic feedback regarding your understanding of important points covered in class. The quizzes may be taken as many times as you wish up to the deadline. Your highest score is the one that counts.

Attendance and Participation
This course meets once weekly. Missing one class means you have missed a week’s worth of material. Attendance will be taken weekly. Note: You will not receive attendance credit if you arrive late or leave early. This class combines lecture with activities completed in pairs or small groups. Being an active and meaningful participant requires that you read assigned readings carefully before coming to class.

Cheating and Plagiarism
You are responsible for understanding the University’s policies on cheating and plagiarism which are available to you online in the most recent version of the General Catalog under ‘University Policies’. Any work that meets the criteria for cheating or plagiarism will receive a grade of zero and appropriate and necessary disciplinary action will be taken.

Students with Disabilities
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot
provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

### Tentative Schedule

*available via SDSU’s online journal subscriptions; ^Bb^ Available on Blackboard

<table>
<thead>
<tr>
<th>Meeting 1</th>
<th>January 21</th>
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<tbody>
<tr>
<td><strong>Introduction to the Field:</strong> What is SLA?; <strong>Language and Competence:</strong> What is language? What is competence?</td>
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<tr>
<th>Meeting 2</th>
<th>January 28</th>
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<tr>
<td><strong>Learner Language:</strong> What does language development look like?</td>
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<td><strong>Readings</strong></td>
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<td>Chapter 1: Some Givens about Second Language Acquisition</td>
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<thead>
<tr>
<th>Meeting 3</th>
<th>February 4</th>
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<tbody>
<tr>
<td><strong>Bb Quiz #1 Due</strong></td>
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<tr>
<td><strong>The Role of Input:</strong> How do L2 learners get linguistic data from the input?</td>
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<tr>
<td><strong>Readings</strong></td>
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<td>Chapter 2: Input</td>
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<th>Meeting 4</th>
<th>February 11</th>
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<tr>
<td><strong>Bb Quiz #2 Due</strong></td>
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<tr>
<td><strong>The Developing System:</strong> What is the developing system and how does it change over time?</td>
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<tr>
<td><strong>Readings</strong></td>
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<td>Chapter 3: The Developing System</td>
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<th>Meeting 5</th>
<th>Bb Quiz # 3 Due</th>
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<tr>
<td>February 18</td>
<td><strong>The Role of Output:</strong> How does speech processing in the L2 develop? Does speaking affect the development of linguistic competence?</td>
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<td>Readings</td>
<td>Chapter 4: Output</td>
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<th>Meeting 6</th>
<th>Bb Quiz # 4 Due</th>
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<tr>
<td>February 25</td>
<td>Review for Exam #1</td>
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<th>Meeting 7</th>
<th>EXAM #1</th>
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<td>March 4</td>
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<tr>
<th>Meeting 8</th>
<th><strong>The Role of the Native Language:</strong> Does knowledge of the native language interfere with the acquisition of a L2?</th>
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<tr>
<td>March 11</td>
<td>Readings</td>
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<tr>
<th>Meeting 9</th>
<th><strong>The Role of Grammar Instruction (part 1):</strong> Can instruction improve the way learners process input?</th>
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<tr>
<td>March 18</td>
<td>Readings</td>
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<tr>
<td>Meeting 10</td>
<td>Bb Quiz # 5 Due</td>
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<td>March 25</td>
<td><strong>The Role of Grammar Instruction (part 2):</strong> What types of tasks foster interaction in the L2 classroom?</td>
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<td><strong>Readings</strong></td>
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<th>Meeting 11</th>
<th>Spring Break</th>
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<tr>
<td>April 1</td>
<td><strong>The Role of Grammar Instruction (part 3):</strong> Is corrective feedback beneficial to linguistic development?</td>
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<td><strong>Readings</strong></td>
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| ESSAY DUE by 3pm on Monday April 13, 2015 (bring to my office) |

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<tr>
<th>Meeting 13</th>
<th>Bb Quiz # 7 Due</th>
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<tr>
<td>April 15</td>
<td><strong>Individual Differences:</strong> What are individual differences? Do they affect acquisition?</td>
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<td><strong>Readings</strong></td>
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<td>Meeting 14</td>
<td>Bb Quiz # 8 Due</td>
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<td>April 22</td>
<td><strong>The Critical Period Hypothesis:</strong> Is younger better when it comes to learning a second language? Can late L2 learners achieve native-like proficiency?</td>
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**Readings**


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<thead>
<tr>
<th>Meeting 15</th>
<th>Answers to some frequently asked questions about SLA; Course wrap-up; Review for Exam #2</th>
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| April 29 | **Readings**

Chapter 5: Frequently Asked Questions

Chapter 6: Epilogue: Implications for Teaching |

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<tr>
<th>Meeting 16</th>
<th>EXAM #2</th>
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<td>May 6</td>
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