

School of Linguistics and Applied Language Studies Course Outline

LALS 514, Understanding Second Language Learning, Trimester 1, 2010

1. Trimester dates

Teaching dates: 8th March – 24th May
Mid-trimester break: 5 April – 18 April 2010

2. Withdrawal dates

Information on withdrawals and refunds may be found at
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

3. Staff:

Names and Contact Details

Jean Parkinson (Course Coordinator)

Von Zedlitz (VZ) 315
Tel: 463 5233 ext 8009
Email: jean.parkinson@vuw.ac.nz
<http://www.victoria.ac.nz/lals>
Office hours: Wednesday 12:00-1:00



Jonathan Newton

VZ 422
Ext. 5622
Office hours: as posted on door
Email: Jonathan.Newton@vuw.ac.nz
<http://www.vuw.ac.nz/lals>



Postal Address:

School of Linguistics and Applied Language Studies
Victoria University of Wellington
PO Box 600
Wellington 6001

4. Class times and rooms:

Lectures:

Monday 13:10 – 15:00 MY402, 8th March – 24th May

5. Course Delivery:

For distance students, the course is available at <http://blackboard.vuw.ac.nz>. When you enrol you will automatically be given a computer user account, which will be on your *Confirmation of Study* form. Usually, it is the first six letters of your family name and four letters of your first name. So if your name is Robert Cameron, your user name might be *camerorobe*. Your password will be your student ID number. You need to use this computer user account when you access journals from off-campus. For help, contact scs-hda@vuw.ac.nz or phone (04) 463 5050. If you want to use other student computing services, you need to call the SCS Help Desk on (04) 463 5050. Staff will re-confirm your username and re-set your password after confirming your identity. Useful websites include <http://www.victoria.ac.nz/scs/services/services.aspx> and <http://www.victoria.ac.nz/scs/>. If you are an international student, the following site could be useful for you: <http://www.victoria.ac.nz/international/>.

Before you log into Blackboard or make any use of your Victoria University programmes, you will need to change your original password. To do this, please visit: <https://password.student.vuw.ac.nz/psynch/nph-psf.exe?lang=en-us>. Please log in with your user name and your student ID (your student number) as the initial password to change it. You can also find the link to change your password in the top of the box on the left on the Blackboard login page.

Your user ID is printed in the top right section of the Confirmation of Study form that the university sends you. Typically it is the first six letters of your family name followed by the first four letters of your first name. If your name results in a user ID that is the same as someone else's, there will be a number added to the end of your user name. Look on your Confirmation of Study form to check your user name.

Distance students are welcome to come to the class if they are in Wellington. Contact Jean Parkinson for details.

6. Announcements:

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

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

8. LALS 514 Course Administrator:

Rachel Scholes, Postgraduate administration
Tel: 463-5600
Web contact: www.blackboard.vuw.ac.nz
Email: MA-LALS@vuw.ac.nz

9. 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.

10. 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.

11. Content:

The readings in the table below are indicative of the course readings, but these may change; this will be confirmed later. Readings not contained in the set text will be downloadable from Blackboard.

Week	Topics	Readings
Week 1 8 March	Contrastive Analysis and Error Analysis	Schachter & Celce-Murcia (1983) Mitchell & Myles (Ch. 2)
Week 2 15 March	Interlanguage Analysis	Bardovi-Harlig (1997) Larsen-Freeman & Long (1991)
Week 3 22 March	Universal Grammar Approach	Mitchell & Myles (Ch. 3)
Week 4 29 March	Critical Period Hypothesis	Birdsong & Molis (2001) Marinova-Todd, Marshall, & Snow (2000)
Week 5 19 April	Input Hypothesis	Mitchell & Myles (Ch. 6.1-6.3) Gass & Selinker (2000) White, Spada, Lightbown, & Ranta (1991)
Week 6 26 April	Output Hypothesis	Swain (2000) McDonough (2005)
Week 7 3 May	Interaction Hypothesis	Mitchell & Myles (Ch. 6.4-6.10) Pica, Lincoln-Porter, Paninos, & Linnell (1998) Nakahama, Tyler, & Van Lier (2001)
Week 8 10 May	Information Processing Models	Ellis (2001) Skehan (1998)
Week 9 17 May	Processability Theory	Mitchell & Myles (Ch. 4) Ellis (1994) Mackey & Silver (2005)
Week 10 24 May	Sociocultural and sociolinguistic perspectives	Mitchell & Myles (Ch. 8)

12. Texts:

Required:

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

Other required reading: In addition to the set text, additional readings for each week's topic class will be made available. These will be available through blackboard as electronic downloadable copies of readings (or links to download sources). These will not be available in a pre-printed book of readings.

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 or can email an order or enquiry to 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

13. 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 have learned in class through analyzing learning language and language teaching practice.

Component	Value	Word count	Due date
Journal	10%	N/A	Throughout
Assignment 1	40%	1500-1800	Thursday, 1 April
Assignment 2	50%	1800-2000	Tuesday 8 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

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 reflections on how the ideas discussed could influence your teaching practice.

You will be awarded a mark of up to 10% for your journals. To obtain 10% for your journal contributions, you need to submit a journal contribution of at least the stated length each week as well as at least one response per week to a fellow student's contribution. (Each journal contribution and response is awarded 1%.)

Distance students

Your journals should be posted by Sunday 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 should respond to at least one of them per week by using the comments option.

On-campus students

Your journals will consist of the same weekly written reflection which you will bring to class, share with another student, and submit in hard copy.

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 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)

Assignments should be submitted online, by clicking a link on the assessment page on the Blackboard site. If you have difficulty with this, a backup email mailbox is: LALS-MA@vuw.ac.nz, but please use this only if you are unable to submit through Blackboard. In this event, please also use your name as the name for your document and email Jonathan.newton@vuw.ac.nz or jean.parkinson@vuw.ac.nz to inform us.

14. 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.

15. 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. The journals are related to all objectives.

16. 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.

17. Mandatory Course Requirements (Terms):

In order to pass this course, you must:

- ❖ participate in each week's discussion on Blackboard in a timely manner.
- ❖ complete both assignments.

18. Details of class representative system may be viewed at:

<http://policy.vuw.ac.nz/Amphora!~~policy.vuw.ac.nz~POLICY~00000000803.pdf>

19. 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.

20. 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.

21. 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>

22. 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

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