

# Second Language Acquisition

**LG 376 — Semester 2, 2021 (Jan-May 2022)**

**CLASS 1: COURSE INTRODUCTION**

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# Outline

- Introduction
- Your views on how languages are learned
- Course components
  - Topics
  - Assignments
- Looking ahead: Week 2

# Introduction

# Course information

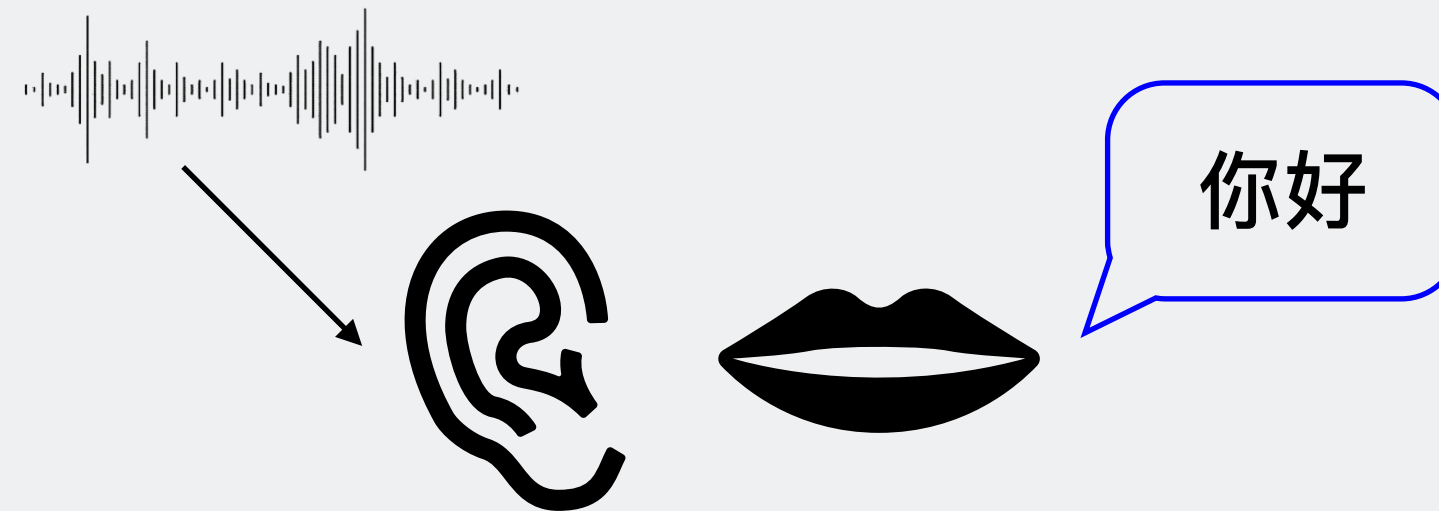
- Instructor: Sakol Suethanapornkul
- Virtual office hours: T & TH 1 pm – 4 pm (or by appointment)
- Course platform: Microsoft Teams ([Link](#))
- Course website: Follow this [link](#) to the site!
- Communication: Teams chat & email ([suesakol@tu.ac.th](mailto:suesakol@tu.ac.th))
- Registration: Add-drop period from Jan 17 to Jan 20, 2022

# How about you?

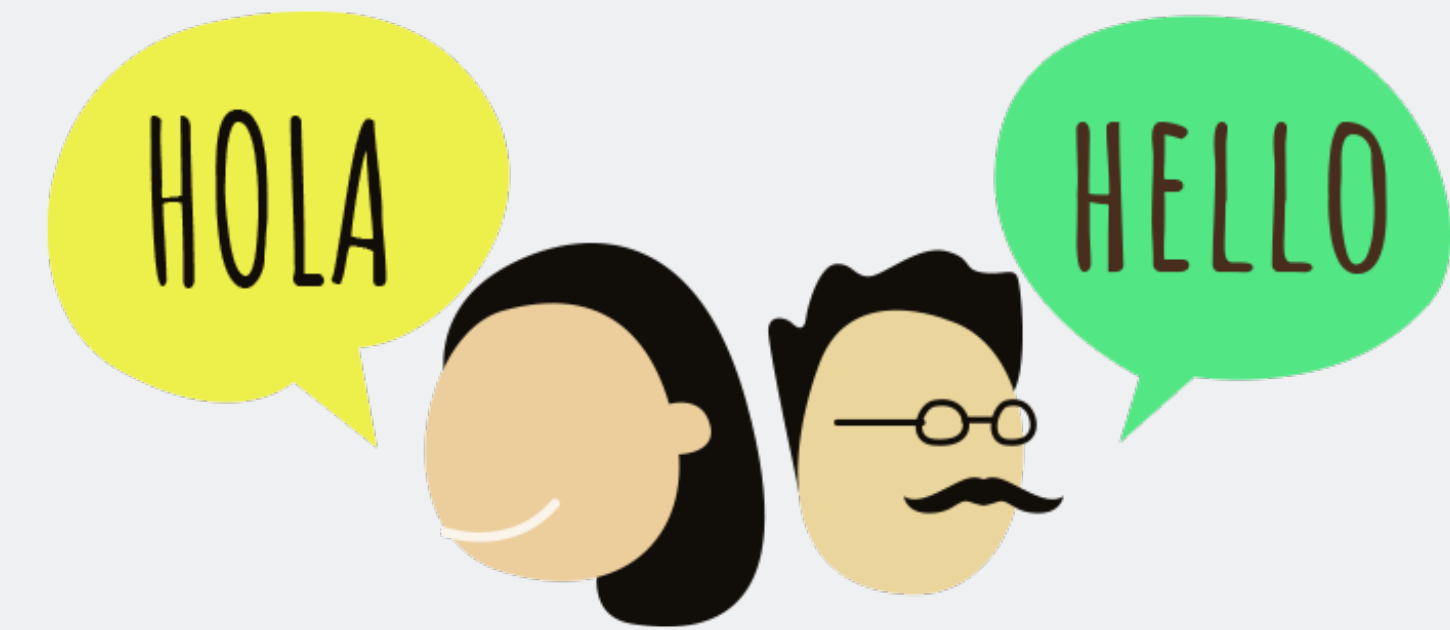
Since this is a mixed-grade class, let's make sure everyone knows everyone else:



Q.1



Q.2



Q.3

# Views on language learning

# How are languages learned?

Open-ended discussion

- How are languages learned? What makes it possible for us to learn any Ls?
- Is learning a language later in life more, less, or as difficult than/as doing so early in life?
- What factors are most important in language learning in adolescence and adulthood?

# How are languages learned?

Worksheet 1: Individual

- Complete Worksheet 1: View on language learning (5 minutes)



# How are languages learned?

Worksheet 1: Whole class

- Of the ten statements, which do you most agree with? Why?
- What would you add to the list?

# Course components

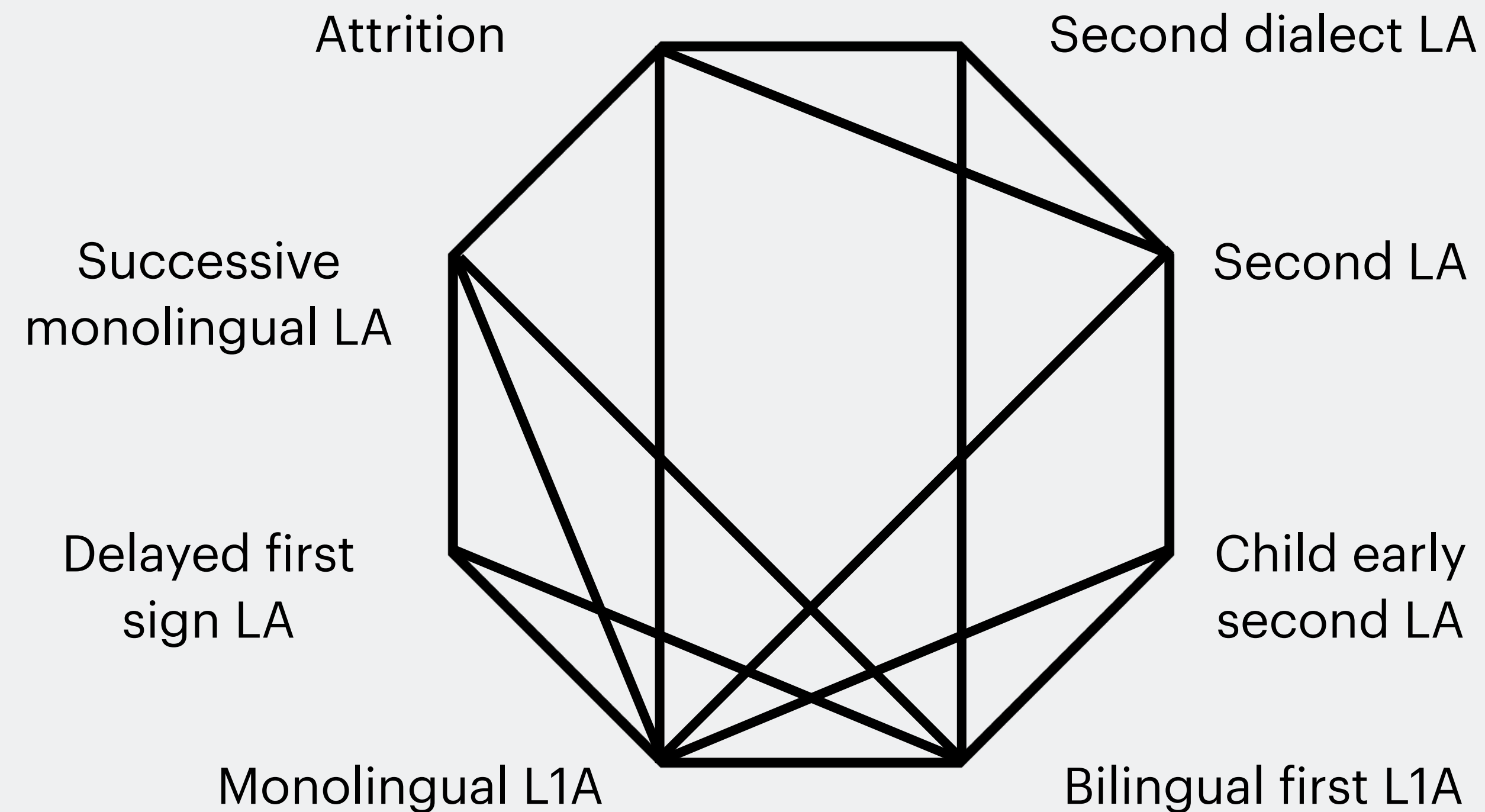
# What will we learn in this course?

## Second language acquisition (SLA)

- the scholarly field that investigates human capacity to learn other Ls other than the first in late childhood, adolescence, and adulthood
- in other words, **L2 acquisition (L2A)**

# What will we learn in this course?

SLA is one of many non-pathological language acquisition & attrition



# What type of course will this one be?

## Aims:

- a) connect empirical research in SLA with your lived experience
- b) help you get a sense of **how SLA research is done**

## Approaches:

- a) Group work, class discussion, then lecture
- b) Hands-on research practice

# Why are these aims and approaches?

SLA in the real world:

- Should my kids start learning Lg X as soon as they can crawl? Should I send my kids to bilingual/trilingual schools? Are these schools worth it?
- How can we best teach a second language? Should we focus solely on communication, etc.?
- and many more!

# How to succeed in this course?

1. Attend all classes and participate actively in class discussion
  - There is no such thing as excused absence
  - Documentation is required when you miss class
  - Your participation is crucial to the effectiveness of class

# How to succeed in this course?

2. Complete all readings before class and submit work punctually
  - Class activities build on weekly readings. So, read before class
  - Communicate with me early if you anticipate having any trouble. Don't let things slide until they are too late



# How to succeed in this course?

## 3. Follow APA format; plagiarism is not to be tolerated

- I trust that **you're capable and honest**. Do your own work and do it well. Your **integrity matters**
- Do not plagiarize other people's work. Do not copy your friends' work.
- Useful resources are on the site (more to follow)

# Assignments

1. Participation and attendance (10%)
2. Study synopsis (10 points × 2 synopses = 20%)
  - A summary of empirical studies in SLA/bilingualism in a 1-page format
  - An x-ray summarizing main points of a study
  - **Goal**: to foster note-taking strategy in other readings you do
  - **Submission**: Weeks 7 and 13

# Assignments

3. In-class quizzes (6/7 points × 3 tests = 20%)
- Three open-book quizzes at the beginning of class, from 9:30 to 9:45
  - Each quiz consists of 2 to 3 questions
  - The quizzes test your ability to summarize & synthesize information from the reading of that particular week
  - Check the schedule. No makeup quiz will be given

# Assignments

## 4. 'Test your vocabulary' (5%)

- Complete a vocabulary test and bring results to class on Week 9
- We will discuss vocabulary with respect to memory & cognition

# Assignments

## 5. PsychoPy experiment (15%)

- Design a lexical decision task experiment in PsychoPy
- Don't worry if you've never heard of PsychoPy before, we will see it in class
- The experiment will be a replication of an existing study
- **Format:** Group work (same groups as final collaborative project)

# Assignments

- |                                |       |
|--------------------------------|-------|
| 6. Final collaborative project | (35%) |
| • Project references           | (5%)  |
| • Draft submission             | (15%) |
| • Written final submission     | (15%) |

# Assignments

## 6.1 Project references

- Must be based in part on Supasiraprapa (2019)
- Include two or more articles published since 2019 and contain both theoretical papers in SLA as well as empirical studies.
- conform to APA format and stay within a one-page limit

# Assignments

## 6.2 Draft submission of final project

- By April 21, submit a working draft of the final collaborative project that contains the following:
  - A provisional title of your project
  - A literature review outlining key issues in your replication study
  - Overarching research question(s)
  - An outline of the method and results section



# Assignments

## 6.3 Written final submission

- By May 10, submit your group's final collaborative project
- The paper should be approximately 6 pages and read as a single coherent piece of writing, with *title*, *introductory overview*, *presentation of method and results*, *conclusion*, and *reference list*.

# Grading

Grades	Points	Grades	Points
A	85-100%	C	65-69.99
B+	80-84.99	D+	60-64.99
B	75-79.99	D	55-59.99
C+	70-74.99	F	0-54.99

# Our language choice

- I will use English quite a lot in this class
- You're strongly encouraged to use English to complete assignments
- This is a wonderful opportunity to learn a language and master content  
Seize this opportunity!

# Next week...

- **Topic:** Defining SLA and its target
  - What is SLA?
  - How is it different from bilingual L1A?
  - Who are L2 users? How do we define “success” in L2A?
- **Readings:**
  - USLA (1.1, 1.3–1.5)
  - De Houwer (2020; p. 405–407)

# References

- Ortega, L. (2013). SLA for the 21st century: Disciplinary progress, transdisciplinary relevance, and the bi/multilingual turn. *Language Learning*, 63, 1–24.
- Saffran, J. R., Aslin, R. N., & Newport, E. L. (1996). Statistical learning by 8-month-old infants. *Science*, 274, 1926–1928.