

French/Spanish 467:

GRAMMAR AND VOCABULARY ACQUISITION

Fall 2005 (Wednesdays 4-6)

Instructor

Professor Joe Barcroft
Department of Romance Languages and Literatures
Office: 405 Ridgley
Tel: 935-7951
E-mail: barcroft@wustl.edu
Office hours: Wed. 2:30-3:30 & Fri. 10:30-11:30

Course Description

This course examines theoretical and instructional implications of research on grammar and vocabulary acquisition. Topics include form-meaning connections during language learning; the roles of input and input processing; explicit and implicit grammar instruction; pertinent factors in vocabulary acquisition, such as learning context and processing resource allocation; and comparisons of incidental and direct vocabulary instruction techniques. Major theories of language acquisition are examined, and research is applied to instructional practices. Students apply theory and research as they prepare a series of language learning activities throughout the semester.

Readings

Weekly readings consist of research articles, research reviews, theoretical discussions, and pedagogically oriented articles related to course topics. Each reading should be completed before the day of class for which it is referenced in the course schedule.

Grading Components

Language Learning Activities	40 %
Article Presentation	10 %
Language Learning Activity Presentation	5 %
Weekly Assignments	5 %
Participation	15 %
Final Paper	25 %

Grading Criteria

97-100	A+	87-89	B+	77-79	C+	67-69	D+	60 or below	F
93-96	A	83-86	B	73-76	C	63-66	D		
90-93	A-	80-83	B-	70-73	C-	60-63	D-		

Language Learning Activities

Each student in the course will design four sets of second language (L2) learning activities. The first two sets will be oriented towards L2 grammar development. The second two sets of activities will be oriented towards L2 vocabulary development. Each activity should include a description of procedures for carrying out the activity, copies of any accompanying instructional materials needed to carry out the activity, and a written explanation of why the activity is believed to be effective in light of pertinent L2 theory and research. More detailed instructions for these activities will be provided during the semester.

Article Presentation

Each student will present a summary and a critical analysis of a selected study (not read by other students in the class) within the field of L2 acquisition and instruction. More detailed instructions for the article presentation, including time limits, will be provided.

Language Learning Activity Presentation

Each student will present one of their self-designed sets of language learning activities to the rest of the class. These presentations should include careful explanation of how to implement the set of activities and how the set of activities applies pertinent L2 theory and research. These presentations provide opportunities for feedback and idea-sharing with other students.

Weekly Assignments

Students will be asked to complete some weekly assignments (e.g., short reaction papers) at different points throughout the semester. These weekly assignments will be announced in class.

Final Paper

Each student may choose between two options for the final paper in this course:

Option 1: Annotated Bibliography: The first option is to compile an annotated bibliography of 7-8 articles on a topic related to L2 grammar or vocabulary acquisition/instruction.

Option 2: Research Proposal: The second option is to prepare a research proposal on a topic related to L2 grammar or vocabulary acquisition/instruction. This research proposal will include a review of 4-5 key articles on the topic in question.

More details about each option, including possible topics, will be provided during the semester.

Participation

Each student will receive a participation grade for the course based upon the degree to which the student is prepared for class, volunteers, interacts, and actively participates in the course. Attendance will be considered when determining participation grades.

467 COURSE SCHEDULE (FALL 2005)

August 31

1. Course introduction and course goals
2. Key issues in language acquisition theory and research
3. Questions of interest about second language (L2) learning and instruction
4. The scope of the field of second language acquisition (SLA)
5. Preview of next week's topics and readings

September 7

1. Major theories of language acquisition: Generative and constructivist approaches
3. Universal Grammar (UG) and SLA
4. Constructivist approaches to SLA
5. Historical overview of L2 instruction
6. The emergence and development of the field of SLA
7. The Input Hypothesis
8. Tenets of communicative language teaching (CLT)

Read: White (2003); N. Ellis (2003)

Due:

September 14

1. The nature of L2 learning and competence
2. Implicit and explicit language learning
3. Methodological options for L2 grammar instruction
4. Explicit and implicit L2 grammar instruction
5. Research on the effects of L2 grammar instruction
6. The information-processing approach to SLA

Read: VanPatten (2003); Krashen (1994)

Due:

September 21

1. Input processing and L2 grammar acquisition
2. Overview of input-oriented L2 grammar instruction
3. Structured input and L2 grammar acquisition
4. Processing Instruction (PI)

Read: VanPatten (1996); Farley (2005a)

Due:

September 28

1. Guidelines for developing PI activities
2. In-class workshop on PI activities (Part 1)

Read: Farley (2005b)

Due:

October 5

1. Methods of providing explicit information about grammatical structures
2. In-class workshop on PI activities (Part 2)
3. Input enhancement and L2 grammar instruction
4. Input flood
5. Textual enhancement

Due: PI Activities (complete first version)

Read: Wong (2005a); Wong (2005b)

October 12

1. Input enhancement in-class workshop
2. The role of grammatical structure type in L2 grammar instruction

Due: PI Activities (final version)

Read:

October 14

**Language Learning Colloquium Speaker Series presents Professor Michael Long
(lecture and workshop)**

October 19

1. Key issues in L2 vocabulary acquisition and instruction
2. What it means to know a word
3. Historical overview of L2 vocabulary instructional methods
4. The incidental-intentional distinction in L2 vocabulary research and instruction
5. Overview of areas of research related to L2 vocabulary
6. The lexical input processing approach to L2 vocabulary instruction
7. Type of processing, processing resource allocation, and L2 vocabulary learning

Read: Zimmerman (1997); N. Ellis (1997); Barcroft (2004)

Due: Input Flood and Textual Enhancement Activities (final version)

October 26

1. Vocabulary learning strategies
2. Guidelines for creating input-oriented vocabulary learning activities
3. Research findings with implications for L2 vocabulary instruction
 - The generation effect in L2 vocabulary learning
 - The effects of acoustic variability on L2 vocabulary learning
4. A survey of different types of activities for L2 vocabulary instruction

Read: Schmitt (1997)

Due:

November 2

1. In-class workshop on creating input-oriented vocabulary learning activities (Part 1)
2. Direct and indirect (explicit and incidental learning) approaches to vocabulary instruction
3. Vocabulary and reading
4. Incidental vocabulary learning during reading
5. Techniques for promoting L2 vocabulary learning during reading

Read: Schmitt (2000); Hulstijn & Laufer (2001)

Due:

November 9

1. In-class workshop on creating input-oriented vocabulary learning activities (Part 2)
2. Testing vocabulary knowledge

Read: Nation (2001)

Due: Vocabulary Activities - Set #1 (complete first version)

November 15-16

**Language Learning Colloquium Speaker Series presents Professor Sue Gass
(lecture and workshop)**

November 16

1. The bilingual lexicon
2. Development of concept mediation in L2

Read: Kroll & Sunderman (2003)

Due: Vocabulary Activities - Set #1 (final version)

November 23

NO CLASS – THANKSGIVING BREAK

November 30

1. Incorporating vocabulary into L2 instructional programs
2. Computer assisted language learning (CALL) programs for L2 vocabulary instruction
3. In-class workshop on vocabulary activities to promote vocabulary learning during reading

Read: Lewis (1997)

Due: Vocabulary Learning – Set #2 (complete first version)

December 7

1. Discuss Vocabulary Learning Activities – Set #2
2. Summarize and discuss final papers
3. Course Summary
4. Future directions for research on grammar and vocabulary acquisition

Read:

Due: Vocabulary Learning Activities – Set #2 (final version)

Required Readings

Barcroft, J. (2004). Second language vocabulary acquisition: A lexical input processing approach. *Foreign Language Annals*, 37, 2, 200-208.

Ellis, N. (1997). Vocabulary acquisition: word structure, collocation, word-class, and meaning. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, acquisition and pedagogy* (pp. 122-139). Cambridge: Cambridge University Press.

Ellis, N. (2003). Constructions, chunking, and connectionism: The emergence of second language structure. In C. J. Doughty & M. Long, *The handbook of second language acquisition* (pp. 63-103). Malden, MA: Blackwell.

Farley, A. P. (2005a). Structured input: Addressing learners' processing strategies. In A. P. Farley, *Structured input: Grammar instruction for the acquisition-oriented classroom* (pp. 1-17). Boston: McGraw-Hill.

Farley, A. P. (2005b). SI activity design: Common pitfalls and frequently asked questions. In A. P. Farley, *Structured input: Grammar instruction for the acquisition-oriented classroom* (pp. 73-91). Boston: McGraw-Hill.

Hulstijn, J., & Laufer, B. (2001). Some empirical evidence for the involvement load hypothesis. *Language Learning*, 51, 3, 539-558.

Krashen, S. D. (1994). The input hypothesis and its rivals. In N. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 45-77). San Diego: Academic Press.

Kroll, J. & Sunderman, G. (2003). Cognitive processes in second language learners and bilinguals: The development of lexical and conceptual representations. In C. J. Doughty & M. Long, *The handbook of second language acquisition* (pp. 104-129). Malden, MA: Blackwell.

Lewis, M. (1997). Pedagogical implications of the lexical approach. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition* (pp. 255-270). Cambridge: Cambridge University Press.

Nation, I. S. P. (2001). Testing vocabulary knowledge and use. In I. S. P. Nation, *Learning vocabulary in another language* (344-379). Cambridge: Cambridge University Press.

Schmitt, N. (1997). Vocabulary learning strategies. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, acquisition and pedagogy* (pp. 199-227). Cambridge: Cambridge University Press.

Schmitt, N. (2000). Teaching and learning vocabulary. In N. Schmitt, *Vocabulary in language teaching* (pp. 142-162). Cambridge: Cambridge University Press.

VanPatten, B. (1996). Input processing in second language acquisition. In B. VanPatten, *Input processing and grammar instruction* (pp. 13-53). Norwood, NJ: Ablex.

VanPatten, B. (2003). Some givens about second language acquisition. In B. VanPatten, *From input to output: A teacher's guide to second language acquisition* (pp. 9-24). Boston: McGraw-Hill.

White, L. (2003). On the nature of interlanguage representation: Universal grammar in the second language. In C. J. Doughty & M. Long, *The handbook of second language acquisition* (pp. 19-42). Malden, MA: Blackwell.

Wong, W. (2005a). Input flood. In W. Wong, *Input enhancement: From theory and research to the classroom* (pp. 37-47). Boston: McGraw-Hill.

Wong, W. (2005b). Textual enhancement. In W. Wong, *Input enhancement: From theory and research to the classroom* (pp. 48-62). Boston: McGraw-Hill.

Zimmerman, C. (1997). Historical trends in second language vocabulary instruction. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition* (pp. 5-19). Cambridge: Cambridge University Press.

Additional Sources (Optional)

L1 Acquisition

Bates, E., & MacWhinney, B. (1987). Competition, variation, and language learning. In B. MacWhinney (Ed.), *Mechanisms of language acquisition* (pp. 157-193). Hillsdale, NJ: Erlbaum.

Fletcher, P., & MacWhinney, B. (1995). *The handbook of child language*. Oxford: Blackwell.

MacWhinney, B. (1987). The competition model. In B. MacWhinney (Ed.), *Mechanisms of language acquisition* (pp.249-308). Hillsdale, NJ: Erlbaum.

Pinker, S. (1987). The bootstrapping problem in language acquisition. In B. MacWhinney (Ed.), *Mechanisms of language acquisition* (pp.399-441). Hillsdale, NJ: Erlbaum.

Pinker, S. (1994). *The language instinct*. New York: William Morrow and Company.

L2 Acquisition and Instruction

Broeder, P., & Plunkett, K. (1994). Connectionism and second language acquisition. In N. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 421-453). San Diego: Academic Press.

Coady, J. (1997). L2 vocabulary acquisition: A synthesis of research. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition* (pp. 273-290). Cambridge: Cambridge University Press.

Cook, V. (1993). The Universal Grammar model of second language acquisition. In V. Cook, *Linguistics and second language acquisition* (pp. 200-245). New York: St. Martin's.

Doughty, C. J., & Long, M. (2003). *The handbook of second language acquisition*. Malden, MA: Blackwell.

Eckman, F. R., Highland, D., Lee, P. W., Mileham, J., Rutkowski Weber, R. (1995). *Second language acquisition theory and pedagogy*. Mahweh, NJ: Lawrence Erlbaum.

Ellis, N. (1995). The psychology of foreign language vocabulary learning: Implications for CALL. *Computer Assisted Language Learning*, 8, 103-128.

Ellis, N. (1994). Introduction: Implicit and explicit language learning—An overview. In N. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 1-31). San Diego: Academic Press.

Ellis, N. (1996). Sequencing in SLA: Phonological memory, chunking, and points of order. *Studies in Second Language Acquisition*, 18, 91-126.

- Ellis, R. (2002). Methodological options in grammar teaching materials. In E. Hinkel & S. Fotos (Eds.), *New perspectives on grammar teaching in second language classrooms* (pp. 155-179). Mahwah, NJ: Lawrence Erlbaum.
- Ellis, N., & Beaton, A. (1995). Psycholinguistic determinants of foreign language vocabulary learning. In B. Harley (Ed.), *Lexical issues in language learning* (pp. 107-165). Ann Arbor, MI: John Benjamins.
- Ellis, R. (1985). The role of formal instruction in second language acquisition. In R. Ellis, *Understanding second language acquisition* (pp. 4-18). Oxford: Oxford University Press.
- Goodfellow, R. (1995). A review of the types of CALL programs for vocabulary instruction. *Computer Assisted Language Learning*, 8, 205-226.
- Heilenman, K. L. (1995). Grammar. In V. Galloway & C. Herron (Eds.), *Research within reach II: Responses to the concerns of foreign language teachers* (pp. 129-148). Valdosta, GA: Southern Conference on Language Teaching.
- Lee, J. F., & VanPatten, B. (1995a). Research insights. In J. F. Lee & B. VanPatten (Eds.), *Making communicative language teaching happen* (pp. 21-36). New York: McGraw-Hill.
- Lee, J. F., & VanPatten, B. (1995b). Grammar instruction as structured input. In J. F. Lee & B. VanPatten (Eds.), *Making communicative language teaching happen* (pp. 89-115). New York: McGraw-Hill.
- Lupescu, S., & Day, R. R. (1995). Reading, dictionaries, and vocabulary learning. In B. Harley (Ed.), *Lexical issues in language learning* (pp. 229-251). Ann Arbor, MI: John Benjamins.
- Meara, P. (1993). The bilingual lexicon and the teaching of vocabulary. In R. Schreuder & B. Weltens (Eds.), *The bilingual lexicon* (pp. 279-297). Amsterdam: John Benjamins.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Norris, J. M., & Ortega, L. (2001). Does type of instruction make a difference? Substantive findings from a meta-analytic review. *Language Learning*, 51: Supplement 1, 157-213.
- Rivers, W. M. (2001). Preface: Peregrinations down memory lane. *Annual Review of Applied Linguistics*, 21, xi-xxiii.
- Segalowitz, N. (2001). On the evolving connections between psychology and linguistics. *Annual Review of Applied Linguistics*, 21, 3-22.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.

Research Issues and Statistics

Pelham, B. W. (1999). *Conducting research in psychology: Measuring the weight of smoke*. Pacific Grove, CA: Brooks/Cole.

Kantowitz, B. H., Roediger, H. L., & Elmes, D. E. (1997). Statistical reasoning: An introduction. In B. H. Kantowitz, H. L. Roediger & D. E. Elmes, *Experimental psychology: Understanding psychological research* (pp. 486-530). Minneapolis/St. Paul: West Publishing.