



## School of Linguistics and Applied Language Studies Course Outline

### LALS 514, Language Learning Processes, Trimester 1, 2008

1. Course Coordinator: Rebecca Adams

2. Staff:

**Rebecca Adams**

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3. Class times and rooms:

**Lectures:**

All lectures will be online for 2008

4. Announcements:

Additional information concerning this course will be displayed on the Linguistics postgraduate noticeboard next to room VZ307 on floor 3 of the Von Zedlitz building.

5. LALS main office: VZ210, 2<sup>nd</sup> floor Von Zedlitz Building, Kelburn Parade

6. LALS 514 Course Administrator:

Rachel Scholes, Postgraduate administration

Tel: 463-5600

**Web contact:** [www.blackboard.vuw.ac.nz](http://www.blackboard.vuw.ac.nz)

Email: [LALS-514@vuw.ac.nz](mailto:LALS-514@vuw.ac.nz)

## 7. Aims:

The course will provide members with opportunities to study:

- a. The conceptual foundations of different theoretical approaches in the field of second language learning.
- b. The way that second language acquisition research is contributing to developments in language pedagogy.

## 8. Objectives:

By the end of the semester, students will:

- a. Be knowledgeable about the major theories of second language acquisition.
- b. Be able to analyze learner language from a linguistic perspective
- c. Be able to critique methods of language pedagogy with reference to second language learning.

## 9. Content:

Week	Topics	Readings
Week 1 6 March	Error Analysis	Schachter & Celce-Murcia (1983)
Week 2 13 March	Interlanguage Analysis	Bardovi-Harlig (1997) Mitchell & Myles (Ch. 2)
Week 3 20 March	The Role of the L1	Larsen-Freeman & Long (1991)
Week 4 27 March	Critical Period Hypothesis	Birdsong & Molis (2001) Marinova-Todd, Marshall, & Snow (2000)
Week 5 3 April	Input Hypothesis	Mitchell & Myles (Ch. 6.1-6.3) Gass & Selinker (2000) White, Spada, Lightbown, & Ranta (1991)
Week 6 10 April	Output Hypothesis	Swain (2000) McDonough (2005)
Week 7 1 May	Interaction Hypothesis	Mitchell & Myles (Ch. 6.4-6.10) Pica, Lincoln-Porter, Paninos, & Linnell (1998) Nakahama, Tyler, & Van Lier (2001)
Week 8 8 May	Processability Theory	Mitchell & Myles (Ch. 4) Ellis (1994) Mackey & Silver (2005)
Week 9 15 May	Information Processing Models	Ellis (2001) Skehan (1998)
Week 10 22 May	Intercultural Language Learning	Bryam (1997) Bennett, Bennett, & Allen (1999)

## 10. Texts:

### Required:

Mitchell, R. & Myles, F. (2004). *Second Language Learning Theories*. London: Arnold.

LALS 514 Course Readings: Language Learning Processes

**Vicbooks** has two locations - Student Union Building on Kelburn Campus and Rutherford House on Pipitea Campus (which stocks textbooks for Law and Commerce only). We distribute student notes (for Law (all stages) and Commerce from stage 2 upwards only) from the Pipitea shop and the student notes shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz)

We can courier books to customers or they can be picked up from either shop the day after placing an order online.

We can be contacted by telephone

Kelburn 463 5515

Pipitea 463 6160

Opening hours

8am - 6pm Mon - Fri (during term time - we close at 5pm in the holidays)

10am - 1pm Saturday

## 11. Assessment:

You will be assessed on two assignments and on a learning journal. The purpose of the assignments is to allow you to apply what you've learned in class through analyzing learning language and language teaching practice.

Component	Value	Word count	Due date
Journal	10%	NA	Throughout
Assignment 1	40%	1500-1800	Friday, 4 April
Assignment 2	50%	1800-2000	Tuesday, 3 June

### Deadlines

No specific penalty will be imposed if you obtain permission to submit an 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.

### Journals

Your marks for journals requires your timely and thoughtful participation on.

You will maintain an online learning journal during the trimester. For each week of class, you will need to record your thoughts on the readings and questions you have about them. Minimally, your journal entries should be 150-250 words. They may include your reactions to the readings and any questions you have on the theories explained. You may also include reflections on how the ideas discussed could influence teaching practice. Your journals should be posted by Wednesday each week (the day before the scheduled lecture). We expect your journals to be put online before we post lecture notes.

You will be assigned to small groups at the beginning of the trimester. On Blackboard, in the menu tab called "Journals" is a space set up for each group. Under that tab, you will find a group journal for your group.

In addition to writing in your own journal, you should read the entries by other students in your groups, and you can respond to them by writing a new entry or by using the comments option.

Over the course, you should select 3 weeks of the trimester for which you will write a response (no more than 400 words) to your groups' journal entries, including a short (150-200 word) summary of

the main ideas from the readings followed by a 200-250 word personal reflection and response to the ideas raised. These responses should be posted on the Blackboard Discussion Board. Forums to post responses for each week have been created on Blackboard. Remember, you only need to write a response to your groups' discussion and post it on Blackboard 4 times during the semester. Responses should be posted no later than the Monday following the class lecture date. We will comment on summaries.

### **Assignment 1: Interlanguage Analysis**

You are required to record a 5-7-minute oral second language text. The text should be collected from a single learner or a pair of learners. The learner(s) can be engaged in a learning task, or you can interview the learner. You should transcribe relevant segments using whatever transcription style you prefer. You should then analyse the transcription using the techniques discussed in lectures and the readings. Your assignment should include:

- A description of the class participants, setting, and context
- A qualitative, impressionistic discussion of the learner's language use
- An analysis of errors and other interlanguage features found in transcription, including discussion of interlanguage and intralanguage error

The majority of the assignment should be devoted to the analysis. Your transcript should also be appended to the assignment (not included in the word count). You may choose to use suppliance in obligatory contexts (SOC), construction of interlanguage rules, or evidence of emergence to examine the text. You may also choose to examine the learner's written work in addition to the oral segment to supplement the analysis. You should carefully focus your analysis on any aspect of the learner's interlanguage, including second language syntax, morphology, vocabulary, phonology, pragmatics, etc. You may not use the same text or analysis used in any other course.

### **Assignment 2: Theories of second language acquisition**

Choose one of the concepts listed below. Using the assigned reading from the course as well as other sources (at least 8-12 additional sources) explain the concept, with particular reference to its implications for language learning and teaching. Then, present a reflection of how your understanding of this concept may influence your language teaching in a specific context. It is important in this assignment to go beyond surface information, and to consider both the concept and your teaching in a clear, concise, cohesive, and sophisticated manner.

- ❖ Interlanguage
- ❖ Second Language Interaction
- ❖ Intercultural Language Learning
- ❖ Processability
- ❖ Information Processing
- ❖ Critical Period

### **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)

#### 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

## **12. Penalties:**

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.

Assignments that are handed in on time will be marked and commented on and returned in a timely manner. Late assignments will be marked when possible, and receive fewer, if any, comments.

Plagiarism will result in failure in the course. See also page 17 of the MA Handbook.

## **13. Relationship between assessment and course objectives:**

Assignment 1 is related to objectives b and c. Assignment 2 is designed to focus on objectives a and c. Task 1 is related to objective c, and the journals to all objectives.

## **14. Workload:**

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

## **15. Mandatory Course Requirements (Terms):**

In order to pass this course, you must:

- ❖ participate in each week's discussion on Blackboard in a timely manner, and complete 4 summaries as discussed above.
- ❖ complete both assignments.

## **16. Attendance:**

It is assumed that you will attend all lectures (or, for distance students, participate each week on the blackboard discussion forum in a timely manner). If you are unable to attend a lecture, you should still complete your learning journal, and should contribute online.

## **17. 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 identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by Turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

## **18. Academic integrity and plagiarism**

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

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

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

## **GENERAL UNIVERSITY STATUTES AND POLICIES**

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* available in hardcopy or under "about Victoria" on the Victoria homepage at:

[http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support