

Studies in Spanish Linguistics
W 6:00-8:50pm
256 The Woodlands Center

Dr. Leif French

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Office hours: By appointment only

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Office hours: 11am-12pm M (ABIV 323)

4:30-5:30pm T/W (TWC 310)

Course Description: This course provides students with an in-depth understanding of the main concepts, as well as major current issues and debates that inform the study of Second Language Acquisition (SLA). The course addresses topics including, but not limited to, the difference between first language (L1) and second language (L2) acquisition; past and present theories of SLA; the nature of learning contexts and L2 development; individual learning differences (including age, aptitude, motivation, identity, and ethnic group affiliation); cognitive and social dimensions of bilingual acquisition; and teaching approaches and instructional issues. Students will examine their own beliefs and popular ideas about L2 acquisition in the classroom, particularly with respect to Spanish in Texas. Students will develop informed and realistic expectations for Spanish language teaching and learning, and be prepared to make informed judgments of Spanish language teaching materials and methods.

Required Materials:

--Lightbown, P. & Spada, N. (2013) *How languages are learned*. Oxford, UK: Oxford University Press (available at Amazon.com for purchase; available at barnesandnoble.com for rental or purchase)

--Additional course materials via Blackboard; please print and bring with you for class discussions

IDEA Essential Course Objectives

Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

Learning to apply course material (to improve thinking, problem solving, and decisions)

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

COURSE OBJECTIVES

The course will also enable you to:

- evaluate personal and popular ideas about language acquisition based on an awareness of what we currently know about SLA, how we have come to know it, and what we don't know (yet!)
- develop strategies based on principles of SLA to help foster growth in personal language learning
- develop informed expectations for language teaching and learning
- make informed judgments of L2 teaching materials, programs, curricula, and methods
- become familiar with journals, professional associations, reference books, web-sites, and other sources of information to allow you to better understand and keep up with the field of SLA

University policies are found at <http://www.shsu.edu/syllabus/>

EVALUATION/GRADES	
A (100-90), B (89-80), C (79-70), F (69-0)	
Reading Responses x2	20%
Language learning questionnaire project	35%
Data collection and analysis project	45%

Reading Responses (20%)

During the semester, each student will 2 research articles related to SLA. You will write a microtheme (250 words or fewer) in response to each article. The instructors will provide further details prior to each assignment.

Language learning questionnaire project (35%)

Each student will administer a language learning questionnaire (provided by the instructors) to a minimum of 15-20 language learners. Students will analyze their findings and turn in a summary. The instructors will provide additional details of this project prior to its start date.

Data collection and analysis project (45%)

Students will work in pairs or small groups to collect oral data, transcribe it, and analyze it. Student teams will present their findings during the final class session. Instructors will provide additional project details at a later point in the semester.

Each component of the final project is assigned for completion at various points through the semester. This allows instructors to give constructive feedback at all stages of the writing process; it also limits procrastination on the part of students.

ADDITIONAL COURSE INFORMATION

- You should consult Blackboard at least weekly for course-related information, including guides for approaching assigned readings.
- Late assignments will be penalized half a letter-grade per day. If you find yourself in unusual circumstances that make it difficult to meet a deadline, it is your academic responsibility to take appropriate steps in advance. Any requests for special consideration must be supported with relevant documentation (such as a medical certificate). Computer problems will not be accepted as a valid excuse.
- You are expected to follow the APA style manual (6th edition) for in-text citations, foot-notes, and reference lists on all written assignments. If you are not familiar with APA, there is a copy in the SHSU library. An on-line reference can be accessed at Purdue University: <http://owl.english.purdue.edu/owl/resource/560/01>
- The quality of your written expression is important in this course, and there will be grade penalties if acceptable standards of writing are not met. If you require assistance with academic writing, visit the Writing Center. You are also strongly advised to consult SHSU guidelines for avoiding plagiarism.
- The final day for withdrawing from fall courses without academic penalty is **April 6, 2018 (Q Grade)**.

Final note

We very much enjoy having the opportunity to discuss course content with you, whether to clarify points you are struggling with or to explore in greater depth any issues that have sparked your interest. This can be done by e-mail, by phone, or in person (make an appointment). Before asking questions regarding course administration (late assignments, make-up quizzes, hand-outs etc.), please verify that the information you are seeking is not on the course website or the course syllabus.

Course Calendar Schedule: Subject to adaptation for instructional purposes			
Class Date	Topic; In-Class Activities	Readings; At-Home Assignments	*Due Date
Jan 17	Introduction to language acquisition	Pre-class questionnaire Lightbown & Spada (L&S), chap 1	Must complete to access first reading assignment
Jan 24	L1 acquisition	L&S, chap 2 Dulay & Burt (1974)	
Jan 31	L2 learning - overview	Selinker (1972)	
Feb 7	Interlanguage	L&S, chap 4 Begin questionnaire project	
Feb 14	Theories of SLA	L&S, chap 3 Noels (2003)	
Feb 21	Individual differences		
Feb 28	Questionnaire data analysis (in-class trouble-shooting)	Montrul (2010) Potowski, et al (2009) Questionnaire project due	February 26, 11:59pm March 5, 11:59pm
Mar 7	Heritage language		
Mar 14	Spring Break	L&S, chap 6	
Mar 21	Instructed L2 learning	L&S, chap 5 Segalowitz, et al (2004) Gurzynski-Weiss & Révész (2012) Reading Response 2	March 26, 11:59pm
Mar 28	The classroom context	Begin final project Hypothesis due	April 2, 11:59pm
Apr 4	Final project help (in-class trouble-shooting)	Recordings due	April 9, 11:59pm
Apr 11	Final project help (in-class trouble-shooting)		
Apr 18	Final project help (in-class trouble-shooting)	L&S, chap 7 Transcriptions due	April 23, 11:59pm
Apr 25	Popular ideas revisited		
May 2	Final presentations	Final project due	May 9, 11:59pm

Course reading list

Dulay, H. & Burt, M. (1974). Natural sequences in child second language acquisition. *Language Learning* 24(1): 37-53.

Gurzynski-Weiss, L., & Révész, A. (2012). Tasks, teacher feedback, and learner modified output in naturally occurring classroom interaction. *Language Learning*, 62(3), 851-879.

Montrul, S. (2010). Current issues in heritage language acquisition. *Annual Review of Applied Linguistics*, 30, 3-23.

Noels, K. A. (2003). Learning Spanish as a second language: Learners' orientations and perceptions of their teachers' communication style. *Language Learning*, 53(S1), 97-136.

Potowski, K., Jegerski, J., & Morgan-Short, K. (2009). The effects of instruction on linguistic development in Spanish heritage language speakers. *Language Learning*, 59(3), 537-579.

Segalowitz, N., Freed, B., Collentine, J., Lafford, B., Lazar, N., & Díaz-Campos, M. (2004). A comparison of Spanish second language acquisition in two different learning contexts: Study abroad and the domestic classroom. *Frontiers: The interdisciplinary journal of study abroad*, 10, 1-18.

Selinker, L. (1972). Interlanguage. *IRAL-International Review of Applied Linguistics in Language Teaching*, 10(1-4), 209-232.