



**ENG 697 Second Language Acquisition  
Spring 2014  
Monday 4.30-7.10  
HL 325**

**Instructor:** Dr. Lucy Pickering  
**Office Location:** HL 308/HL 307  
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**COURSE INFORMATION**

**Materials**

*Textbook(s) Required:*

Gass, S. & A. Mackey. (2012). *The Routledge Handbook of Second Language Acquisition*.  
Routledge.

**Course Description**

This initial-level seminar focuses on “perennial” issues that arise in the study of second language acquisition and our current understanding, re-evaluation and discussion of these issues within the field. Our discussions will be guided by *The Routledge Handbook of Second Language Acquisition* in order to ensure that everyone has a similar background understanding of these issues; however, topics are not confined to those that appear in the textbook if class participants have additional areas of interest.

**Student Learning Outcomes:**

- (a) Demonstrate knowledge of the major theories/models of SLA covered in the course. Through class discussion and reading critiques, students are required to demonstrate an increased awareness of the major themes in the field of SLA.
- (b) Engage in an investigation of the processes underlying second language acquisition. This is facilitated through the learner journal assignment that students conduct throughout the seminar on a weekly basis.
- (c) Demonstrate an increased knowledge of genre of research writing in SLA. This is demonstrated using the final research writing project that all students complete.

## COURSE ASSESSMENT & INSTRUCTION

### Final Project (proposed individually in consultation with prof.)

Proposal	5%
Annotated articles	20%
Final Paper/Project	25%

### Journal, Analyses & Participation

Three Data Analyses	15%
IG Journal	25%
Participation	10%

### Final Project:

As participants in a graduate level seminar, I recognize that each of you is engaged in different stages of your graduate school career; thus, there are a range of options for this project. In addition to the usual possibilities for a written final project such as a review paper, research proposal or research project report (see descriptions of each below), participants may wish to work on SLA papers/projects for publication or conference presentation, a chapter outline and annotated bibliography that will form the basis of a dissertation chapter, or a similar SLA-related project. Proposals for the final project will be worked out individually in consultation with the professor.

- (A) *A review paper:* A student can write a review paper in which they analyze, synthesize and evaluate the research done on a specific topic related to SLA. A good review paper will have a specific rather than a general topic, a clear and well-supported theme, and an adequate coverage of information. It should include a minimum of 12-15 references.
- (B) *A research proposal:* A student can write a detailed proposal for a research project that investigates an SLA issue. A good project proposal will have a clearly defined research question, an adequate review of the literature related to the question, detailed description of the method to be used, including such information as participants, experimental paradigms or test methods, test materials and any other instruments. The proposal should also list possible outcomes of the project and potential significance of the findings.
- (C) *A research report:* A student can complete a research project that is related to one of the topics of this course and write a report on the project as a term paper. The project can be a straightforward replication of a published study, a study attempting to extend a published finding to a new participant population or a new language, or a study that examines a research question that has not yet been explored. A good report will have a well-defined research method, a clear presentation of the results and a reasonable interpretation or explanation of the findings.

### Proposal & Annotated Articles

For each paper/book chapter in your annotated bibliography, the following information should be included.

- The reference of the article: Authors(s), year of publication, title, journal name
- The purpose and the research question: What is the purpose of the project or the specific research question under investigation? Explain important concepts and definitions if necessary

- Information re. methodology: Participants, materials, design, tasks/procedures, dependent/independent variables
- Results, findings & conclusion: Results of the study, summary of findings, the author's interpretation of findings and conclusions
- Your evaluation of the study, e.g., right question? Appropriate method? Reasonable interpretation of findings? Conflicting evidence?

## Data Analyses

The processes that underlie second language acquisition are multiple and complex. Ultimate attainment is mediated by factors as diverse as processes of first language acquisition that may apply to all learners and individual differences that apply to only some. All of these areas are under investigation in the field. Throughout the semester, we will look at second language data in order to observe these processes. Three times during the semester, you will turn in your analyses. You may talk to your fellow students about the analyses but each student must turn in their own final copy.

*Please note, for graduate classes, "A" grades reflect work which is clearly superior and exceeds the minimum criteria on all dimensions. "B" grades mean a good, solid performance which fulfills the basic requirements for a particular assignment. Any work that receives a grade of "C" or lower does not the minimum requirements for solid graduate work.*

<b>UNIVERSITY PROCEDURES/POLICIES</b>
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### *Academic Honesty Policy*

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

### *ADA Statement*

#### **Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library**  
**Room 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### *Student Conduct*



[Note: Also recommended here is the Laufer & Nation chapter on Vocabulary. Paul Nation is the leading expert in the field with regard to issues of Vocabulary Learning]

**Week 8      *Linguistics & Skill Learning: Phonology & Speech; IG:***

3/3              Eckman: Chapter 6 – Second language phonology  
Pickering: Chapter 20 – L2 speech production

***Spring Break March 10-15***

**Week 9      *Skill Learning: Reading & Writing: IG:***

3/17             Koda: Chapter 18 – Development of SL reading skills  
Polio: Chapter 19 – Acquisition of SL writing

***PROPOSAL & ANNOTATED ARTICLES DUE***

**Week 10     *Skill Learning: Perception & Tasks: IG:***

3/24             Hardison:                      Chapter 21 – SL Perception  
Kuiken & Vedder:          Chapter 22 – Speaking & Writing tasks

***SECOND DATA ANALYSIS DUE***

**Week 11     *Individual Differences I [Online Class – Dr. Pickering at AAAL]***

3/31             Skehan:                              Chapter 23 – Language Aptitude  
Ushioda & Dornyei:          Chapter 24 - Motivation

**Week 12     *Individual Differences II: IG:***

4/7               Williams: Chapter 26 – Working memory  
DeKeyser: Chapter 27 – Age effects

**Week 13     *Individual Differences III; IG:***

4/14             Han:                                  Chapter 29 - Fossilization  
Byrnes:                              Chapter 31- Advanced language proficiency

**Week 14     *Assessing Learner Knowledge: IG:***

4/21             Norris & Ortega: Chapter 35 – Assessing knowledge

**Week 15**

4/28             **Project Presentations**  
**THIRD DATA ANALYSIS DUE**

**Research Project Due: Monday May 5th**