

LING6030: Second Language Acquisition

Callaghan

Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others.

The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.

OVERVIEW

Course Description

This course will provide students with psychological, sociological and linguistic perspectives on the acquisition of a second language, with particular emphasis on English as a Second/Foreign language.

Assumed Knowledge

Foundations of Linguistics (LING6910) or equivalent.

Contact Hours

Callaghan / Online

Lecture

Face to Face On Campus

3 hour(s) per Week for 12 Weeks

Unit Weighting Workload

10

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator	Callaghan A/Pr Kiwako Ito Kiwako.Ito@newcastle.edu.au (02) 4921 6109 Consultation: via appointment
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Humanities Creative Industries and Social Sciences Social Sciences Building Callaghan HCISS@newcastle.edu.au +61 4985 4500

SYLLABUS

Course Content	Topics to be covered include: <ul style="list-style-type: none">• The learning process - theories of language learning; differences between first and second language learning• The learning environment - sociolinguistic factors affecting language acquisition• What makes a "good" language learner - psychological, attitudinal and maturational factors; Krashen's "monitor"; the "critical period" hypothesis• The input - role of linguistic universals, first language, target language• The nature of the output - approximation to target (error analysis) vs developing system (interlanguage); acquisition order, development stages
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Describe the psychological and social processes underlying acquisition and use of a second language;2. Recognise the contribution to SLA of prior linguistic knowledge ("transfer" from native language; linguistic universals);3. Identify and classify learner errors and evaluate the significance of errors;4. Recognise the major theoretical positions in SLA;5. Critically appraise relevant literature and formulate and effectively communicate own ideas.
Course Materials	Required Text: Ellis, Rod. (2008). The study of second language acquisition (2nd ed.). Oxford: Oxford University Press. Required Reading: Links to additional required readings (electronic media) are provided in the weekly content folders on Canvas.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	Introduction: SLA as a Field of Study	Discussion: What is SLA?	
2	24 Jul	Key Terms in SLA	Discussion: Why do we study SLA? What do we gain from studying SLA?	
3	31 Jul	Language Universals and SLA	Discussion: Who are L2 learners? - Identify the target population	Online Discussion: Summary
4	7 Aug	The Role of L1: Transfer	Discussion: Who are L2 learners? How can we characterize them?	Online Discussion: Summary
5	14 Aug	The Significance of Learners' Errors	Discussion: What do errors show about L2 processing and learning?	Online Discussion: Summary
6	21 Aug	Interlanguage Systematicity	Discussion: What's the pattern?	Error Analysis 25, Aug
7	28 Aug	Interlanguage Variability	Discussion: Why do they differ?	Online Discussion: Summary
8	4 Sep	Individual Differences: Affect	Discussion: Is anxiety bad for L2 acquisition?	Online Discussion: Summary
9	11 Sep	Individual Differences: Strategies & Age	Discussion: What works and what doesn't?	Online Discussion: Summary
10	18 Sep	Fossilisation	Discussion: Why are certain rules so hard (or impossible) to learn?	Poster Topic
Mid Term Break				
Mid Term Break				
11	9 Oct	Instructed SLA	Discussion: What is an effective L2 pedagogy?	Poster Presentation Draft Post Essay Topic: 13, Oct
12	16 Oct	Theories of SLA	Discussion: What's the mechanism of L2 learning?	Poster Presentation
13	23 Oct	Discussing the essay topics		Essay Draft: 27 Oct
Examination Period				
Examination Period				Essay Due 6 Nov

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Error Analysis (20%)	25 Aug	Individual	20%	2, 3, 4, 5
2	Audio-Visual Presentation (40%)	Week 11 or 12	Individual	40%	1, 2, 3, 4, 5
3	Written Assignment (40%)	6 Nov	Individual	40%	1, 2, 3, 4, 5

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Error Analysis (20%)

Assessment Type	Professional Task
Purpose	Identify and categorise errors in non-native English speech; evaluate the utility of Error Analysis (EA) as a window into learner language (interlanguage)
Description	The assignment consists of two (2) parts: 1) analysis of a transcript of a conversation between a native speaker and a non-native speaker of English; and 2) a 500-word discussion of the advantages and disadvantages of EA as a tool for evaluating interlanguage.
Weighting	20%
Length	Approximately 1000 words
Due Date	25 Aug
Submission Method	Online
Assessment Criteria	Instruction and rubrics will be posted on Canvas
Return Method	Online
Feedback Provided	Online

Assessment 2 - Audio-Visual Presentation (40%)

Assessment Type	Presentation
Purpose	For students to demonstrate: 1) advanced presentation skills relevant to specialist studies in Linguistics; 2) awareness of, and ability to evaluate factors influencing the acquisition of a second language; 3) skills in critical reading and synthesis of relevant literature
Description	The assignment consists of two parts: 1) 10-minute talk on own choice of topic different from essay topic; and 2) poster completed following the template
Weighting	40%
Length	N/A
Due Date	Week 11 or 12
Submission Method	In Class Students will be asked to give a presentation in class OR upload the presentation (with audio) so the class can view it.
Assessment Criteria	The instruction and rubrics will be given via class/Canvas
Return Method	
Feedback Provided	

Assessment 3 - Written Assignment (40%)

Assessment Type	Essay
Purpose	Demonstrate: 1) understanding of the theoretical aspects of SLA; 2) ability to interpret and evaluate sources; 3) ability to present thoughts and ideas in a persuasive, coherent and cohesive manner; and 4) ability to locate and select sources through an effective research process
Description	Students can choose a topic from a list of eight (8) broadly defined topics. Students may choose to write on any aspect of SLA, provided they manage to position it within the scope of one of the eight topics on offer.
Weighting	This is a formative assessment and will not contribute to your final grade.
Length	Approx 1000 words - 3 pages
Due Date	6 Nov
Submission Method	Online
Assessment Criteria	The instruction and rubrics will be given via class/Canvas
Return Method	Online
Feedback Provided	Online

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
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85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures>

procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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