

## **COURSE SCHEDULE -- SLA Spring 2004**

Instructor: Sigrun Biesenbach-Lucas  
Day and Time: Thursdays 5:30-8:00pm  
Office Hours: W 3:30-4:30pm, Th 1-2, and by appointment  
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Dates: 1/15-4/29/04  
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### Book abbreviations:

G&S = Gass & Selinker; L&S = Lightbrown & Spada; B&G = Brown & Gonzo

**NOTE:** Due dates for assignments must be maintained carefully (note also that not all are listed here – refer to List of Assignments & Due Dates OR to individual assignment descriptions on the SLA web site). Students are expected to be familiar with the evaluation criteria for all assignments BEFORE submitting the relevant assignment. All evaluation criteria are available on the SLA web site under “Assignments”, then the “Evaluation Criteria” link.

### **WEEK 1 – 1/15**

#### Introduction to course and assignments

Introduction of course participants and their language learning “histories/experiences”

What is SLA?

Assignment of article presentations

Popular ideas about language learning (L&S, Ch. 7)

### **WEEK 2 – 1/22**

#### ASPECTS OF SLA and LANGUAGE LEARNING PROFILES

G&S Ch. 1;

Long, M: “Measuring Classroom Language Change” (to be handed out week 1)

### **WEEK 3 – 1/29**

#### THE NATURE OF SLA RESEARCH METHODOLOGY and DATA ANALYSIS: BECOMING A CRITICAL SLA RESEARCH READER

B&G, Introduction; G&S Ch. 2

#### Article Presentations:

\*B&G Ch. 1: Statistics as a foreign language – Part 1: What to look for in statistical language studies.

\*B&G Ch. 2: Ethnography in ESL: Defining the essentials.

Assignment due: A profile of your language learning experiences (what language/s have you learned? under what circumstances? how competent are you in that/those/language/s? to what do you attribute your success or lack thereof?) (This is part 1 of an assignment whose second and third parts you will complete later in the semester – see weeks 10 and 15).

### **WEEK 4 – 2/5**

#### NON-LANGUAGE INFLUENCES: AGE, INTELLIGENCE/APTITUDE, COGNITIVE STYLE, PERSONALITY

L&S Ch.3 (except pp. 56-58 Motivation); G&S Ch. 12 pp. 335-349; 257-370

Article presentations:

\*B&G Ch. 4: Critical period effects in second language learning.

\*B&G Ch. 5: The cognitive styles of reflection/impulsivity and field independence/dependence and ESL success.

\*B&G Ch. 7: Competitiveness and anxiety in adult second language learning. (maybe)

**WEEK 5 – 2/12**

NON-LANGUAGE INFLUENCES: SOCIAL DISTANCE and MOTIVATION

G&S Ch. 12 pp. 330-335, 349-356; L&S, Ch. 3, pp. 56-58

Article Presentations:

\*B&G Ch. 8: An instrumental motivation in language study: Who says it isn't effective?

\*Schneider & Fukushima: When practice doesn't make perfect: The case of a graduate ESL student

\*B&G Ch. 10: Second language acquisition: The pidginization hypothesis.

**Note:** It is important that you select a research topic for your final project.

**WEEK 6 – 2/19**

CHILD LANGUAGE ACQUISITION: FIRST AND SECOND - BEHAVIORISM

L&S Ch. 1, 2 (pp. 31-36); G&S Ch. 4

Article Presentations:

\*McLaughlin, Myths and misconceptions about second language learning: What every teacher needs to unlearn (URL: <http://www.ncbe.gwu.edu/miscpubs/ncrcdsll/epr5.htm> )

Optional Supplemental Reading (these are very short ERIC Digest articles that you can access on the Web):

National Center for Research on Cultural Diversity and Second Language Learning:

“Fostering second language development in young children”. URL:

<http://www.cal.org/ericll/digest/ncrcds04.html>

“What early childhood teachers need to know about language”. URL:

<http://www.cal.org/ericll/digest/0007bredekamp.html>

“What elementary teachers need to know about language”. URL:

<http://www.cal.org/ericll/digest/0006fillmore.html>

Assignment due: SLA topic (for which you will conduct a literature review over the next few weeks). Post this topic together with the research question you would like to investigate on the Discussion Board under the PROJECT TOPICS forum.

**WEEK 7 – 2/26**

THE ROLE OF FIRST LANGUAGE (L1) IN SLA: CONTRASTIVE ANALYSIS, ERROR ANALYSIS, MORPHEME ORDER STUDIES

G&S Chs. 3+5

Article Presentation:

\*Corder (available from me): The significance of learners' errors.

Optional Supplemental Reading:

B&G Ch. 3: Genes and teens – Sociobiological explanations for the presence of accents after puberty.

## **WEEK 8 – 3/4**

### INTERLANGUAGE PROCESSES: KRASHEN'S SLA THEORY

L&S Ch. 2 pp. 38-40; G&S Ch. 8

#### Article Presentation:

\*Scarcella (available from me): Providing comprehensible lessons.

\*Newton (available from me), Task-based interaction and incidental vocabulary learning:  
A case study

#### Optional Supplemental Reading:

Elley, In praise of incidental learning (URL: <http://cela.albany.edu/inpraise/elley.html> )

## **WEEK 9 – 3/11 – NO CLASS – AU Spring Break**

## **WEEK 10 – 3/18**

### INPUT, INTERACTION, AND OUTPUT IN SLA: LONG AND SWAIN

L&S Ch. 2 pp. 42-44; G&S Ch. 10

#### Article Presentation:

\*Pisa, Lincoln-Porter, Paninos & Linnell (available from me), Language learners' interactions: How does it address the input, output, and feedback needs of L2 learners?

\*Long & Richards (available from me): NS/NNS conversations in the second language classroom

#### Optional Supplemental Reading (available from me):

Doughty, Negotiating the L2 linguistic environment

Assignment due: Language Learning Profile Part 2: Reflection on a classmate's language learning experiences and successes/failures.

## **WEEK 11 – 3/25**

### ACQUISITION OF PRAGMATIC COMPETENCE IN A SECOND LANGUAGE

Presentations by two TESOL students – Christina Cavella (“Native and Non-Native Speakers' Refusals”) and Kumi Kinoshita (“American and Japanese Negotiation Styles”)

Assignment due: List of 5-10 sources you are reviewing for your literature review. This must follow the APA style conventions (see links to APA style sheets on the course web site, or check the style sheet provided in the TESOL Program). Hand in a hard copy, and also post these also on the SLA web site discussion board under forum “Project References” (note that the formatting will get lost when posting to the website).

## **WEEK 12 – 4/1**

### INTERLANGUAGE VARIATION and INTERLANGUAGE PRAGMATICS

G&S Ch. 9

#### Article Presentation:

\*B&G Ch. 11: Task-related variation in Interlanguage

\*B&G Ch. 13: Learning to communicate in the classroom: A study of two learners' requests.

#### Optional Supplemental Reading (available from me):

Kasper & Rose, Pragmatics and SLA

### **WEEK 13 – 4/8**

#### LEARNER LANGUAGE (INTERLANGUAGE): DEVELOPMENTAL SEQUENCES

L&S Ch. 4

##### *Article presentation:*

\*Mackey (available from me), Input, interaction, and second language development: An empirical study of question formation in ESL

Assignment due: Description of research methodology for your project (subjects, materials, procedures). Post on Discussion Board on website and review a classmate's methods draft (instructor will assign peer reviewers).

### **WEEK 14 – 4/15**

#### ROLE OF INSTRUCTION: TEACHER QUESTIONS AND FEEDBACK

L&S Chs. 5, G&S Ch. 11 pp. 311-317

##### *Article presentations:*

\*B&G Ch. 12: Focus on form and corrective feedback in communicative language teaching.

\*Yule & Macdonald (available from me): Resolving referential conflicts in L2 interaction: The effect of proficiency and interactive role

##### *Optional Supplemental reading (available from me):*

Ellis & Laporte (available from me), Effects of formal instruction and naturalistic exposure on SLA

Williams, Learner-generated attention to form

### **WEEK 15 – 4/22**

#### ROLE OF INSTRUCTION cont'd.: FOCUS ON FORM

L&S Ch. 6; G&S Ch. 11 pp. 317-326

##### *Article presentations:*

\*White (available from me): Getting the learner's attention

\*Ellis (available from me), Interpretation-based grammar teaching

##### *Optional Supplemental Reading (available from me):*

Pienemann, Learnability and syllabus construction

Assignment due: Language Learning Profile Part 3: Reflection on your own language learning experiences (cumulative reflection) by relating them to at least three aspects (themes, theories) we have learned about in three different class sessions during the course (this is a follow-up to the profile you provided of yourself at the beginning of the semester).

### **WEEK 16 – 4/29 (we may need to add 5/6)**

Oral presentations of Final Projects

Assignment due: Written paper, following the guidelines and format specified on the course web site.

## List of Course Assignments and Due Dates – **SPRING 2004**

### *LANGUAGE LEARNING PROFILE and REFLECTION (three parts)* 30%

#### **Due 1/29 (week 3):**

A profile of your language learning experiences (what language/s have you learned? under what circumstances? how competent are you in that/those/language/s? to what do you attribute your success or lack thereof?) (This is part 1 of an assignment whose second and third parts you will complete during and at the end of the semester – see weeks 10 and 15). Assignments to be posted on course web site discussion board under FORUM “Language Learning Profiles”.

#### **Due by 3/18 (week 10):**

Reflect on a classmate’s language learning experiences (i.e. discuss the classmate’s language learning success or failure, based on his/her language learning profile part 1) by relating them to any of the aspects (themes, theories) you will have learned about so far in the course. You can also speculate on aspects we will not yet have discussed but that you feel may have had an impact on your classmate’s language learning. Post on the course web site discussion board under FORUM “Language Learning Profiles” by responding directly to your selected classmate’s initial profile.

#### **Due 4/22 (week 15):**

Reflect on your own language learning experiences (cumulative reflection) by relating them to at least three aspects (themes, theories) we have learned about (in three different class sessions) during the course (this is a follow-up/part 2 to the profile you posted on the web discussion board at the beginning of the semester). Post on the course web site discussion board under FORUM “Language Learning Profiles” by responding directly to your own original profile.

### *ARTICLE PRESENTATIONS and CLASS ACTIVITY 15%*

At the outset of the semester, you will be able to sign up for an article from the Brown & Gonzo book or for another article which I will provide, which you read and prepare to present to your classmates. The key is to not simply summarize the articles, but to engage your classmates in a learning activity based on the article. This means that you need to be selective in what you plan to cover and present from the article you have been assigned to. Two students may present one article, but all starred (\*) articles need to be covered (there are about 20 articles on our list for the semester). See Course Schedule or List of Article Presentations for dates and articles.

#### **FINAL RESEARCH PROJECT 35%**

This is a research study in which you use typical SLA research methodology and apply it to a research question you investigate. The paper needs to follow typical research paper format and APA style format and should be 10-15 pages long. The format for the research paper is available on this course web site. There are also a number of samples papers which are available for review in my office.

Interim due dates (whose maintenance and satisfactory completion will be factored into your final grade for this assignment) are the following:

#### **Due 2/19 (week 6) – 10%:**

Project topic and research question you plan to investigate through your research (needs to be approved ahead of time via email with the instructor). This is to be posted on the SLA web site discussion board under forum “Research Project Topics”. If you have questions as to how you might go about researching this topic/question, you can add these questions. Students are encouraged to provide each other advice on these topics by responding to the topics posted on the discussion board.

It is important that you look through the SLA syllabus early and read ahead on potential topics as we will not have covered these by the time you need to select a topic for your research.

**Due NO LATER THAN 3/25 (week 11) – 10%:**

List of 5-10 relevant sources/articles you have located for your project (following APA style format). Post these also on the SLA web site discussion board under forum “Project References”. Sources you find might be helpful to others doing similar projects on the topic.

**Due 4/8 (week 13) – 15%:**

Submit description of research methodology for your project (subjects, materials, procedures); i.e. this will be the draft of your methods section. Post on the discussion board under forum “Research Projects – Methods Section Drafts” and review a classmate’s methods draft (instructor will assign peer reviewers).

**On 4/29 (week 16) and most likely on 5/6 (week 17) – 15% - to be determined via prior sign-up:**

Oral in-class presentation of final project to peers. This is to be a formal presentation using OHP and providing handouts and with a strict time limit.

**Due 4/29 – 50%:**

FINAL PROJECT written version, following the guidelines and outline on the course web site.

***CLASS ATTENDANCE & PREPARATION & PARTICIPATION 20%***

Note that if you miss more than a quarter of all classes (i.e. 4 out of our 16 class meetings), you will not be able to pass this course.

***WEB DISCUSSION BOARD POSTINGS (will count toward your preparation and participation grade)***

Over the course of the semester, you are encouraged to make reflective postings – as often as you like – to the SLA discussion board (note that this does NOT include the Language Learning Profiles!), in which you apply the aspects discussed in class to specific examples of language learners who you have encountered (either as a teacher, a friend, a tutor, and observant, etc). Or, you can reflect upon aspects brought up in the readings and in class. Or, you can raise questions and respond to classmates’ questions. The purpose is to get you thinking CRITICALLY about how what we are discussing in class and what you have been reading can help explain other language learners’ success or failure with learning another language. You should NOT simply summarize what’s in the readings; you should REFLECT on second language learning experiences of others (your students, tutee, friend, colleague, etc.), on the readings and course discussions, or the questions posed by classmates. You can also, instead of applying the principles to learners you have encountered yourself, respond to and comment critically on the postings made by your classmates, even if they did not explicitly solicit an answer to a questions. These postings can be made throughout the semester as often as you like and will be part of your class participation.

**Evaluation Criteria for Assignments – SPRING 2004**

## **Language Learning Profile**

### **Part 1**

#### ***Evaluation Criteria for Language Learning Profile – Your Own Profile***

You indicate what language/s you have learned.

1 - 0

You describe the circumstances under which you have learned this/these language/s (where, when, how).

4 - 3 - 2 - 1 - 0

You rate your competence/proficiency level in this/these languages.

2 - 1 - 0

You speculate on the reasons for your successful or unsuccessful (or moderately successful) acquisition of this/these language/s.

3 - 2 - 1 - 0

\_\_\_\_\_/10 Points

### **Part 2**

#### ***Evaluation Criteria for Language Learning Profile – Your Classmate's Profile***

You reflect on your classmate's language learning experience/s by relating them to themes we have learned about so far in the course.

3 - 2 - 1 - 0

You discuss (i.e. you do not just summarize) the level of success or non-success your classmate has achieved in one or more second languages by clearly using these themes to EXPLAIN your classmate's level of achievement.

4 - 3 - 2 - 1 - 0

You make explicit references to course texts/articles and class discussions to SUPPORT your discussion.

3 - 2 - 1 - 0

\_\_\_\_\_/10 Points

### **Part 3**

#### ***Evaluation Criteria for Reflection on Language Learning Experience/s***

You reflect on your own language learning experience/s by relating them to THREE themes we have learned about in the course.

3 - 2 - 1 - 0

You discuss (i.e. don't just write again what you have already said in Part 1) the level of success or non-success you achieved in one or more second languages by clearly using these themes to EXPLAIN your level of achievement.

4 - 3 - 2 - 1 - 0

You make explicit references to course texts/articles and class discussions to SUPPORT your discussion; your reflection is well written and well organized.

3 - 2 - 1 - 0

\_\_\_\_\_/10 Points

30-28 = A; 27-26 = A-; 25-24 = B+; 23-21 = B; 20-19 = B-; 18-17 = C+; 16-14 = C

## **Article Presentation & Activity**

You convey an important aspect of your target article effectively. (Select carefully what you present and what you omit).

4 - 3 - 2 - 1 - 0

You engage your audience in an interesting and appropriate learning activity related to your article.

5 - 4 - 3 - 2 - 1 - 0

You enhance your presentation through appropriate visuals/handouts/realia/etc. that are easy to see/read and to process.

3 - 2 - 1 - 0

Your presentation is clear and well organized and easy to follow.

2 - 1 - 0

You stay within the time limit of 15 – 20 minutes maximum.

1 - 0

\_\_\_\_\_/15 Points

15-14 = A; 13 = A-; 12 = B+; 11-10 = B; 9 = B-; 8-7 = C+; 6 = C

## **Research Project**

### **Project Topic and Research Question To Be Investigated**

Topic approved prior to due date with instructor – Y/N

Topic and research question (and hypothesis, if applicable) identified and posted to Discussion Board by due date – Y/N.

### **Preliminary List of References**

You submit a preliminary list references by due date – Y/N

You have at least 5 to 10 sources – Y/N

Sources are documented following APA style – Y/N

References are RELEVANT to your topic and TIMELY (not more than 10 years old) – Y/N.

### **Research Methods Section Draft**

You post your Methods draft to the Discussion Board by the due date – Y/N

You describe the methodology you followed for your project in detail (so that someone else could replicate your study):

Who were your subjects?

What materials did you use?

What procedures did you follow?

Y/N

You provide constructive feedback to your assigned peer by posting your response to the Discussion Board – Y/N

### **Oral Presentation of Research Project Oral Presentation**

You indicate your topic and research question you investigated.

1 - 0

You explain your methodology: participants, procedures, and materials used.

3 - 2 - 1 - 0

You present your results and discuss the findings and implications critically.

5 - 4 - 3 - 2 - 1 - 0

You use effective visuals (handouts are a must, OHP, and/or blackboard).

3 - 2 - 1 - 0

Well organized and easy to follow.

1 - 0

Obviously well prepared presentation.

1 - 0

Within the time limit of 10 minutes.

1 - 0

\_\_\_\_\_/15 Points

15-14 = A; 13 = A-; 12 = B+; 11-10 = B; 9 = B-; 8-7 = C+; 6 = C

## Written Paper

### I. ORGANIZATION and CONTENT

#### INTRODUCTION

-- You provide background/motivation for your interest in the topic

-- You present the prevailing view (or controversy) concerning your paper's topic as you have gathered from research into the topic

-- You indicate a gap in the research and the research question of your paper (possibly including hypotheses)

3 - 2 - 1 - 0

#### REVIEW OF LITERATURE / PREVIOUS STUDIES

-- You review and discuss (don't just summarize!) five to ten relevant articles that relate to your topic: studies by other researchers on the same topic

-- Relevance/timeliness of articles: do they represent past, but up-to-date research (between 1992 and 2003, unless the work you include is a classic or has been very influential).

5 - 4 - 3 - 2 - 1 - 0

#### METHODOLOGY

-- You describe your research design: data collection procedures, subjects, materials examined, etc. (be very specific: your description should enable someone else to duplicate what you have done!).

5 - 4 - 3 - 2 - 1 - 0

#### RESULTS and DISCUSSION/ANALYSIS

-- You present the findings of your research.

-- You present your findings visually (table or figure)

-- You incorporate sufficient examples where necessary.

-- You analyze and discuss your data/findings: explain, give/speculate on reasons, raise implications

-- You support your claims/observations through relevant sources (that make the same/similar claim).

-- You indicate the implications of your findings.

10 - 9 - 8 - 7 - 6 - 5 - 4 - 3 - 2 - 1 - 0

#### CONCLUSION

-- You provide a brief summary of what you said in the paper.

-- You indicate limitations of your project and make suggestions for future research.

3 - 2 - 1 - 0

## II. FORMAT and MECHANICS

-- You apply relevant course terminology appropriately.

-- You have organized your paper well so that it is easy and clear to follow for the reader (use section labels as SUBHEADINGS!).

-- You provide a references list of the articles you referred to in your paper (do NOT list any sources that you have not mentioned in your paper!)

-- All references (within your paper and in the final references list) are documented appropriately following APA style.

-- Your paper is well written in a formal academic register and edited for grammar, spelling, and punctuation, and is of appropriate length..

4 - 3 - 2 - 1 - 0

\_\_\_\_\_/30 Points

30-28 = A

27-26 = A-

25-24 = B+

23-21 = B

20-19 = B-

18-17 = C+

16-14 = C