

LING 4348 – Analyses of Second Language Acquisition (#11425), Fall 2023

Instructor: Annie Tremblay (she, her, hers)	Schedule: MW 9:00-10:20 am
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Course Information: What this class is about and what we will do

Course Description

This course introduces students to the field of second language acquisition (SLA)—a discipline that focuses on the many problems associated to three general questions:

1. How do humans learn additional languages after they have learned their first?
2. What factors contribute to the variability observed in rates and outcomes of second language learning?
3. What does it take to attain advanced language and literacy competencies in a language other than the mother tongue?

This course will explore some of the most important factors that impact SLA. This includes an examination of the role that linguistic, psychological, and social variables play in SLA. Theories of SLA will be presented and discussed, particularly in terms of their implications to second language teaching and learning.

Course Objectives

By the end of this course, students will be able to:

- Develop an introductory and personally relevant understanding of second language learning, including the factors that influence it;
- Become familiar with theories, methods, and findings in the field of SLA;
- Develop the ability to read SLA research in a meaningful way.

Recommended Materials

Recommended reading

Saville-Troike, M. (2006). *Introducing second language acquisition*. Cambridge, UK: Cambridge University Press.

There are newer editions of this book available for purchase. However, the newer editions do not contain significantly more information than the 2006 edition, which is available for free download on the internet.

Additional readings will be posted on Blackboard.

Course Requirements and Assessment

Students taking this course will be assessed as follows:

- Examinations (30%): There will be two exams (15% each), one towards the middle of the semester, and one at the end of the semester. Material for the exams will be taken from *lectures, readings, assignments, videos, quiz material, and discussion boards*. There will be no final/comprehensive exam for this course.
- Quizzes (20%): Five online quizzes (4% each) will be given to review the material presented. The link to the quiz will be posted on Blackboard. The quizzes test your knowledge of the weekly topic and may also contain new learning materials (in the form of text, videos, audio). Make-up quizzes will not be granted.
- Homework assignments (35%): Students will complete five homework assignments. Additional information on the assignments will be provided through Blackboard.
- Discussion Board (15%): Weekly discussion board topics will be posted on Blackboard (1% each). You will be asked to reflect and respond to Discussion Board questions and post your responses. Discussion assignments require that you post one original thread. Grading of discussions will be based on the following instructions: (i) the discussion posts should answer all the questions from the discussion prompts; (ii) the discussion posts should contain clear, accurate, and complete sentences; (iii) if possible, the discussion posts should be supported with specific references and evidence (e.g., add information from course readings, outside resources, research that you did using a book or website, real-life experience, prior coursework). Do not wait until the last minute to post to discussion board. Posting early allows you to write thoughtful answers and to be the first one to make important points. Posting early also ensures that you will not miss deadlines.

Students can earn up to **2% in extra credit** by participating in up to **4 credits of SONA experiments (0.5% in extra course credit per SONA credit)**. SONA is a Human Participant Pool System used for research conducted by faculty in the Department of Psychology and the Department of Latin-US and Linguistics. Students earn course credit by completing experiments that investigate a variety of issues in psychology and/or linguistics. Many of the studies posted in SONA are immediately relevant to linguistics because they investigate language use or depend on language use. A tutorial will be provided in class to show you how to use SONA to participate in research and earn extra credit for this class. An alternative assignment option will be provided to you should you prefer not to participate in research. The deadline for completing either type of extra credit assignment is **December 6, 2023** (last day of class).

Grading

Grades will be assigned as follows:

- >89.45% = A
- 79.45-89.44% = B
- 69.45-79.44% = C
- 59.45-69.44% = D
- <59.45% = F

IMPORTANT: There will be no rounding up of grades. The instructor will not respond to emails that ask for adding or rounding points to the final grade, nor will she grant the opportunity for extra assignment for extra credit outside the options outlined in the syllabus.

Technology Requirements

Course content is delivered in class and via the Internet through the Blackboard learning management system. Students should ensure that their UTEP e-mail account is working and that they have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

Students will need to have access to a computer, ideally a personal laptop. They will need to download or update the following software: Microsoft Office and Adobe Acrobat Reader. Students should check that their computer hardware and software are up-to-date and able to access all parts of the course.

If students do not have a word-processing software, they can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If students encounter technical difficulties beyond their scope of troubleshooting, they should contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact the instructor for this type of assistance. The Help Desk is much better equipped than the instructor is to assist you!

Course Communication: How we will stay in contact with each other
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Students should not hesitate to speak with the instructor for questions about or discussion of any issue or topic related to class. Here are communication channels that can be used outside of class time:

- **Office Hours:** The instructor will hold in-person for student questions and comments about the course. Virtual office hours on Zoom are also available by appointment. Office hours will be held on **Monday 11-12 and Wednesday 1-2**. If these times do not work with

students' schedules, they should contact the instructor to make an appointment at a different time.

- **Email:** UTEP e-mail is the best way to contact the instructor. Every attempt will be made to respond to students' email within 48 hours of receipt. When e-mailing the instructor, be sure to email from your UTEP student account, and please put the course number in the subject line. Always begin your email with a greeting (e.g., "Dear Prof. Tremblay") and always end it with a salutation (e.g., "Best regards,"). In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Netiquette

As we know, sometimes communication online can be challenging: It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and the professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What you need to do to be successful in the course
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Attendance

Students' regular attendance is important for them to understand the course materials. Students who miss class typically see their grades suffer from having missed important content taught in class. Students should therefore attend class on a regular basis.

Late Assignment Policy

All assignments will lose 20% of their total grade (i.e., 0.2 of 1%, 1.6 of 8%) for EACH day that they are late, except in cases of documented serious emergency or with advance approval of the instructor.

Technology Policy

Students should not use cell phones in class other than to receive emergency phone calls or phone calls about someone in their care. Students can use a laptop to take notes, but since slides will be made available after each class, there is no need to write down everything on the slides; instead, notes should focus on what is *not* on the slides (e.g., oral explanations of bullet points on the slides). Checking email, texting, and so forth, is distracting for students and for others. If students believe their situation warrants an exception to this policy, they should talk individually to the instructor.

Alternative Means of Submitting Work in Case of Technical Difficulties

It is strongly recommended that students submit their work with plenty of time to spare in the event that they have a technical issue with the course website, network, and/or their computer. It is also recommended that students save all their work (answers to discussion questions, papers, etc.) in a separate Word document as a back-up. This back-up will serve as evidence that they completed the work, and students will not lose credit. If students are experiencing difficulties submitting their work through the course website, they should contact the UTEP Help Desk. Students can email me their back-up document as a last resort.

Incomplete Grade Policy

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Students should talk to the instructor immediately if they believe an incomplete is warranted. If granted, a contract of work to be completed with deadlines will be established.

Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism

occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Plagiarism Detecting Software

Some of students' coursework may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality.

Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Course Resources: Where you can go for assistance
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Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Course Schedule: What we will cover when

MODULE	ACTIVITIES	READINGS	ASSESSMENTS	OUTCOMES
Week 1 Aug. 28 - Sept. 1 Introduction to Bilingualism and Second Language Acquisition (SLA)	Discussion Board 1: Post an original thread. “Have you (or someone you know) had the experience of learning a second language as an adult? Can you briefly describe this experience?” Due on Tuesday, Aug. 29 @ 11:59 pm.	Read: Saville-Troike (2006), Chapter 1, pp. 1– 7 PowerPoint: “Week 1”	Quiz 1: Use the link on Blackboard to complete the quiz. You can only complete the quiz once. Due on Thursday, Aug. 31 @ 11:59 pm.	-Familiarize with course objectives and syllabus - Familiarize with the basic research questions in SLA
Week 2 Sept. 5-8 Introduction to the Nature of Language Learning	Discussion Board 2: Post an original thread. “How long do you think it takes for children to acquire the basic grammar of the language that they are exposed to?” Due on Tuesday, Sept. 5 @ 11:59 pm.	Read: Fromkin et al. (2019), Chapter 8 PowerPoint: “Week 2”	Quiz 2: Use the link on Blackboard to complete the quiz. You can only complete the quiz once. Due on Thursday, Sept. 7 @ 11:59 pm.	-Familiarize with language acquisition in children
Week 3 Sept. 11-15 The Critical Period Hypothesis 1	Discussion Board 3: Post an original thread. “Do you think that the outcome of second language acquisition is the same if you start learning at age 5 (i.e., during childhood) vs. age 20 (i.e., during adulthood)? We know that age and L1 are influencing factors. Can you think of other factors that may affect the outcome?” Due on Tuesday, Sept. 12 @ 11:59 pm.	Read: Ortega (2013), Chapter 2, pp. 12-16 PowerPoint: “Week 3”	Assignment 1 (5%): Watch the documentary “Genie Wiley” answer some questions in an essay. Find instructions on Blackboard. Due on Sunday, Sept. 17 @ 11:59 pm.	-Familiarize with basic concepts about age of L2 acquisition
Week 4 Sept. 18-22 The Critical Period Hypothesis 2	Discussion Board 4: Post an original thread. “Have you even experienced cross-linguistic interference (i.e., an intrusion from the other language you know? Could you give two examples? If you are not a bilingual speaker, have you ever noticed cross-linguistic interference in other speakers? Due on Tuesday, Sept. 19 @ 11:59 pm.	Read: Ortega (2013), Chapter 2, pp. 16-25 PowerPoint: “Week 4”		-Learn more about age of acquisition effects

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<p>Week 5 Sept. 25-29</p> <p>The Critical Period Hypothesis 3</p>	<p>Discussion Board 5: Post an original thread. Read the following article and comment on the content: https://www.bbc.com/future/article/20190903-linguistic-fluency-proficiency-second-language-learning</p> <p>“What do you think is language proficiency? Do you think that comparing L2 speakers to native speakers (who are considered the norm) is always fair?”</p> <p>Due on Tuesday, Sept. 26 @ 11:59 pm.</p>	<p>Read: Ortega (2013), Chapter 2, pp. 25-30</p> <p>PowerPoint “Week 5”</p>	<p>Quiz 3: Use the link on Blackboard to complete the quiz. You can only complete the quiz once.</p> <p>Due on Thursday, Sept. 28 @ 11:59 pm.</p>	<p>-Learn more about age of acquisition effects</p>
<p>Week 6 Oct. 2-6</p> <p>Theories of SLA 1</p>	<p>Discussion Board 6: Post an original thread. Read the following posts and comment on the content: https://www.psychologytoday.com/intl/blog/life-bilingual/202002/understanding-someone-foreign-accent https://theconversation.com/heres-how-your-foreign-accent-can-unfairly-destroy-your-credibility-125981</p> <p>“Summarize the content of the two posts in two sentences. Then, based on your experience, comment on whether you think that the authors are right.”</p> <p>Due on Tuesday, Oct. 3 @ 11:59 pm.</p>	<p>Read: Saville-Troike (2006), Chapter 3</p> <p>PowerPoint “Week 6”</p>	<p>Assignment 2 (5%): Identify the theory of SLA discussed in each abstract. Find instructions on Blackboard.</p> <p>Due on Sunday, Oct. 8 @ 11:59 pm.</p>	<p>-Become familiar with theories of L2 acquisition</p>
<p>Week 7 Oct. 9-13</p> <p>Theories of SLA 2</p>	<p>Discussion Board 7: Post an original thread. Read the following article: https://www.psychologytoday.com/intl/blog/life-bilingual/201103/thinking-and-dreaming-in-two-or-more-languages</p> <p>“Comment on the post above: Do you think that the author is right? Can you relate to this and share your own (or someone you know) experience?”</p> <p>Due on Tuesday, Oct. 10 @ 11:59 pm.</p>	<p>Read: Saville-Troike (2006), Chapter 3</p> <p>PowerPoint: “Week 7”</p>	<p>Quiz 4: Use the link on Blackboard to complete the quiz. You can only complete the quiz once.</p> <p>Due on Thursday, Oct. 12 @ 11:59 pm.</p>	<p>-Become familiar with theories of L2 acquisition</p>

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<p>Week 8 Oct. 16-20</p> <p>Stages of SLA, Interlanguage, and Transfer</p>	<p>Discussion Board 8: Post an original thread. Read the following article: https://www.psychologytoday.com/intl/blog/life-bilingual/201310/perceptual-insensibility-in-second-language</p> <p>“Can you come up with examples of features of English that a Spanish speaker may find hard to learn, or vice versa features of Spanish that an English speaker could find difficult to learn (as the example of grammatical gender in the post)?”</p> <p>Due on Tuesday, Oct. 17 @ 11:59 pm.</p>	<p>Read: Saville-Troike (2006), Chapter 6</p> <p>PowerPoint: “Week 8”</p>	<p>Exam 1 (Wednesday, Oct. 18 @ 9 am): Find the study guide on Blackboard. More instructions about the exam will be posted on Blackboard.</p>	<p>-Become familiar with the processes underlying L2 development</p>
<p>Week 9 Oct. 23-27</p> <p>Input and Interaction</p>	<p>Discussion Board 9: Post an original thread. Read the following article: https://www.psychologytoday.com/intl/blog/life-bilingual/201506/can-second-language-help-you-learn-third</p> <p>“Write a short comment on the blog article based on what you have learned about transfer.”</p> <p>Due on Tuesday, Oct. 24 @ 11:59 pm.</p>	<p>Read: Saville-Troike (2006), Chapter 5</p> <p>PowerPoint: “Week 9”</p>	<p>Quiz 5: Use the link on Blackboard to complete the quiz. You can only complete the quiz once.</p> <p>Due on Thursday, Oct. 26 @ 11:59 pm.</p>	<p>-Become familiar with the processes underlying feedback and instruction</p>
<p>Week 10 Oct. 30 - Nov. 3</p> <p>Individual Variability</p>	<p>Discussion Board 10: Post an original thread. Individual factors are known to affect speed of learning and proficiency attainment. Anxiety is one of these factors. Read the following article: https://www.psychologytoday.com/intl/blog/life-bilingual/201608/foreign-language-learning-is-dating-it-spurs-anxiety</p> <p>“Do you think that some anxiety could have a good impact on language learning? And what about a lot of anxiety (as described in the article)? Have you ever experienced L2 anxiety, or do you know someone who has?”</p> <p>Due on Tuesday, Oct. 31 @ 11:59 pm.</p>	<p>Read: Lightbown & Spada (2006), Chapter 3, pp. 75-91</p> <p>PowerPoint: “Week 10”</p>	<p>Assignment 3 (10%): Create a survey, give it to a second language learner, and discuss your results in an essay. Find instructions on Blackboard.</p> <p>Due on Sunday, Nov. 5 @ 11:59 pm.</p>	<p>-Become familiar with the individual factors that play a role in L2 acquisition</p>

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<p>Week 11 Nov. 6-10</p> <p>L2 Pragmatic Development</p>	<p>Discussion Board 11: Post an original thread. Read the following article and comment on the content: https://www.sciencedaily.com/releases/2017/10/171018113538.html</p> <p>“What do you think about this research? Could the findings have implications for what you know about L2 learning and anxiety? Have you had a similar experience (or have you ever heard of someone who had this experience)?”</p> <p>Due on Tuesday, Nov. 7 @ 11:59 pm.</p>	<p>Read: Chai & Wang (2013)</p> <p>PowerPoint: “Week 11”</p>		<p>-Become familiar with interlanguage pragmatics</p>
<p>Week 12 Nov. 13-17</p> <p>L2 and Emotions</p>	<p>Discussion Board 12: Post an original thread. Read the following article and comment on the content: https://www.psychologytoday.com/intl/blog/life-bilingual/201108/emotions-in-more-one-language</p> <p>“Do you agree with the content of the post? If you are a bilingual/L2 speaker, in which language do you prefer to express your emotions?”</p> <p>Due on Tuesday, Nov. 14 @ 11:59 pm.</p>	<p>Read: Dewaele (2021)</p> <p>PowerPoint: “Week 12”</p>	<p>Assignment 4 (8%): After reading Dewaele (2004) and (2008), write an essay on the factors that influence the use of emotional words in multilinguals. Find instructions on Blackboard.</p> <p>Due on Sunday, Nov. 19 @ 11:59 pm.</p>	<p>-Become familiar with the processes underlying Emotional language in the L2</p>
<p>Week 13 Nov. 20-24</p> <p>L2 Attainment and Fossilization</p>	<p>Discussion Board 13: Post an original thread. Read the following article and comment on the content: https://www.psychologytoday.com/intl/blog/life-bilingual/201412/passing-native-speaker</p> <p>“Can L2 speakers achieve native-like competence? Discuss the post above and express your opinion on this issue. How do you define “success” in L2 acquisition in general?”</p> <p>Due on Tuesday, Nov. 21 @ 11:59 pm.</p>	<p>Read: Ortega (2013), Chapter 6, pp. 133-140</p> <p>PowerPoint: “Week 13”</p>	<p>Assignment 5 (7%): After reading Han (2014), answer some questions on Blackboard in an essay.</p> <p>Due on Sunday, Nov. 19 @ 11:59 pm.</p>	<p>-Become familiar with the concept of fossilization</p>
<p>Week 14 Nov. 27 - Dec. 1</p> <p>L1 Attrition</p>	<p>Discussion Board 14: Post an original thread. Read the following articles and comment on the content: https://www.bbc.com/future/article/20180606-can-you-lose-your-native-language</p>	<p>Read: Schmid (2013)</p> <p>PowerPoint: “Week 14”</p>		<p>-Become familiar with the concept of L1 attrition</p>

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	<p>https://www.psychologytoday.com/intl/blog/life-bilingual/201908/understanding-language-loss</p> <p>“After reading the two articles above, discuss the loss of the native language and add your opinion on the underlying process that determines L1 attrition.”</p> <p>Due on Tuesday, Nov. 28 @ 11:59 pm.</p>			
<p>Week 15 Dec. 4-7</p> <p>Biculturalism and Code-Switching</p>	<p>Discussion Board 15: Post an original thread. Read the following post: https://www.psychologytoday.com/intl/blog/life-bilingual/201106/who-am-i</p> <p>“Most people who grew up in El Paso are bicultural to some degree. Do you think that a Spanish-English bilingual who leave in an isolated community in the US experience their biculturalism differently than in the El Paso region?”</p> <p>Due on Tuesday, Dec. 5 @ 11:59 pm.</p>	<p>Read: Toribio (2003)</p> <p>PowerPoint: “Week 15”</p>	<p>Exam 2 (Wednesday, December 6 @ 9 am): Find the study guide on Blackboard. More instructions about the exam will be posted on Blackboard.</p>	<p>-Become familiar with code-switching and biculturalism</p>