NEW YORK UNIVERSITY
Steinhardt School of Culture, Education, and Human Development
Department of Teaching and Learning
Multilingual Multicultural Studies

LANED-GE 2206-002 ---SPRING 2015

SECOND LANGUAGE: THEORY & RESEARCH

Professor: K. Philip Choong

Class time: Tuesday 6:45 – 8:25 PM
Room: 25 West 4th Street, Room C18
Office Hours: TBA and by appointment
Email: kwc5@nyu.edu

Course Description:
This course provides an introduction to second language acquisition (SLA) issues, theories, and research. The primary objectives are (a) to enable students to develop a basic understanding of the mechanisms driving, and factors influencing, second language learning, and (b) where and when appropriate, to provoke critical thinking about aspects of second language teaching. The secondary objectives are to help students develop an ability (a) to read and critically evaluate the SLA literature, (b) to learn how to develop a research proposal, and (c) to engage in on-line and off-line academic discussion.

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

1. Demonstrate an understanding of the major research paradigms in the field of SLA.
2. Critically read and review an original research article.
3. Locate and synthesize the research literature in SLA in order to write a literature review.
4. Select an appropriate research design for a proposed study.
5. Develop a research proposal for a study focusing on one aspect of SLA.
6. Write and present a research proposal to the class.

Course Requirements

Attendance and Participation

Includes regular attendance in class sessions; active participation in class discussions and activities, including pair and group work; and completion of all reading and other assignments on time in the manner specified. Attendance is very important. More than two unexcused absences will lower your grade. You are expected to be in class on time. If you are absent or late, please make arrangements with another student to get class handouts and to help you with the information you missed.
**Required text:**


**Recommended:**


**NYU Classes (NYUCLS):**

Each week, you are expected to read and respond to assigned textbook chapters and/or articles posted on NYU Classes (NYUCLS). The articles can be found under “Resources” in the “Readings” folders (labeled by class week or date). You are required to post your responses as a message for the whole class to see in “Forums” under a relevant topic thread (you can either start a new thread with your post or respond to another post). **Please post your responses at least 24 hours before class time, so that your peers and I have a chance to read and respond to them.** Postings should be substantive, showing a clear understanding of course topics, raising pertinent questions, sharing new insights, and making connections to readings and classroom examples. You are strongly encouraged to respond to each other’s postings. **Each week, an assigned discussion leader will be required to start at least one new post. The discussion leader must start a forum discussion by midnight the day after class.**

Students are encouraged to post every week, but are required to post at least once eight (8) times during the semester.

**Students with disabilities**

Services for students with disabilities include: classroom/testing accommodations, tuition aid programs, funding for readers, note-takers, transportation and wheelchair repair service; training for Kurzweil and adaptive computer equipment; life-skills programs and workshops; specialized library assistance; advisement; and access to learning for students with learning disabilities. The Center for Students with Disabilities is located at 31 West 4th Street, 4th Floor, 998-4980
**Evaluation:**

Consistent attendance and participation 10%
NYUCLS Postings 15%
Presentation of research proposal 15%
Article review (midterm) 25%
Research Proposal 35%


**Approximate Schedule**

Key: S-T = Saville-Troike

<table>
<thead>
<tr>
<th>Topic</th>
<th>Schedule for Background Reading</th>
<th>Online discussion leaders</th>
<th>Notes</th>
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| **Week 1 1/27**
*What is SLA?* | S-T, Chapter 1 Selinker (1972) |                          | Deadline for online postings: **Monday noon** |
| **Week 2 2/3**
| **Week 3 2/10**
*Empirical research, reading articles* | Mackey & Gass, Chapter 1 |                          |                                            |
| **Week 4 2/17**
| **Week 5 2/24**
| **Week 6 3/3**
| **Week 7 3/10**
*Psychotypology, Information Processing* | S-T, Chapter 4 Schmidt (2001) |                          | **Midterm article review due** |
| **Week 8 3/17** | Spring Break – No Class |                          |                                            |
| **Week 9 3/24**
### Academic Integrity Statement (from Shondel Nero’s syllabus):

You are expected to read and adhere to NYU’s policy on academic integrity.  
([http://steinhardt.nyu.edu/policies/academic_integrity](http://steinhardt.nyu.edu/policies/academic_integrity))

Students are expected to produce work of their own doing and credit any secondary sources used in their papers appropriately. Any use of others’ words/phrases or ideas without proper credit and documentation and claiming it as one’s own constitutes plagiarism; it is a serious offense with severe consequences.

MMS’ policy with regard to academic honesty is meant to supplement NYU’s policy. Our policy is as follows:

When cheating, plagiarism, and/or other forms of academic dishonesty are detected in a student’s work, the following disciplinary actions will be taken:

- First offense: redo paper, receive lower grade
- Second offense: Receive F for work in question
- Third offense: receive F for the course
- If offense occurs in more than one class: Recommended Dismissal
- Copies of all plagiarized (or partially plagiarized) papers go into the student’s file

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|---------------------------------------|---------------------------|
| **Week 10**  **3/31**  
*Social contexts of SL, IL Variation* | S-T, Chapter 5  
Tarone & Liu (1995)  
Larsen-Freeman (2007) |
| **Week 11**  **4/7**  
*Input and Interaction* | Foster & Ohta (2005)  
Swain (2005) |
| **Week 12**  **4/14**  
*Instructed SLA* | Doughty & Varela (1998)  
Norris & Ortega (2000) |
| **Week 13**  **4/21**  
*Knowledge and Use, Lexicon* | S-T, Chapter 6  
Dekeyser (2007)  
| **Week 14**  **4/28**  
*Presentations* | Presentation of proposals |
| **Week 15**  **5/5**  
*Wrap-Up* | S-T, Chapter 7  
No online discussion  
Research proposals due to kwc5@nyu.edu |
RESOURCES FOR FURTHER STUDY

A. Books


B. Journals

- Applied Linguistics
- Applied Psycholinguistics
- Bilingualism: Language and Cognition
- Foreign Language Annals
- International Journal of Bilingual Education and Bilingualism
- International Journal of Applied Linguistics
- International Review of Applied Linguistics (IRAL)
- ITL Review of Applied Linguistics
- Language Awareness
- Language Learning
- Language Teaching Research
- The RELC Journal
- The Modern Language Journal
- Second Language Research
- Studies in Second Language Acquisition
- TESOL Quarterly