The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Second Term of 2022-23

Course code and title: LING 5201 Topics in Second Language Acquisition
Lectures and Tutorials: 6:30-9:15PM Thursday, Lady Shaw Bldg LT6

Course description
This course provides students with linguistic, cognitive and sociocultural perspectives on second language acquisition (SLA) in child and adult learners. It presents an overview of the field of SLA, surveys various theories and examines their claims in the light of recent research findings. Research methodology will be illustrated through representative studies and hands-on activities. Students are provided with opportunities to reflect upon their own language learning experiences, relate them to theoretical issues brought up in class, and explore the possibility of applying research findings to second language learning and teaching.

Learning outcomes
On successful completion of this course, students will be able to:
- achieve a basic understanding of how second languages are acquired, and the linguistic, cognitive and social factors affecting the acquisition path and outcome
- appraise relevant literature of SLA critically
- develop experimental design and analysis skills for conducting SLA research

List of topics:

Topics	Contents/fundamental concepts
Basics	- acquisition vs. learning, naturalistic vs. instructional - first language (L1), second language (L2), foreign language, heritage language, dominant language, majority language, minority language, interlanguage, target language - age of onset, critical/sensitive period - developmental sequences, developmental stages, morpheme orders, U-shaped development - L1 vs. L2 acquisition - initial state, rate of development, ultimate attainment
Linguistic approaches	- competence and performance - the logical problem of language acquisition - positive and negative evidence - language transfer, cross-linguistic influence - Universal Grammar, parameter setting, interface conditions - learnability
Cognitive approaches	- language representation - information processing, usage-based, declarative and procedural memory, implicit learning - frequency, salience, Competition Model
Social aspects	input hypothesis, interaction hypothesis, output hypothesis
Individual differences	age effect, aptitude, motivation
Learning and teaching in L2s	classroom teaching of L2
SLA research	areas, design of SLA research

Learning activities (Mandatory):
Lecture (in class): 2 hours per week
Tutorial (in class): 1 hour per week
Readings (out of class): 3 hours per week

Grade Descriptors

Grade	Topics in Second Language Acquisition
A	Demonstration of a thorough understanding of basic concepts in SLA and the topics covered regarding theories, input, cross-linguistic influence, and a high degree of competency in comparing different approaches and analysing acquisition data, showing • outstanding ability to understand major theoretical and methodological issues in SLA • ability to design an empirical research project with a well-thought-out methodology and produce an outstanding proposal
A-	Demonstration of a very good understanding of basic concepts in SLA and the topics covered regarding theories, input, cross-linguistic influence, and a fairly high degree of competency in comparing different approaches and analysing acquisition data, showing • excellent ability to understand major theoretical and methodological issues in SLA • ability to design an empirical research project with a well-thought-out methodology and produce an excellent proposal
B	Demonstration of a good understanding of basic concepts in SLA and the topics covered regarding theories, input, cross-linguistic influence, and some degree of competency in comparing different approaches and analysing acquisition data, showing • good ability to understand major theoretical and methodological issues in SLA • good ability to design an empirical research project and produce a well-organized proposal
C	Demonstration of an adequate understanding of basic concepts in SLA and the topics covered regarding theories, input, cross-linguistic influence, and some degree of competency in comparing different approaches and analysing acquisition data, showing • adequate ability to understand major theoretical and methodological issues in SLA • adequate ability to design an empirical research project and produce a well-organized proposal
D	Demonstration of some understanding of basic concepts in SLA and the topics covered regarding theories, input, cross-linguistic influence, and some degree of competency in comparing different approaches and analysing acquisition data, showing • weak ability to understand major theoretical and methodological issues in SLA • weak ability to design an empirical research project and produce a satisfactory proposal
F	Demonstration of minimal understanding of basic concepts in SLA and the topics covered regarding to theories, input, cross-linguistic influence, and a lack of competency in comparing different approaches and analysing acquisition data, showing • inability to understand major theoretical and methodological issues in SLA • inability to design an empirical research project and produce a satisfactory proposal

Assessment scheme*:

Task nature	Description	Weight
1. Two written assignments (in English)	*Exercises* (Asgmt. I): Students will do exercises to practise knowledge they learn about SLA. *Critique* (Asgmt. II): Students will write a critique (800-1000 words) on one SLA research paper from the list provided by the instructor (see Part B of learning resources). Detailed guidelines will be provided).	$20\% \times 2 = 40\%$ – marked by TA under the supervision of Instructor
2. Quiz (in class, 1 hour)	A closed-book written quiz will be administered in class to help consolidate students' understanding of important concepts of SLA and L2 data analysis.	30% – marked by TA under the supervision of Instructor
3. Term project (abstract + paper, in English)	Students in groups of 3-4 will design an empirical research project investigating an issue in L2 acquisition individually. They are required to submit <u>an abstract</u> (max. 350 words, excl. references), <u>make an oral presentation</u> to the class (15-min presentation + 5-min Q&A), and write <u>a proposal </u>(max. 3,000 words, excl. references and appendix). Detailed guidelines will be provided.#	30% (abstract 5%, presentation 10%, proposal 15%) – marked by Instructor

*Attendance at lectures and tutorials is required. 5% will be deducted from the final score in cases where students miss 1 or more lectures/tutorials without a legitimate reason.

#Bonus points for individual students: 5% will be added to the project score if the student provides constructive peer feedback for the presentation(s) given by other groups regarding the project design.

Learning Resources for students:
Textbook:
Saville-Troike, M., & Barto, K. (2017). *Introducing Second Language Acquisition* (3rd ed.). Cambridge: Cambridge University Press.

The book chapters and journal articles in A and B are also helpful.

A. Background readings for lectures (required):
Lightbown, P.M., & Spada, N. (2013). *How Languages Are Learned* (4th ed.). Oxford: Oxford University Press. [Chapter 3: Individual differences in second language learning; Chapter 6: Second language learning in the classroom]
Mackey, A., & Gass, S. M. (2016). *Second Language Research: Methodology and Design* (2nd ed.). London: Routledge. [Chapter 1: Introduction to research; Chapter 3: Common data collection measures]
VanPatten, B., Smith, M., & Benati, A. G. (2020). *Key Questions in Second Language Acquisition: An Introduction.* Cambridge: Cambridge University Press. [Chapter 3: What are the roles of input and output?]
White, L. (2018). Formal linguistics and second language acquisition. In D. Miller, F. Bayram, J. Rothman & L. Serratrice (eds.), *Bilingual Cognition and Language: The State of the Science Across Its Subfields* (pp. 57–77). Amsterdam: John Benjamins.

Wulff, S., & Ellis, N. (2018). Usage-based approaches to second language acquisition. In D. Miller, F. Bayram, J. Rothman & L. Serratrice (eds.), *Bilingual Cognition and Language: The State of the Science Across Its Subfields* (pp. 37–56). Amsterdam: John Benjamins.

Zhao, Y. (2011). A tree in the wood: a review of research on L2 Chinese acquisition. *Second Language Research, 27(4),* 559-572.

B. Empirical studies:

Linguistic approaches

Gass, S., & Ard, J. (1984). Second language acquisition and the ontology of language universals. In W. E. Rutherford (ed.), *Language universals and second language acquisition* (pp. 33–68). Amsterdam: John Benjamins.

Yuan, B. (2010). Domain-wide or variable-dependent vulnerability of the semantics-syntax interface in L2 acquisition? Evidence from wh-words used as existential polarity words in L2 Chinese grammars. *Second Language Research, 26,* 219-260.

Yuan, B., & Zhao, Y. (2011). Asymmetrical syntactic and thematic reconfigurations in English speakers' L2 Chinese resultative compound constructions. *International Journal of Bilingualism, 15,* 38-55.

黄月圆, 杨素英. (2004). 汉语作为第二语言的"把"字句习得研究. 《世界汉语教学》[J], 第1期, 49-59 页.

黄月圆, 杨素英, 高立群, 崔希亮. (2005). 汉语作为第二语言反身代词习得考察. 《汉语学习》[J], 第5期, 49-60 页.

黄月圆, 杨素英, 高立群, 张旺熹, 崔希亮. (2007). 汉语作为第二语言"被"字句习得的考察. 《世界汉语教学》[J], 第2期, 76-90页.

赵杨. (2009). 汉语非宾格动词和心理动词的习得研究——兼论"超集—子集"关系及可学习性. 《世界汉语教学》[J], 第1期, 86-100页.

Cognitive/psychological and social approaches

Birdsong, D., & Molis, M. (2001). On the evidence for maturational constraints in second-language acquisition. *Journal of Memory and Language, 44,* 235–249.

Bryfonski, L., & Ma, X. (2020). Effects of implicit versus explicit corrective feedback on Mandarin tone acquisition in a SCMC learning environment. *Studies in Second Language Acquisition, 42,* 61–88. doi:10.1017/S0272263119000317

Chan, A., Chen, S., Matthews, S., & Yip, V. (2017). Comprehension of subject and object relative clauses in a trilingual acquisition context. *Frontiers in Psychology, 8,* Article 1641. doi: 10.3389/fpsyg.2017.01641

Grüter, T., Lau, E., & Ling, W. (2020). How classifiers facilitate predictive processing in L1 and L2 Chinese: The role of semantic and grammatical cues. *Language, Cognition and Neuroscience, 35(2),* 221–234. doi: 10.1080/23273798.2019.1648840

Hao, Y.-C. (2012). Second language acquisition of Mandarin Chinese tones by tonal and non-tonal language speakers. *Journal of Phonetics, 40,* 269-279.

Leung, J., & Williams, J. (2011). The implicit learning of mappings between forms and contextually derived meanings. *Studies in Second Language Acquisition, 33,* 33–55.

Serratrice, L., & De Cat, C. (2020). Individual differences in the production of referential expression: The effect of language proficiency, language exposure and executive function in bilingual and monolingual children. *Bilingualism: Language and Cognition, 23*(2), 371-386.

Xiang, J., & Yuan, B. (2020). Definiteness constraint on subjects in L2 and L3 Mandarin grammars: Empirical evidence concerning the source of transfer in L3 acquisition. *Journal of Second Language Studies, 3(2),* 233–260. doi: 10.1075/jsls.00012.xia

Zhao, H., & Fan, J. (2021). Modeling input factors in second language acquisition of the English article construction. *Frontiers in Psychology, 12,* Article 653258. doi: 10.3389/fpsyg.2021.653258

Zhou, J., Mai, Z., & Yip, V. (2021). Bi-directional cross-linguistic influence in object realization in Cantonese-English bilingual children. *Bilingualism: Language and Cognition, 24(1),* 96-110.

C. Journals

Bilingualism: Language and Cognition
Chinese as a Second Language Research
Chinese as a Second Language
International Journal of Bilingualism

Language Learning
Linguistic Approaches to Bilingualism
Second Language Research
Studies in Second Language Acquisition

D. Websites
Blackboard, SLABank https://slabank.talkbank.org/

Course schedule:

Date	Topic	Readings (required)	Asgmt./Quiz/ Group project
12/1	**1. Introduction**	*ST*: Ch.1. Introducing SLA	
19/1	**2. Foundations of SLA**	*ST*: Ch.2. Foundations of SLA.	
2/2	**3. Linguistic approaches I**	*ST*: Ch.3. The linguistics of SLA	
9/2	**4. Linguistic approaches II**	White (2018) Ch.4 Formal linguistics and second language acquisition	Asgmt. I due by 6pm
16/2	**5. Cognitive approaches I**	*ST*: Ch.4. The psychology of SLA.	
23/2	**6. Cognitive approaches II**	Wulff & N. Ellis (2018) Ch.3 Usage-based approaches to second language acquisition	
2/3	**7. Input, interaction and output**	*ST*: Ch.5. Social contexts of SLA *VPSB*: Ch.3. What are the roles of input and output?	Asgmt. II due by 6pm
9/3	**8. Individual differences in SLA** *Review of Lectures 1-8*	*LS*: Ch.3. Individual differences in second language learning.	
16/3	**9. Learning and teaching in L2s**	*LS*: Ch.6. Second language learning in the classroom	Quiz (6:30-7:30pm)
23/3	**10. SLA research (1)** *Project consultation (1)*	*MG*: Ch.1. Introduction to research Zhao (2011) A tree in the wood: A review of research on L2 Chinese acquisition	Abstract due by 6pm
30/3	**11. SLA research (2)** *Project consultation (2)*	*MG*: Ch.3. Common data collection measures	
6/4	**12. Workshop** *Project consultation (3)*	Zhou, Mai & Yip (2021) Object realization in Cantonese-English bilingual children	
13/4	**Student presentations (1)**		Presentation PPT due by 11:59pm
20/4	**Student presentations (2)**		
30/4			**Proposal due by 6pm**

LS=Lightbown & Spada (2013); *MG*=Mackey & Gass (2015); *ST*=Saville-Troike & Barto (2017); *VPSB*=VanPatten, Smith & Benati (2020).

Feedback for evaluation:
Apart from the end-of-term course evaluation, the teacher and the teaching assistant welcome students' timely comments and suggestions on the course in person or through emails.

Contact details for teacher and TA:
Instructor: Dr Jiangling ZHOU 周蔣玲 jiangling.zhou@cuhk.edu.hk
Teaching assistant: TBA

Academic honesty and plagiarism:

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/ .

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.