

## Language Acquisition

Type of course: BA.AA.SW08 (*Aufbaumodul/WP1*)  
Time: Friday 10–12 a.m. (10:15–11:45)  
Venue: Carl-Zeiss-Str. 3, SR 221  
Workload: **5 ECTS**



### Course description

This semester, the focus of the module will be on **second language acquisition**, particularly contexts of **instructed language learning**. The seminar thus aims to build a bridge between linguistic insights into processes of language learning and the typical classroom situations that future teachers will find themselves in. Be aware, however, that this will not be a didactics class, but a seminar that is primarily concerned with linguistic aspects of language instruction. For example, we will be investigating what the linguistic knowledge of a native speaker “looks like”, how instructed learning can build up these or other forms of knowledge, where “foreign accents” and similar types of native-language influence actually come from, whether an early start of language instruction is a good predictor of success in the foreign language, etc. We will be reading some key conceptual texts as well as selected empirical studies on these issues. The course will thus enable students to read original research literature on language acquisition and to present and discuss such research in their own written work.

### Requirements and marking system

- regular **attendance**, active **participation** and thorough weekly **preparation**
- preparation of a **group presentation** as a **screencast** ([Option 1](#)) or **written feedback** on one such screencast ([Option 2](#))
- **term paper** (due on **30 September 2022**; length and marking depends on choice of option above; specific task: see slides “Course organisation”)

### Core bibliography

- Butzkamm, Wolfgang. 2012. *Lust zum Lehren, Lust zum Lernen. Fremdsprachen von Anfang an anders unterrichten*. 3<sup>rd</sup> edn. Tübingen: Narr Francke Attempto.
- Dörnyei, Zoltán. 2009. *The psychology of second language acquisition*. Oxford: Oxford University Press.
- Ellis, Rod. 2005. Principles of instructed language learning. *System* 33. 209–224.
- Ellis, Rod, Shawn Loewen and Rosemary Erlam. 2006. Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition* 28. 339–368.
- Loewen, Shawn. 2020. *Introduction to instructed second language acquisition*. 2<sup>nd</sup> edn. London: Routledge.
- Lightbown, Patsy M. and Nina Spada. 2021. *How languages are learned*. 5<sup>th</sup> edn. Oxford: Oxford University Press.
- Müller-Hartmann, Andreas and Marita Schocker. 2016. Let’s chunk it! Wortschatz und Grammatik integriert entwickeln. *Der fremdsprachliche Unterricht Englisch* 140 (201). 2–12.
- Tomasello, Michael. 2000. The item-based nature of early syntactic development. *Trends in Cognitive Science* 4(4). 156–163.
- Werker, Janet F. 1989. Becoming a native listener. *American Scientist* 77(1). 54–59.

## Course programme

DATE	CONTENTS AND LITERATURE	FURTHER COMMENTS
	<b>Foundations</b>	
15.04.22	<b>No class meeting</b> (Good Friday)	<a href="#">Slides</a> : Course organisation
1 22.04.22	Introduction to the course. Popular opinions about language learning and teaching.	<a href="#">Screencast</a> : A general model of SLA
2 29.04.22	Cracking the language code: Some lessons about “native” linguistic knowledge from L1 acquisition <a href="#">Butzkamm 2012: 86–97 and 110–113</a>	First language acquisition from a teacher’s perspective. Optional follow-up text on L1 acquisition: <a href="#">Tomasello 2000</a>
3 06.05.22	The role of chunking and corrective feedback in language acquisition <a href="#">Müller-Hartmann and Schocker 2016</a>	
	<b>The learning environment</b>	
4 13.05.22	Setting, interaction and correction in ISLA <a href="#">Lightbown and Spada 2021: Ch. 5</a>	Observational methods in classroom research (COLT schema)
5 20.05.22	Case study: Types of knowledge in SLA and the effectiveness of different correction strategies <a href="#">Ellis et al. 2006</a>	Structure of the research process and of an empirical study. Data collection methods and the logic of statistical testing
6 27.05.22	<b>No class meeting</b> , but independent study unit: Bibliographical orientation in SLA: Important publication types and venues <a href="#">Guidelines for writing papers in linguistics (2020)</a>	<a href="#">Bibliographical assignment</a> (due <a href="#">Wednesday, 25 May</a> )
	<b>Learner language: Error analysis and the role of the native language</b>	
7 03.06.22	Transfer and developmental processes	Optional follow-up text: <a href="#">Butzkamm 2012: 113–120, 54–61 and 120–133</a>
8 10.06.22	<a href="#">Lightbown and Spada 2021: Ch. 4</a>	
9 17.06.22	The L1 in phonology: Foreign accents <a href="#">Loewen 2020: Ch. 8</a>	Optional follow-up text: <a href="#">Werker 1989</a>
	<b>Individual variables in SLA</b>	
10 24.06.22	Motivation, aptitude, anxiety <a href="#">Lightbown and Spada 2021: Ch. 3</a>	Data and research designs for psychological constructs
11 01.07.22	The role of age in SLA <a href="#">Dörnyei 2009: Ch. 6 (excerpt)</a>	<a href="#">Due date for student presentation screencasts</a>
	<b>Implementation in language teaching</b>	
12 08.07.22	Discussion and evaluation of student presentation screencasts	<a href="#">Due date for feedback on student presentations</a>
	<b>Conclusion and wrap-up</b>	
13 15.07.22	Summary of SLA and ISLA. Questions on the term paper. Course evaluation <a href="#">Lightbown and Spada 2021: Ch. 7</a>	Please bring any remaining questions. Optional follow-up text: <a href="#">Ellis 2005</a>