

National Tsing Hua University, Department of Foreign Languages and Literature

10920 FL 310100 第二語言習得 **Second Language Acquisition**

Spring Semester 2024

Thursday 9:10 AM – 12:00 PM

Instructor: Viphavee Vongpumivitch (viphavee@mx.nthu.edu.tw)

Course objectives:

This course aims to provide college students who major in Foreign Languages and Literature (FLL) a broad overview of theories and research issues in the field of Second Language Acquisition (SLA). Topics covered include issues in first and second language learning, evidence of second language development, the impact of individual differences on learning, different theoretical perspectives on SLA, bilingualism, and second-language learning in the classrooms. The course is mandatory for students who are interested in becoming language teachers, as the knowledge gained from this course can enable such students to formulate ideas about how languages are learned and how to teach languages. The course is also suitable for students who are interested in learning foreign languages as a hobby, as the knowledge gained from this course can enable such students to improve their own language-learning capabilities.

核心能力 Core capability

10% 溝通表達與語文能力

The ability to communicate and express oneself in the English/a foreign language.

60% 問題發掘與研究能力

The ability to look for problems and conduct research (including conducting linguistic analysis through scientific methods)

10% 創作與創新能力

The ability to think creatively

20% 全球化與國際視野及多元文化認知能力

The ability to examine issues through global and multicultural perspectives

Textbook:

[REQUIRED]

Saville-Troike, M. & Barto, K. (2017). *Introducing Second Language Acquisition (3rd edition)*. Cambridge, UK: Cambridge University Press.

[SUPPLEMENTARY]

Lightbown, P.M. & Spada, N. (2021). *How Languages are Learned (5th edition)*. Oxford, UK: Oxford University Press.

Additional Readings:

Carson, J. G. & Longhini, A. (2002). Focusing on learning style and strategies: A diary study in an immersion setting. *Language Learning*, 52(2), 401-438.

Casanave, C. P. (2012). Diary of a dabbler: Ecological influences on an EFL teacher's efforts to study Japanese informally. *TESOL Quarterly*, 46(4), 642

Gao, X. (2010). Autonomous language learning against all odds. *System*, 38, 580-590.

Ma, R. & Oxford, Rebecca L. (2014). A diary study focusing on listening and speaking: The evolving interaction of learning styles and learning strategies in a motivated, advanced ESL learner. *System*, 43, 101-113.

Schmidt, R. W., & Frota, S. N. (1986). Developing basic conversational ability in second language: A case study of an adult learner of Portuguese. In R.R. Day (Ed.), *Talking to Learn: Conversation in Second Language Acquisition* (pp. 237-326). Rowley, MA: Newbury House.

Instruments:

Cohen, Andrew D., Oxford, Rebecca L., and Chi, Julie C. (2006). Learning Style Survey: Assessing Your Own Learning Styles. In R. M. Paige, A. D. Cohen, B. Kappler Mikk, J. C. Chi, and J. P. Lassegard. *Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use (2nd Ed.)* (pp. 10-19). Minneapolis, Minnesota: Center for Advanced Research on Language Acquisition, University of Minnesota.

- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (pp. 26-27). Cambridge, UK: Cambridge University Press.
- Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70, 125-132.
- Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know* (pp. 293-300). Boston, MA: Heinle & Heinle Publishers.
- Taguchi, T., Magid, M., & Papi, M. (2009). The L2 motivational self system among Japanese, Chinese and Iranian learners of English: A comparative study. In Z. Dornyei & E. Ushioda. *Motivation, Language Identity and the L2 Self* (pp. 66-97). Bristol, UK: Multilingual Matters.

Teaching Methods:

Lecture, class discussion, diary keeping, midterm exam, final exam, final oral presentation

Course Rules:

- Please inform the instructor every time you need to miss a class. Each student is allowed no more than three notified absences throughout the semester. Every time you are absent from class, a classmate has to know what happened to you and inform the teacher.
- Active course participation refers to your reading the assigned works “before” coming to class, being ready to ask the instructor’s clarification questions, volunteering to answer the instructor’s questions and participating in course discussion. Silence and passiveness will result in reduced participation grade.
- **Homework is submitted on Microsoft Teams.** You must put your name and a title of your work on the first page and include a page number on each page. Use **Times New Roman font size 12, double spaced**. Save your work as a **Microsoft Word file, NOT a PDF file**. Homework that does not follow these formats will not be graded.
- Please take the initiative to contact the teacher whenever you have problems/questions about the course. **Emails written to the teacher must be written in English.**

Course Evaluation:

Attendance and participation 10%

Foreign Language Learning and Acquisition Diary 35%

- You will keep a diary of your experience learning your second foreign language (not English).
- If you are not taking a course this semester, please find a foreign language tutor to teach you for at least one hour every week for at least twelve weeks (three months). If you want to learn Thai, please come talk to me.
- I will ask you questions to guide you with this diary keeping for the whole semester.

Final Exam (closed-book, open notes) 35%

Final Oral Presentation 20%

- A TED talk about the most important message about language learning that you want to “spread” – You choose the topic yourself.
- 50% of your grades will come from your friends. Missing peer reviews will result in your grade deduction

Class Schedule (To be adjusted as the semester goes on.)

Dates	Course Contents Part 1 (Textbook)	Course Contents Part 1 (Diary Study)	Instrumentation
(1) Feb 22	<ul style="list-style-type: none"> • Course introduction • Lightbown and Spada’s “Before we begin” • Textbook Chapter 1: Introducing Second Language Acquisition 	<ul style="list-style-type: none"> • An introduction to the concept of learners’ diaries • Excerpts of diary entries from Casanave (2012), focusing on the variety of topics that she addressed in her diaries to illustrate that the content of the 	<ul style="list-style-type: none"> • CEFR Self-assessment grid (Council of Europe, 2001) • Motivation survey (Taguchi et al., 2009) • [Maybe Aptitude Test]

		<p>learner diary can be about anything related to language learning</p> <ul style="list-style-type: none"> • Specific Diary instructions 	<ul style="list-style-type: none"> • Diary #1 (start in class, finish at home)
(2) Feb 29	<ul style="list-style-type: none"> • Textbook Chapter 2: Foundations of Second Language Acquisition • Textbook Chapter 3: The Linguistics of Second Language Acquisition 	<ul style="list-style-type: none"> • Excerpts from Gao (2010) 	<ul style="list-style-type: none"> • Learning style survey (Cohen et al., 2006) • Diary #2 (start in class, finish at home)
(3) March 7	<ul style="list-style-type: none"> • Textbook Chapter 3 continued 	<ul style="list-style-type: none"> • Analysis of Casanave's and Gao's excerpts in light of Motivational Self-System theories (Dornyei, 2009) 	<ul style="list-style-type: none"> • Learning Strategy survey (SILL, Oxford, 1990) • Diary #3 (start in class, finish at home)
(4) March 14	<ul style="list-style-type: none"> • Textbook Chapter 3 (continued) 	<ul style="list-style-type: none"> • Excerpts from Carson and Longhini (2002) 	<ul style="list-style-type: none"> • Foreign Language Classroom Anxiety Scale • Diary #4 (start in class, finish at home)
(5) March 21	<ul style="list-style-type: none"> • Textbook Chapter 4: The Psychology of Second Language Acquisition 	<ul style="list-style-type: none"> • Excerpts from Ma and Oxford (2014) 	<ul style="list-style-type: none"> • Diary #5 (start in class, finish at home)

(6) March 28	<ul style="list-style-type: none"> Textbook Chapter 4 (continued) 	<ul style="list-style-type: none"> Analysis of Carson and Longhini's and Ma and Oxford's excerpts in light of learning styles and strategies 	<ul style="list-style-type: none"> Diary #6 (start in class, finish at home)
(7) Apr 4	NO CLASS (Tomb-sweeping holidays)		
(8) April 11	<ul style="list-style-type: none"> Textbook Chapter 5: Social contexts of Second Language Acquisition 	<ul style="list-style-type: none"> Excerpts from Schmidt and Frota (1986) Part 1 	<ul style="list-style-type: none"> Diary #7 (start in class, finish at home)
(9) April 18	<ul style="list-style-type: none"> Textbook Chapter 6: Acquiring knowledge for L2 use 	<ul style="list-style-type: none"> Excerpts from Schmidt and Frota (1986) Part 2 	<ul style="list-style-type: none"> Diary #8 (start in class, finish at home)
(10) April 25	<ul style="list-style-type: none"> Textbook Chapter 7: L2 learning and teaching 	<ul style="list-style-type: none"> Excerpts from Schmidt and Frota (1986) Part 3 	<ul style="list-style-type: none"> Diary #9 (start in class, finish at home)
(11) May 2	<ul style="list-style-type: none"> Lightbown and Spada's Chapter 6: Second language learning in the classroom 	<ul style="list-style-type: none"> Analysis of Schmidt and Frota's excerpts in light of Canale and Swain's (1980) Communicative Competence (Part 1) 	<ul style="list-style-type: none"> Diary #10 (start in class, finish at home)
(12) May 9	<ul style="list-style-type: none"> Lightbown and Spada's Chapter 7: Popular ideas about language Learning revisited 	<ul style="list-style-type: none"> Analysis of Schmidt and Frota's excerpts in light of Canale and Swain's (1980) Communicative Competence (Part 2) 	<ul style="list-style-type: none"> Diary #11 (start in class, finish at home) Foreign Language Classroom Anxiety Scale
(13) May 16	<ul style="list-style-type: none"> Final Exam (textbook contents) Learning Strategy survey (SILL, Oxford, 1990) Diary #12 (start in class, finish at home) 		

(14) May 23	<ul style="list-style-type: none"> • TED Talk Day 1 • Learning style survey (Cohen et al., 2006) • Diary #13 (start in class, finish at home)
(15) May 30	<ul style="list-style-type: none"> • TED Talk Day 2 • Motivation survey (Taguchi et al., 2009) • Diary #14 (start in class, finish at home)
(16) June 6	<ul style="list-style-type: none"> • TED Talk Day 3 (if necessary) • CEFR Self-assessment grid (Council of Europe, 2001) • Revelation of the results of all quantitative instruments (at the beginning vs at the end of semester) • The final written reflection essay (written in-class)