

Advanced Second Language Acquisition
LING 644, Winter 2007
10:00-11:20 Tu Th, 206 Friendly

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COURSE DESCRIPTION

This course examines current topics in second language acquisition through reading the primary literature. A background in the major issues in second language acquisition research is assumed and Ling 544 is a required prerequisite. We approach the study of second language acquisition from a functional, cognitive perspective and will discuss topics related to processing, typology, frequency of use, memory and attention, and learning across the lifespan.

COURSE REQUIREMENTS

1. Reading and participating in the discussion of all articles. Additionally, each student will lead the discussion for one class session on the day of their choosing.
2. Writing a paper on topic discussed with the instructor. Papers will include a literature review and research proposal with some pilot work. Students should see me early in the term to pick a paper topic.
3. Each student will present the work from their term paper at the end of the course.

MATERIALS

The readings for the course can be found on the blackboard site.

SYLLABUS

1/9 No Class
1/11 No Class

Major Theoretical Approaches to Second Language Acquisition

- 1/16 Tomlin, R.S. (1990). Functionalism in second language acquisition. *Studies in Second Language Acquisition*, 12, 155-177.
- 1/19 Eckman, F.R. (1996). A functional-typological approach to second language acquisition theory. In W.C. Ritchie & T.K. Bhatia (Eds.) *Handbook of second language acquisition* (pp. 195-211). NY: Academic Press.

- 1/23 White, L. (2003). On the nature of Interlanguage representations: Universal Grammar in the second language. In C. J. Doughty and M. H. Long (Eds.) *The handbook of second language acquisition* (pp. 19-42). Malden, MA: Blackwell.
- O'Grady, W. (2003). The radical middle: Nativism without Universal Grammar. In C. J. Doughty and M. H. Long (Eds.) *The handbook of second language acquisition* (pp. 43-62). Malden, MA: Blackwell.
- 1/25 Ellis, N. C. (2003). Constructions, chunking, and connectionism: The emergence of second language structure. In C. J. Doughty and M. H. Long (Eds.) *The handbook of second language acquisition* (pp. 63-103). Malden, MA: Blackwell.

Effects of Age of Acquisition, Experience, Aptitude and Motivation on SLA

- 1/30 Birdsong, D. (2006). Age and Second Language Acquisition and Processing: A Selective Overview. *Language Learning*, 56 (S1), 9-49.
- Weber-Fox, C.M. & Neville, H.J. (1999). Functional neural subsystems are differentially affected by delays in second language immersion: ERP and behavioral evidence in bilinguals. In D. Birdsong (Ed.) *Second language acquisition and the critical period hypothesis* (pp. 23-38). Mahwah, NJ: Lawrence Erlbaum.
- 2/1 Flege, J. E., Yeni-Komshian, G. H., Liu, S. (1999). Age constraints on second-language acquisition. *Journal of Memory and Language*, 41, 78-104.
- 2/6 Dörnyei, Z. & Skehan, P. (2003). Individual differences in second language learning. In C. J. Doughty and M. H. Long (Eds.) *The handbook of second language acquisition* (pp. 589-630). Malden, MA: Blackwell.
- 2/8 Trofimovich, P. & Baker, W. (2006). Learning second language suprasegmentals: Effect of L2 experience on prosody and fluency characteristics of L2 speech. *Studies in Second Language Acquisition*, 28, 1-30.
- Moyer, A. (1999). Ultimate attainment in L2 phonology: the critical factors of age, motivation and instruction. *Studies in Second Language Acquisition*, 21, 81-108.

The Nature of Second Language Knowledge

- 2/13 Ellis, R. (2005). Measuring implicit and explicit knowledge of a second language: A Psychometric Study. *Studies in Second Language Acquisition*, 27, 141-172
- 2/15 Ellis, N.C. & Schmidt, R. (1998). Rules or associations in the acquisition of Morphology? The frequency by regularity interaction in human and PDP learning of morphosyntax. *Language and Cognitive Processes*, 2/3, 307-336.
- 2/20 MacWhinney, B. (to appear 2007) A unified model. In N. Ellis & P. Robinson (Eds.) *Handbook of cognitive linguistics and second language acquisition*. Lawrence Erlbaum Press.
- Guion, S.G. (2006). Knowledge of English stress in second language learners: First language and age of acquisition effects. *Korean Journal of English Language and Linguistics* 6, 465-492.
- 2/22 Kroll, J. F., & Sunderman, G. (2003). Cognitive process in second language learners and bilinguals: The development of lexical and conceptual representation. *The handbook of second language acquisition* (pp. 104-129). Malden, MA: Blackwell.

Frequency Effects in Second Language Acquisition

- 2/27 Ellis, N.C. (2002). Frequency effects in language processing: A review with implications for theories of implicit and explicit language acquisition. *Studies in Second Language Acquisition*, 24, 143-188.
- Bybee, J. (2002). Phonological evidence for exemplar storage of multiword sequences. *Studies in Second Language Acquisition*, 24, 215-221. [commentary on Ellis]
- Eubank, L. & Gregg, K.R. (2002). News flash-Hume still dead. *Studies in Second Language Acquisition*, 24, 237-247. [commentary on Ellis]
- 3/1 Lehtonen, M. & Laine, M. (2003). How word frequency affects morphological processing in monolinguals and bilinguals. *Bilingualism: Language and Cognition*, 6, 213-225.

Attention in Second Language Acquisition

- 3/6 Tomlin, R.S. & Villa, V. (1994). Attention in cognitive science and second language acquisition. *Studies in Second Language Acquisition*, 16, 183-203.
- 3/8 Iverson, P., Kuhl, P.K., Akahane-Yamada, R., Diesch, E., Tohkura, Y., Kettermann, A., & Siebert, C. (2003). A perceptual interference account of acquisition difficulties for non-native phonemes. *Cognition*, 87, B47-B57.
- Guion, S.G. & Pederson, E. (to appear 2007). Investigating the Role of Attention in Phonetic Learning. In O.-S. Bohn & M. Munro (Eds.) *Language Experience in Second Language Speech Learning: In Honor of James Emil Flege*. Amsterdam: John Benjamins.
- 3/13 Student Presentations—We will meet for 2-3 hours
- 3/16 Student Presentations—We will meet for 2-3 hours

Inclement Weather Policy

If the public schools in the Eugene-Springfield area are closed due to weather conditions, we will also not hold class. If I have phone and electricity service at home, I will post an announcement for class cancellation on our Blackboard site. In any case, those who believe that the road conditions from home are dangerous are urged to stay there. Students will be allowed to make-up any coursework missed due to inclement weather.