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| <b>SUBJECT:</b>   | <b>ADQUISICIÓ DE L'ANGLÈS COM A SEGONA LLENGUA</b> |
| <b>Code:</b>      | <b>28446</b>                                       |
| <b>Credits:</b>   | <b>6</b>   |
| <b>Semester:</b>  | <b>2</b>   |
| <b>Groups:</b>    | <b>1</b>   |
| <b>Teacher:</b>   | <b>Elisabet Pladevall Ballester</b>                |
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## **BRIEF DESCRIPTION OF SUBJECT**

This course is an introduction to the field of second language (L2) acquisition and more specifically to the acquisition of English as a non-native language in both naturalistic and classroom instruction environments. It will explore how the study of second language development relates to the linguistic, psychological and social processes that underlie second language learning and use and current research questions, findings and methodological issues will be examined from both the L2 research and language teaching perspectives.

The course will be a combination of assigned readings, lectures, class and group discussions and data analysis assignments. Prior knowledge of basic linguistic concepts is assumed.

## **OBJECTIVES**

By the end of the course, students will be able to:

- Understand and critically evaluate the basic theoretical and methodological issues in second language acquisition research.
- Analyse learner data using the concepts and models taught in the course.
- Understand the relationship between L2A research and second language teaching.
- Read, understand and summarise the research articles assigned in the course.
- Reflect on their own experience as L2 learners and relate it to the different approaches covered in the course.

## **SYLLABUS**

1. Foundations of Second Language Acquisition: introduction to L2A concepts and questions.
2. Research Methodology: looking at interlanguage data.
3. The Linguistics of L2A (I):
  - Early Approaches to L2A: Contrastive Analysis, Error Analysis, Interlanguage, Morpheme Order Studies, Monitor Model.
4. The Linguistics of L2A (II):

- UG and L2A: UG Access/L1 Transfer.
- 5. The Psychology of L2A:
  - Information Processing (IP): Multidimensional Model, Processability Theory, Competition Model.
  - Connectionism.
- 6. Non-linguistic Influences: Age, Aptitude, Motivation, Personality, Learning Strategies, Social Distance.
- 7. Instructed Second Language Learning.

## **ASSESSMENT**

This is both a theoretical and practical course and hence regular class attendance and participation are compulsory. Students will be assigned weekly readings which will be available through the Virtual Campus or the UAB library network in order to follow and expand the contents covered in class.

In addition to doing the final exam, students will be also expected to hand in three individual assignments: two data analyses and a review of a research article.

Final exam: 45%

3 Assignments: 15% each

Class participation and Tutorial group discussions: 10%

## **TUTORIALS**

Students will be given three sets of theoretical and practical questions which will have to be discussed in groups and summarised in a written report.

## **BIBLIOGRAPHY / MATERIALS**

### **General/Background Bibliography:**

- Doughty, C. and M. Long (eds.) (2003) *Handbook of second language acquisition*. (2nd edition) Oxford: Blackwell.
- Gass, S. M., & Selinker, L. (2001). *Second language acquisition: An introductory course*. (2nd edition). Mahwah, NJ: Erlbaum.
- Ritchie, W. R. and Bhatia, T. K. (Eds.) (1996) *Handbook of second language acquisition*. London: Academic Press.
- Saville-Troike, M. (2006) *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.
- White, L. (2003) *Second language acquisition and Universal Grammar*. (2nd edition) Cambridge: CUP.

### **Required Reading (articles and book chapters):**

- Bley-Vroman, R. (1990) The Logical Problem of Foreign Language Learning. *Linguistic Analysis*, 20:3-49.
- Chaudron, C. (2003) Data collection in SLA research. In *Handbook of Second Language Acquisition*, eds. C. J. Doughty and M. H. Long. Malden, MA: Blackwell. Pp. 762-828.
- Dornyei, Z., and Skehan, P. (2003) Individual differences in second language learning. In *Handbook of Second Language Acquisition*, eds. C. J. Doughty and M. H. Long. Malden, MA: Blackwell. pp. 589-630.
- Doughty, C. (1991). Second language instruction does make a difference: Evidence from an empirical study on SL relativization. *Studies in Second Language Acquisition*, 13, 431-469.
- Doughty, C. J. (2003) Instructed SLA: constraints, compensation and enhancement. In *Handbook of Second Language Acquisition*, eds. C. J. Doughty and M. H. Long. Malden, MA: Blackwell. pp. 256-310.
- Gass, S. M. and L. Selinker. (2001) *Second language acquisition. An introductory course*. (2nd edition) Hillsdale, NJ: Lawrence Erlbaum. (Chapters 3, 5 and 8)
- Long, M. (1990) Maturation constraints on language development. *Studies in Second Language Acquisition*, 12, 251-285.
- Long, M. (2003) Stabilization and fossilization in interlanguage development. In M. Long & C. Doughty (Eds.), *The Handbook of Second Language Acquisition* (pp. 487-535). Malden, MA: Blackwell.
- McLaughlin, B. and Heredia, R. (1996) Chapter 7: Information-Processing Approaches to Research on Second Language Acquisition and Use. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp. 213-225). San Diego: Academic Press.
- Ritchie, W. C., & Bhatia, T. K. (1996) Chapter 1: Second language acquisition - introduction, foundations, and overview. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp. 1-46). San Diego: Academic Press.
- Singleton, D. (2005) The Critical Period Hypothesis: A coat of many colours, *IRAL* 43 (4), 269-285.
- Schwartz, B. and R. Sprouse. (1998) "Back To Basics in Generative Second Language Acquisition Research", essay contribution to the celebration of Noam Chomsky's 70th birthday.
- White, L. (2000) Second Language Acquisition: From Initial to Final Stage. In Archibald, J. (ed.) *Second Language Acquisition and Linguistic Theory*. London: Blackwell.

### **OTHER COMMENTS**

The level of English will be taken into account when correcting written work and in the final exam.