

**ENGL 5060**  
**Second Language Acquisition**  
**Spring 1999**

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The purpose of linguistics research in second-language acquisition (SLA) is to ascertain a theory of second-language (L2) knowledge, thereby contributing to an overall theory of mind (see related statements from the International Commission on Second Language Acquisition at <http://www.let.ruu.nl/~icsla/>). In the first part of this course, we review work that has lead to the questions being asked today; for the remainder of the course, we not only examine very recent research, but also do original, experimental research on predictions drawn from linguistic theory.

**Your course grade will be determined as follows:**

Two Article and Discussion Summaries (to listserv)	15%
Experimental Research Progress Update (to listserv)	15%
General Discussion Posts (to listserv; 5 pts per post)	15%
Experimental Research Paper (hard copy)	40%
Bibliography on Experimental Topic (hard copy)	15%

- **The Research Paper** reports findings from an experiment on L2 knowledge that you conduct (see SLA Projects on the website). Note that while several students will cooperate to conduct each experiment, each student will write a separate report. The paper itself should be some 15-20 pages in length and in APA style. Papers are due the week before the final examination. Grading will be based evenly on content and academic form.
- **The Bibliography** is a list of articles relevant to the experimental area you choose. Articles for the bibliography may be located in *Linguistics and Language Behavior Abstracts*. This bibliography is due early in the semester (see day-by-day plan).
- **The Article and Discussion Summaries** comprise merely short summaries (around two pages; 10k max) of one of the articles we read along with significant points and/or questions we posed about it in the class discussion. You post each of your two summaries to the class listserv for all to see.
- **The Experimental Research Progress Update** is a short posting to the listserv in which you lay out what you've learned about the research, what problems you foresee in the research, what questions you have about the research, and what still needs to be done. Like the Article and Discussion Summaries, the Update must also be relatively short (around two pages; 10k max).
- **The General Discussion Posts** give you the opportunity to take part in discussions on the listserv. These discussions may deal with any aspect of the course, including questions or points you wish to pose about individual readings or discussions, questions/points about other people's Article and Discussion Summaries, questions/points you have about other people's Experimental Research Progress Updates, and so forth. You will receive 5 points for each such general post for a maximum of 100 points; grading to follow the usual scale (70-79 = C, 80-89=B, etc.) (Don't expect to receive credit for General Discussion Posts on topics that are irrelevant to the course, e.g., Monica's infamous dress).

**Required reading:**

White, L. (1989). *Universal Grammar and Second Language Acquisition*. John Benjamins.

White's text is required.

Readings for Second Language Acquisition.

These required readings are on reserve at Willis Library. See below for a listing of readings.

Ellis, R. (1998). *Second Language Acquisition*. Oxford.

Ellis' text is optional except for those with no background in SLA.

**Important Note:** The research we will cover presupposes both basic knowledge of Principles and Parameters (P&P) theory and simple, introductory ideas on L2 acquisition. Those with no prior exposure to L2 acquisition research should read the first 90 pages of Ellis' undergraduate textbook (listed above) before the end of the first week of classes.

**Second Language Acquisition**  
**Day-by-Day Plan**  
(readings with an asterisk are those for summaries)

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>
1	J19	Introduction: 1970s and early 1980s	(Ellis)
2	J21	Linguistic Theory and Language Acquisition	White, Ch. 1; Coursebook Chapter 5
		<b>Subscribe to the discussion list no later than today!</b>	
3	J26	Logical Problem of L2 Acquisition	White, Ch. 2
4	J28	Principles in L2 Acquisition	White, Ch. 3
5	F2	Parameters in L2 Acquisition	White, Ch. 4
6	F4	Markedness in L2 Acquisition	White, Ch. 5
7	F9	Learnability and UG in L2 Acquisition	White, Ch. 6-7
8	F11	Three views of initial state: Minimal trees	*Vainikka & Young-Scholten 1994
9	F16	Three views of initial state: FT/FH	*Schwartz & Sprouse 1994
10	F18	Three views of initial state: Weak transfer	*Eubank 1993/1994
		<b>Turn in Research Bibliographies!</b>	
11	F23	Verb raising: French-English	*White 1992
12	F25	Verb raising: Chinese-English	*Eubank & Grace 1996; *Lardiere 1997
13	M2	Verb raising: English-German	*Beck 1998
14	M4	Verb raising & Clitics: French & Spanish	*Bruhn-Garavito & Montrul 1996
15	M9	Verb raising & Clitics: French	*White 1996
16	M11	Review (Spring break)	
17	M23	Binding Theory: Hope beyond transfer	*Maclaughlin 1998
18	M25	Binding Theory: Morphology and transfer	*Wells 1998
19	M30	Argument structure: Japanese-English	*Sawyer 1996
20	A1	Aspect: Slavic-English	*Slabakova 1997
21	A6	Aspect(?): English-German	*Beck & Eubank 1999
22	A8	Optional Infinitives in (OIs) L1	*Schütze & Wexler 1996; *Hoekstra, Hyams & Becker 1997; *Rizzi 1998
23	A13	OIs in L2: Turkish-English	*Haznedar & Schwartz 1997
24	A15	OIs in L2: Various-French	*Prévost 1997
25	A20	OIs in L2: Arabic-French	*Eubank & Beck 1998
26	A22	Optionality: various languages	*Eubank 1998
27	A27	Missing inflection: various languages	*Prévost & White 1998
28	A29	UG access reevaluated: SLRF 98 papers	*White 1998; *Bley-Vroman 1998
29	M4	UG access reevaluated: SLRF 98 papers	*Meisel 1998; *Carroll 1998
30	M6	UG access reevaluated: SLRF 98 papers	Schwartz & Sprouse 1998; Gregg 1998
		<b>Turn in Research Papers</b>	

## Reserve (and Other) Readings

- Beck, M.-L. 1998. L2 acquisition and obligatory head movement. *Studies in Second Language Acquisition*.
- \*Beck, M.-L. & L. Eubank. 1999. Abstract features in L2 competence. To appear in *BUCLD 23*. Available at <<http://www.engl.unt.edu/~leubank>>.
- \*Bley-Vroman, R. 1998. Paper at SLRF colloquium, University of Hawai'i, Honolulu. Available at <<http://www.lll.hawaii.edu/nflrc/NetWorks/NW9/>>.
- Bruhn-Garavito, J. & S. Montrul. 1996. Verb movement and clitic placement in French and Spanish as a second language. *BUCLD 1996*.
- \*Carroll, S. 1998. UG access in L2 acquisition: Reassessing the question. Available at <<http://www.lll.hawaii.edu/nflrc/NetWorks/NW9/>>.
- \*Coursebook, Chapter 5. Considering Linguistic Knowledge. Available at <<http://www.engl.unt.edu/~leubank>>.
- Coursebook, Chapter 6. Syntax. To be available at <<http://www.engl.unt.edu/~leubank>>.
- Eubank, L. 1993/1994. On the transfer of parametric values in L2 development. *Language Acquisition*.
- \*Eubank, L. 1998. More (on) optionality effects in L2 development. Manuscript. Available at <<http://www.engl.unt.edu/~leubank>>.
- Eubank, L. & S. Grace. 1996. Where's the mature language? Where's the native language? *BUCLD 20*.
- Eubank, L., J. Bischof, A. Huffstutler, P. Leek & C. West. 1997. "Tom eats slowly cooked eggs." *Language Acquisition*.
- Eubank, L. & M.-L. Beck. 1998. OI effects in adult L2 acquisition. *BUCLD 22*.
- \*Gregg, K. 1998. Paper at SLRF colloquium, University of Hawai'i, Honolulu. Available at <<http://www.lll.hawaii.edu/nflrc/NetWorks/NW9/>>.
- Haznedar, B. & B. D. Schwartz. 1997. Are there optional infinitives in child L2 acquisition? *BUCLD 21*.
- Hoekstra, T., N. Hyams & N. Becker. 1997. The underspecification of Number and the licensing of root infinitives. *BUCLD 21*.
- Lardiere, D. 1997. On the transfer of morphological parameter values in L2 acquisition. *BUCLD 21*.
- McLaughlin, D. 1998. The Acquisition of the morphosyntax of English reflexives by non-native speakers. In Beck (ed.) *Morphology and its interfaces in L2 knowledge*.
- \*Meisel, J. 1998. Revisiting Universal Grammar. Available at <<http://www.lll.hawaii.edu/nflrc/NetWorks/NW9/>>.
- Prévost, P. 1997. Truncation and root infinitives in second language acquisition of French. *BUCLD 21*.
- \*Prévost, P. & L. White. 1998. Manuscript forthcoming.**
- Rizzi, L. 1998. Remarks on early null subjects. *BUCLD 22*.
- Sawyer, M. 1996. L1 and L2 sensitivity to semantic constraints on argument structure. *BUCLD 20*.
- Schütze, C. & K. Wexler. 1996. Subject case licensing and English root infinitives. *BUCLD 20*.
- Schwartz, B. D. & R. Sprouse. 1994. In Hoekstra & Schwartz (eds.), *Language acquisition studies in generative grammar*.
- \*Schwartz, B. D. & R. Sprouse. 1998. Back to basics in generative second language acquisition research. Available at <<http://www.lll.hawaii.edu/nflrc/NetWorks/NW9/>>.
- Slabakova, R. 1997. L2 acquisition of the null telic morpheme. *BUCLD 21*.
- Vainikka, A. & M. Young-Scholten. 1994. In Hoekstra & Schwartz (eds.), *Language acquisition studies in generative grammar*.
- Wells, T. 1998. L2 acquisition of English binding domains. In Beck (ed.), *Morphology and its interfaces in L2 knowledge*.
- White, L. 1992. Long and short verb movement in second language acquisition. *Canadian Journal of Linguistics*.
- White, L. 1996. Clitics in L2 French. In Clahsen (ed.), *Generative perspectives on language acquisition*.
- \*White, L. 1998. Universal Grammar in second-language acquisition. Available at <<http://www.lll.hawaii.edu/nflrc/NetWorks/NW9/>>.

### **Statement on Disabilities**

In accordance with the terms and spirit of the Americans with Disabilities Act and Second 504, Rehabilitation Act, I will cooperate with the Office of Disability Accommodation to make reasonable accommodations for qualified students with disabilities. If you have a disability for which you will require accommodation under the terms of these acts, please discuss your needs with me during office hours or present a written request to me after class before the fourth class day. If you have not registered with ODA, I encourage you to do so.

Essential abilities for this course include reading, writing, computer use, and library utilization.