

School of Linguistics and Applied Language Studies

Master of Arts in TESOL and Applied Linguistics LALS 514, Understanding Second Language Learning,

Trimester 1, 2012

5 March to 8 June 2012

1. Trimester dates

Teaching dates: 5 March to 8 June 2012

Mid-trimester break: 6–22 April 2012

Last piece of assessment due: 6 June 2012

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

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NEW ZEALAND

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

LALS 514 Course Administrator:

Kirsten Sims, Postgraduate administration

Tel: 463-5849

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

Email: MA-LALS@vuw.ac.nz

4. Class times and rooms:

Lectures:

Thursday 16:10 – 18:00 24 Kelburn Parade 201, 8th March – 31st May.

Lectures will take place on the following dates: 8 March, 15 March, 22 March, 29 March, 26 April, 3 May, 10 May, 17 May, 24 May, 31 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 ITS 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.

6. Announcements: Communication of additional information

Additional information concerning this course will be displayed on Blackboard.

7. Course Prescription:

This course explores the question of how a second language is learned. It focuses on the process involved and the implications of these processes for language pedagogy. Particular emphasis is given to how language use, interaction, and instruction affect the course of language development.

LALS514 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. Course Content

week	Topics	Readings
8 March	Early theories role of L1 & EA	VanPatten & Williams (2007) Ch2 Ellis, R. and Barkhuizen (2005) Ch 3
15 March	IL	Bardovi-Harlig (1997) Larsen-Freeman & Long (1991) Ellis, R. and Barhuizen (2005) ch 4
22 March	UG	Cook (2001) Pica (2005). Ionin Zubizarreta & Maldonado (2008). Mitchell & Myles (2004) Ch 3
29 March	Information processing theory	Ellis, N. (2007) Ellis, N. (2003) Durrant & Schmidt (2010)
Assignment due: Friday, 13 April		
26 April	Explicit and implicit knowledge & processing capacity	Ellis, N. (2007) Ellis, R. (2009) Phelp (2009).
10 May	Input hypothesis & Output Hypothesis	Gass (2003). Gass & Selinker (2000).
17 May	Interaction hypothesis	McDonough (2005) Nakahama, Tyler & Van Lier (2001).
3 May	Focus on form	Ellis, R., Basturkmen and Loewen 2001 Loewen (2011)
24 May	Sociocultural perspective	Aljaafreh & Lantolf (1994) Lantolf (2011) Ellis, R. and Barkhuizen (2005) Ch 10
31 May	Sociolinguistic perspectives	Norton and McKinney (2011) Norton Pierce (1995)
Assignment 2 due: Wednesday 6 June		

9. Learning objectives:

By the end of the trimester, 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.

10. Workload:

Students are expected to devote a total of about 150 hours, spread throughout the trimester, to this course in order to maintain satisfactory progress. The following gives an indication of how that time may be distributed:

For each of the 10 class weeks:

6 hours required and extended reading and to prepare for class or Blackboard discussion

2 hours class attendance OR participation in Blackboard discussion

For the assignments (including reading, researching, writing up):

Assignment 1: 35 hours

Assignment 2: 35 hours

11. Readings:

Required reading:

Ellis, R. and Barkhuizen, G. (2005). *Analysing Learner Language*. Oxford: Oxford University Press.

Other required reading: In addition to the set text, additional readings for each week's topic 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.

You are expected to participate in a critical discussion of the reading material in class (on-campus class members) or on Blackboard (distance class members). Through your participation in discussion and in activities related to the readings, you will demonstrate your progress towards meeting the course objectives in a broad way, as compared with the in-depth evidence provided by your assignment work.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 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 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 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.

12. Assessment:

You will be assessed on two assignments and on your blackboard contributions. There is no examination. 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	Learning objective	Value	Word count	Due date
Blackboard contributions	a, b, c	10%	N/A	Throughout
Assignment 1	b, c	45%	1800-2000 words	Friday, 13 April
Assignment 2	a, c	45%	1800-2000 words	Wednesday 6 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.

Blackboard contributions

You can earn 10 marks (10% of the course assessment) for contribution to class discussion. You will gain one mark for each course week in which you post a relevant and appropriate response to required readings (maximum 300 words). Distance students must in addition respond to the contribution of at least one other student. To earn 1% each week for your contribution, you must contribute in a timely manner. Timely means that for an on-campus student you must post your contribution before the day of the on-campus class (i.e. by 7th March for the first week). For a

distance student, you must post your contribution by the end of the course week (i.e. distance students: post your response to week 1 readings by Sunday 12th March).

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 in one focused area, 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), or construction of interlanguage rules, 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. The area on which you choose to focus your analysis may be any aspect of the learner's interlanguage, including a selected area of second language syntax, morphology, vocabulary, phonology, or pragmatics, etc. You may not use the same text or analysis used in any other course.

Note: Chapters 2, 3 & 4 of Ellis and Barkhuizen (2005) will be particularly helpful in preparing for this assignment

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.

- Input
- Output
- Interaction
- Formulaic language
- Focus on form
- Implicit and explicit knowledge
- Identity
- Scaffolding

Assignment assessment criteria

Detailed assessment criteria will be posted on Blackboard

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 References)

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 jean.parkinson@vuw.ac.nz to inform me.

13. 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 unforeseen illness or family emergencies. For assignments handed in late without an extension the maximum grade possible is B- and no personal comment will be provided. 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 no comments. Be careful to keep to word limits. Assignments that are 10% or more over the word limit will be marked down one grade (e.g. from a B+ to a B).

14. Mandatory Course Requirements:

In order to pass this course, you must:

- complete both assignments timeously.
- post a contribution (maximum 300 words) to each week's discussion on Blackboard. Distance students must in addition respond to the contribution of at least one other student. To earn 1% each week for your contribution, you must contribute in a timely manner. Timely means that for an on-campus student you must post your contribution before the day of the on-campus class (i.e. by 7th March for the first week). For a distance student, you must post your contribution and response any time up until the day before the next on-campus class (i.e. by 12th March for the first week).

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

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

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 contribute online, fulfilling requirements for distance students.

17. 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>

18. 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.

19. WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at 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 (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.