



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES (LALS)**

**MASTER OF ARTS IN APPLIED LINGUISTICS / TESOL**

**LALS 519 SPECIAL TOPIC: COGNITIVE LINGUISTICS AND LANGUAGE ACQUISITION**

**TRIMESTER 2 2012**

**16 July to 17 November 2012**

**Trimester dates**

Teaching dates: 9 July to 20 July 2012

Course dates: 9 July to 5 October 2012

Last piece of assessment due: 5 October 2012

**Withdrawal dates**

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

**Names and contact details**

**Course coordinator and instructor:**

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**Assistance:**

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**MA course administration at LALS:**

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### **Class times and locations**

Lecture/Seminar time: This is an intensive course, taught over a two-week period from 9 to 20 July: Mon, Tue, Wed, Thu, Fri; 16.10 – 18.00.

Lecture/Seminar venue: 24 Kelburn Parade, room 103

### **Teaching/learning summary**

The course is delivered in two modes: on campus and by distance. On campus classes are run as workshops. For distance students, the course is available at <http://blackboard.vuw.ac.nz>, where they are expected to contribute to the discussion board. Blackboard is Victoria's online teaching and learning system. In both modes, students are expected to participate actively in activities and discussions. Further information about Blackboard is available under Frequently Asked Questions, under the Study tab of the School website.

### **Communication of additional information**

Additional information about this course and information about any changes will be announced in on-campus classes and posted on the course website in Blackboard.

### **Course prescription**

The course presents a cognitive analysis of second language acquisition. It is rooted in psycholinguistics, cognitive linguistics, corpus linguistics, construction grammar, applied linguistics, and the psychology of learning as these apply to second language learning.

### **Learning objectives**

Students who pass this course will be able to:

1. analyse SLA from a cognitive perspective
2. consider why particular L2 constructions might be easy or difficult to acquire
3. consider why particular individuals might find SLA easy or difficult
4. propose a pedagogical intervention to facilitate the acquisition of particular L2 constructions.

### Expected workload

It is anticipated that you will invest a minimum of 150 hours on this course.

### Readings

All of the essential and most of the recommended readings will be available on the course website in Blackboard. These are, per session, as follows:

Session	Topic / ppt	Essential reading	Recommended additional reading
9 July	Second Language Cognition – an overview	Ellis, N. C. (2006). Cognitive perspectives on SLA: The Associative-Cognitive CREED. <i>AILA Review</i> , 19, 100-121	
10 July	Frequency effects in SLA – Implicit learning in SLA	Ellis, N. C. (2002). Frequency effects in language acquisition: A review with implications for theories of implicit and explicit language acquisition. ( <u>Target article</u> ) <i>Studies in Second Language Acquisition</i> , 24, 143-188.	
11 July	Selective attention and transfer -	Ellis, N. C. (2006). Selective attention and transfer phenomena in SLA: Saliency, contingency, interference, overshadowing, blocking, and perceptual learning. <i>Applied Linguistics</i> , 27 (2), 164-194.	Ellis, N. C. & Sagarra, N. (2010). The bounds of adult language acquisition: Blocking and learned attention. <i>Studies in Second Language Acquisition</i> , 32 (4), 553-580.
12 July	The nature of the Interface – Explicit learning in SLA	Ellis, N. C. (2005). At the interface: Dynamic interactions of explicit and implicit language knowledge. <i>Studies in Second Language Acquisition</i> , 27, 305-	Norris, J., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. <i>Language Learning</i> , 50, 417-528.

		352.	
13 July	Individual Differences	Dornyei, Z., & Skehan, P. (2003) Individual differences in second language learning. Ch. 18 in Long, M. & Doughty, C. (Eds.) <i>Handbook of Second Language Acquisition</i>	
16 July	Formulaic language and its role in acquisition	Ellis, N. C. (in press, 2012). Formulaic language and second language acquisition: Zipf and the “phrasal teddy bear”. <i>Annual Review of Applied Linguistics</i> .	Simpson-Vlach, R., & Ellis, N. C. (2010). An Academic Formulas List (AFL). <i>Applied Linguistics</i> , 31, 487-512.
17 July	Constructional Approaches	Ellis, N. C. (2011). Frequency-based accounts of SLA. In S. Gass & A. Mackey (Eds.), <i>Handbook of Second Language Acquisition</i> , (pp. 193-210), London: Routledge/Taylor Francis.	Ellis, N. C. & Larsen-Freeman, D. (in preparation). Emergent models of the acquisition of Verb Argument Constructions. <i>Language Learning</i> , 59, Supplement 1.
18 July	Language Emergence	Ellis, N. C. & Larsen-Freeman, D. (2006). Language Emergence: Implications for Applied Linguistics. Introduction to the Special Issue. <i>Applied Linguistics</i> , 27(4), 558-589.	‘The Five Graces Group’ (Beckner, C., Blythe, R., Bybee, J., Christiansen, M. H., Croft, W., Ellis, N. C., Holland, J., Ke, J., Larsen-Freeman, D., Schoenemann, T.) (2009). Language is a complex adaptive system. Position paper, <i>Language Learning</i> , 59, Supplement 1, 1-27.
19 July	Student Presentations		
20 July	Student Presentations / Analysing Language Corpora / General discussion		

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 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). Books can be couriered to customers or they can be picked up from nominated collection points at each campus. 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: 463 5515.

## Assessment requirements

Assessment items		Length and date due	%	CLO(s)
1	EITHER Prepare a ppt presentation explaining why a particular L2 construction might be easy or difficult to acquire OR Prepare a ppt presentation explaining individual differences in SLA	25-30 minutes Due: 19 July	40%	1, 2, 3
2	EITHER Design an empirical study to further investigate your proposal in 1. OR Design a pedagogical intervention based upon your proposal in 1.	3,500 words Due: 3 August	60%	1,2,3,4

## Penalties

If you find that you need an extension, you must get explicit permission from the course coordinator before the due date. No penalty will be imposed if you obtain permission to submit the assignment after the deadline.

## Mandatory course requirements

To gain a pass in this course each student must:

- Submit the written work specified for this course on or by the specified dates, unless permission for late submission was obtained from the course instructor.
- On-campus students are expected to attend at least 8 of the 10 meetings. Distance students are expected to post a response to every task on the course site on Blackboard, within the time-span mentioned in the task description.

## Class representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

## **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>

## **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.

## **Where to find more detailed information**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at <http://www.victoria.ac.nz/home/study/academic-progress.aspx>. Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the Academic Office website, at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).