

Instructor: Yu-Leng Lin

Course : Language acquisition (語言習得)

● **Goals**

This course introduces major theories and research in second language acquisition (SLA) and examines their relevance to language learning and teaching. Through readings, class discussions, and academic writing, students will evaluate SLA research, reflect on their own beliefs and experiences as language learners, and apply SLA concepts to research questions that interest them. Course requirements include oral presentations, student-led discussions, and a written term paper.

Tentative Syllabus (Subject to change)

Week	Date	Contents	Assessment
1	9/8	■ Syllabus explanation ■ Course requirements ■ Introducing second language acquisition	Reading: Saville-Troike (2012)
2	9/15	■ Language attitudes and perceived proficiency	Reading: Rubin (1992) Leader: TBA --Leading discussion: language attitudes and perceived proficiency
3	9/22	■ Communicative competence in an L2	Reading: Littlemore and Low (2006) Leader: TBA --Leading discussion: communicative and metaphoric competence
4	9/29	■ The linguistics of second language acquisition	Reading: Brown (1998) Leader: TBA --Leading discussion: L1 phonological structure and transfer
5	10/6	■ The linguistics of second language acquisition	Reading: Barrios et al. (2016) Leader: TBA --Leading discussion: similarity and L2 phonological learning
6	10/13	■ Identity and social influences on language behavior	Reading: Yee and Bailenson (2007) Leader: TBA --Leading discussion: self-representation and the Proteus Effect

7	10/20	■ Identity and social influences on language behavior	Reading: Palomares and Lee (2010) Leader: TBA --Leading discussion: avatar identity and linguistic behavior
8	10/27	■ Identity and social influences on language behavior	Reading: Gijssels et al. (2016) Leader: TBA --Leading discussion: speech accommodation
9	11/3	■ Identity and social influences on language behavior	-- Research proposal: literature review and research gap Reading: Chen (2021) Leader: TBA --Leading discussion: avatar identity, self-efficacy, and L2 practice
10	11/10	■ The psychology of Second Language Acquisition	Reading: Noels (2001) Leader: TBA --Leading discussion: teacher communication style and motivation
11	11/17	Midterm presentation	-- Midterm presentation (with design ready)
12	11/24	■ The psychology of Second Language Acquisition	Reading: Joe et al. (2017) --Leading discussion: classroom social climate, WTC, and achievement
13	12/1	■ Lead discussion: your choice	-- Progress report 1: with preliminary results ready Reading: TBA --Leading discussion: TBA
14	12/8	■ Lead discussion: your choice	-- Progress report 2: with preliminary analysis ready Reading: TBA --Leading discussion: TBA
15	12/15	Final presentation	-- Final presentation
16	12/22	Term paper	-- Final revised paper due
17	12/29	16 + 2 Flexible teaching week	
18	1/5	16 + 2 Flexible teaching week	

● **Grading**

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| 1. Attendance and in-class active participation | 20% |
| 2. Leading discussion (with handouts ready) | 20% |
| 3. Written research proposal (literature review and research gap) | 10% |
| 4. Oral midterm presentation (slides) (with materials ready) | 10% |

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| 5. Written progress report 1 (with preliminary results ready) | 10% |
| 6. Written progress report 2 (with preliminary analysis ready) | 10% |
| 7. Oral final presentation (slides) | 10% |
| 8. Written final revised paper (at least 6000 words) | 10% |
- (As for 2, 4 and 7, handouts and slides should be provided to facilitate discussion.)

● Use of AI tools

Students may use AI tools to assist with reading and understanding the assigned literature (e.g., summarizing or clarifying designated readings). However, because this course emphasizes original analysis, design, and data interpretation, AI-generated content is not allowed in any drafts, presentation materials, or the term paper. This includes the use of AI tools to generate, modify, fabricate, or manipulate data, analyses, results, or interpretations. Any submission that includes AI-generated content will receive a grade of 0.

● Readings

- Barrios, S., Jiang, N., & Idsardi, W. J. (2016). Similarity in L2 phonology: Evidence from L1 Spanish late-learners' perception and lexical representation of English vowel contrasts. *Second language research*, 32(3), 367–395.
- Brown, C. (1998). The role of the L1 grammar in the L2 acquisition of segmental structure. *Second language research*, 14(2), 136–193.
- Chen, J. C. (2021). The interplay of avatar identities, self-efficacy, and language practices. *Australian Review of Applied Linguistics*, 44(1), 65–81.
- Gijssels, T., Staum Casasanto, L., Jasmin, K., Hagoort, P., & Casasanto, D. (2016). Speech accommodation without priming: The case of pitch. *Discourse Processes*, 53(4), 233–251.
- Joe, H.-K., Hiver, P., & Al-Hoorie, A. H. (2017). Classroom social climate, self-determined motivation, willingness to communicate, and achievement: A study of structural relationships in instructed second language settings. *Learning and individual differences*, 53, 133–144.
- Littlemore, J., & Low, G. (2006). Metaphoric competence, second language learning, and communicative language ability. *Applied linguistics*, 27(2), 268–294.
- Noels, K. A. (2001). Learning Spanish as a second language: Learners' orientations and perceptions of their teachers' communication style. *Language learning*, 51(1), 107–144.
- Palomares, N. A., & Lee, E.-J. (2010). Virtual gender identity: The linguistic assimilation to gendered avatars in computer-mediated communication. *Journal of Language and Social Psychology*, 29(1), 5–23.
- Rubin, D. L. (1992). Nonlanguage factors affecting undergraduates' judgments of nonnative English-speaking teaching assistants. *Research in Higher education*, 33(4), 511–531.
- Saville-Troike, M. (2012). *Introducing second language acquisition*. Cambridge University Press.
- Yee, N., & Bailenson, J. (2007). The Proteus effect: The effect of transformed self-representation on behavior. *Human communication research*, 33(3), 271–290.