



SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

**MA in TESOL/MA in Applied Linguistics
LALS 520, Studies in Second Language Development**

TRIMESTER 2 2009

13 July to 15 November 2009

Trimester dates

Teaching dates: 13 July to 2 October

Mid Trimester Break: 24 August to 4 September

Course dates: 13 July to 2 October

Name and contact details:

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<http://www.victoria.ac.nz/lals/>



Class times and location:

Thursdays, 1:10-3:00

22 KP 104

Announcements:

LALS main office: VZ210, 2nd floor Von Zedlitz Building, Kelburn Parade

Course Administrator: Rachel Scholes, Postgraduate administration
Tel: 463-5600

Web contact: www.blackboard.vuw.ac.nz

Course delivery

LALS 520 will be delivered through weekly lectures for internal students and online through Blackboard for distance students. Both internal and distance students will have access to Blackboard.

Communication of additional information

Additional information concerning this course will be posted on the course blackboard site.

Course content

The course explores the current state of affairs in second language acquisition research. In particular the course addresses selected issues in linguistics, psychology and education that bear on the abilities of children and adults to understand and use second languages, especially in educational settings. The topics provide analyses of how acquisition problems are solved by learners and of the factors that constrain or facilitate second language development. Finally, the applications of language acquisition research are considered in the field of second language pedagogy.

This course relates closely to LALS 514 (Language Learning Processes) which is usually taught in the first trimester; we would encourage students with an interest in second language acquisition (SLA) research to complete both courses. While LALS 514 focuses a broad range of theoretical approaches to understanding second language development, LALS 520 explores the role of learner characteristics in language acquisition as well as current issues of interest in instructed SLA.

The course will provide members with opportunities to study:

- a. The influence of cognitive processes on language learning
- b. Individual variables and their influence on language acquisition
- c. Connections between SLA research and language teaching.

Learning objectives

By the end of the semester, students will:

- a. Be knowledgeable about the research related to instructed second language acquisition, particularly with reference to the learning of linguistic form in an instructed setting.
- b. Understand individual differences and their influence on language acquisition.
- c. Be able to apply knowledge from objectives (a) and (b) to analyse information about individual differences and instructed SLA.

Content

Week beginning	Topics	Readings
1. 13 July	What is SLA? Attention, Awareness, and Noticing	<i>Ortega (2008) Chapter One</i> ¹ *** Schmidt (2001) *** Leow (2000) *** Adams (2003) *** Hanaoka (2007) *
2. 20 July	Focus on Form	Ellis (2008) *** Ellis, Basturkmen, & Loewen (2001) *** N. Ellis (2007) **
3. 27 July	Feedback	<i>Ortega (2009) Chapter Four</i> *** Leeman (2003) *** Mackey, Gass & McDonough (2000) *** Oliver & Mackey (2003) **
4. 3 August	Motivation in language learning	<i>Ortega (2009) Chapter Eight</i> *** Dörnyei (2009) *** Hiromori (2009) **
5. 11 August	Affect	<i>Ortega (2009) Chapter Nine</i> *** Arnold & Brown (2009) *** Hurd (2008) **
6. 17 August	Aptitude in Language Learning	<i>Ortega (2009) Chapter Seven</i> *** Skehan (2002) *** Robinson (2001) **
Mid-trimester break 24 August – 4 September inclusive		
7. 7 Sept.	Other Learner Characteristics and Interlanguage	<i>Ortega (2009) Chapter Ten</i> Dörnyei (2005) ***

¹ Ortega (2009) is the textbook for this course

		Kang (2005) *** Interlanguage (<i>Ortega, 2009</i>) Chapter Six
8. 14 Sept.	Learner Strategies	<i>Ortega (2009: 208-210)</i> *** Chamot (2001) Tseng et al (2006)
9. 21 Sept.	Age	<i>Ortega (2009) Chapter Two</i> *** Scovel (2000) Singleton (2001)
10. 28. Sept.	SLA and Second Language Pedagogy	<i>Ortega (2009: 234-254)</i> *** Lightbown (2000) Crookes (1999)

*** Reading is expected

** For assignments

* For interest

Expected workload

It is anticipated that you will invest a minimum of 12 hours per week on this course, including lecture attendance for on campus students. However, in order to achieve a high grade in the course, most students will find it necessary to spend more time on this course.

Readings

Essential texts

1. Ortega, L. (2009). Understanding second language acquisition. London: Hodder (available from Student Notes)
2. LALS 520, Studies in second language development, Readings (available from Student Notes)

For the first two weeks of trimester, postgraduate textbooks and student notes will be available from the top floor of VicBooks in the Student Union Building, Kelburn Campus.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: ++ 64 4 463 5515.

Assessment requirements

The following table outlines the assessment components for LALS 520:

	Component	Value	Word count	Due date	Learning objectives
1.	Presentation of an issue in SLA	20%	n/a	Thursday 6 August	a, b, c
2.	Mid-term test	30%	n/a	Friday 4 September	a, c
3.	Assignment	50%	1800-2200	Monday 12 October	b, c

The purpose of these assessment components is to allow you to investigate in depth topics of your choosing from the course.

Please consult the section for Distance Students in the MA Handbook site and also on Blackboard for information on formatting and submitting assignments.

You can submit your assignment using this email address: lals520@vuw.ac.nz.

In addition to the generic “LALS 520 Assignment 1” title that should preface each assignment, you should give each assignment a **specific title** that reflects the topic you have chosen to study (e.g. “*Motivation to learn English as a Foreign language: a Case Study of a Japanese High School Student*”).

1. Presentation of an issue in SLA

For this assignment, you are required to investigate one of the issues in SLA that is covered in this course. The task is to prepare a 30 (thirty) minute presentation using powerpoint using a minimum of 8 – 10 references and present your talk to the class by posting it on Blackboard. Technical and specific instructions for this assignment will be given in the first week of the course.

2. Mid-term test

The mid-term test will be a take-home, open-book test with a 24-hour time limit. It will be posted on blackboard at 5:00 pm on Friday 4 September, and your finished test must be emailed to the class email (lals520@vuw.ac.nz) by 5:00 pm on Saturday, 5 September. Late tests will not be accepted. If you are unable to take the test on this day, you must let Averil know as soon as possible, so an earlier date for you to take the test can be arranged. For those of you overseas, please check the time and date early.

The test will be posted as an MS word document. You should download the test and type your name and student ID number at the top. It is anticipated that you’ll need 5-6 hours to finish the test, although for some of you it may take more or less time. Do plan your time accordingly.

The test will include short (2-3 paragraph) essay questions. You may be asked to critique research findings, analyze data, or discuss concepts from the reading. The test will cover the topics from the first half of the course (attention through motivation). Good test papers will show evidence of understanding the concepts discussed, and the ability to apply them critically. The clarity and cohesion of your writing and argumentation will also be important.

3. Assignment: Case study of a current second language learner

In this assignment, you will explore the connections between individual characteristics and language learning for a specific learner. Select a learner who is currently engaged in learning a second language. Conduct a case study to investigate how the learner’s individual characteristics influence their second language development. Minimally, you should conduct a detailed interview with the learner, exploring their current and previous language learning experiences and the learner factors you have chosen. You may interview instructors and tutors. You may also choose to examine evidence of the learner’s development, including oral and written samples of interlanguage.

Your essay should begin with an overview of the factors you have chosen (including at least 8-10 references from our course readings and beyond), as well as a full description of the learner and the methodology you used, a general description of your findings, as well as detailed discussion of the learners’ individual characteristics and implications for their future learning. Where appropriate, you may make recommendations for this learner. You should draw thoughtful connections between the learner, the research literature, and language development. Your essay should follow APA citation guidelines.

Read the chapter by Dörnyei (2007) under the heading ‘Assignment Reading’ in the front of your course readings. It will help you with planning your data collection and with understanding some of the issues around qualitative studies.

Deadlines

No specific penalty will be imposed if you obtain permission to submit the assignment after the deadline. If you find that you need an extension, you **must** get explicit permission from the course coordinator before the due date. Extensions will only be granted when the assignment is not completed due to unforeseeable circumstances such as illness or family emergencies.

Work submitted on time will be marked and commented on in a timely manner. Work submitted late **for any reason** will be marked at the instructor’s convenience, and will receive few, if any, comments.

Penalties

As noted above, late work will not be accepted unless prior arrangements have been made with the course coordinator. Plagiarism will result in failure in the course. Note: work handed in on-time will be marked with comments in a reasonable timeframe. Work handed in late will be marked when possible, comments may or may not be given.

Submitting assignments and tasks

General guidelines

- Set margins to at least 2.5 cm
- Set line spacing to 1.5
- Set font size of 12 point
- Include page numbers
- Include a title page which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due
- Provide a word count at the end of the assignment (not including the Reference section)
- **If submitting via the internet, email to the course email (lals520@vuw.ac.nz), not to the instructor's email**

Hard copy submissions

- Type on one side of A4 paper
- Staple pages together
- Avoid presenting assignments in bulky folders or sleeves unless necessary
- Avoid inserting individual pages in clearfile sleeves

Mandatory Course Requirements (Terms):

To meet Mandatory Course Requirements, each course member is required to do the following work:

1. Complete weekly reading requirements in preparation for classes.
2. Complete all assessment requirements.

Academic integrity and plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Statement on the use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

<http://www.victoria.ac.nz/home/about/avcacademic/Publications.aspx>