

University of Barcelona, June 15, 17, 19, & 22, 2009, 5:30 – 8 pm

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Research topics in SLA

This intensive course will focus on four issues in current SLA research: (i) fossilization; (ii) the Interaction Hypothesis and negative feedback, (iii) the Critical Period Hypothesis, and (iv) effects of instruction on IL development. For each topic, we will survey the current state of knowledge, analyze one or more empirical studies in detail, discuss appropriate research designs and methods, and outline potential new studies. The course will be taught in English and Spanish, but all readings will be in English. Students should read the *four asterisked items before* each class; other items listed are only for potential background or further reading outside the course. Students taking the course for credit will submit a final paper (maximum, ten pages) describing the theoretical and/or empirical motivation and design of a new study on one of the four topics.

Fossilization

Han, Z., & Odlin, T. (eds.) (2005). *Studies of fossilization in second language acquisition*. Clevedon, Avon: Multilingual Matters.

Lardiere, D. (2006). *Ultimate attainment in second language acquisition: A case study*. Mahwah, NJ: Lawrence Erlbaum.

*Long, M. H. (2003). Stabilization and fossilization in interlanguage development. In Doughty, C. J., & Long, M. H. (eds.), *Handbook of second language acquisition* (pp. 487-535). Oxford: Blackwell.

*White, L. (2003). Fossilization in steady state L2 grammars: Persistent problems with inflectional morphology. *Bilingualism: Language and Cognition* 6, 2, 129-41.

*Han, Z-H. (2004). Fossilization: five central issues. *International Journal of Applied Linguistics* 14, 2, 212-42.

*Birdsong, D. (2005). Why not fossilization. In Han, Z., & Odlin, T. (eds.) (2005). *Studies of fossilization in second language acquisition* (pp. 173-88). Clevedon, Avon: Multilingual Matters.

+ “Aiko” data

The Interaction Hypothesis and negative feedback

- Doughty, C. J. (2000). La negociación del entorno lingüístico de la L2. In C. Munoz (ed). *Segundas lenguas: Adquisición en un contexto formal* (pp. 163-93). Ariel Publishers.
- Long, M. H., Inagaki, S., & Ortega, L. (1998). The role of implicit negative feedback in SLA: Models and recasts in Japanese and Spanish. *Modern Language Journal* 82, 3, 357-71.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In Ritchie, W. C., & Bahtia, T. K. (eds.), *Handbook of second language acquisition* (pp. 413-68). New York: Academic Press.
- Gass, S. M. (1997). *Input, interaction, and the second language learner*. Mahwah, NJ: Lawrence Erlbaum.
- Mackey, A. (ed.), *Conversational interaction in second language acquisition*. Oxford: Oxford University Press.
- *Gass, S. M., & Mackey, A. (2006). Input, interaction and output. An overview. In Bardovi-Harlig, K., & Dornyei, Z. (eds.), *Themes in SLA research. AILA Review* 19, 3-17.
- *Long, M. H. (2007). Recasts in SLA: The story so far. In Long, M. H., *Problems in SLA* (pp. 75-116). Mahwah, NJ: Lawrence Erlbaum.
- *McDonough, K., & Mackey, A. (2006). Responses to recasts: Repetitions, primed production and linguistic development. *Language Learning* 56, 4, 693-720.
- *Mackey, A., & Goo, J. (2007). Interaction research in SLA: a meta-analysis and research synthesis. In Mackey, A. (ed.), *Conversational interaction in second language acquisition* (pp. 407-52). Oxford: Oxford University Press.

The Critical Period Hypothesis

- Birdsong, D. (ed.) (1999). *Second language acquisition and the Critical Period Hypothesis*. Mahwah, NJ: Lawrence Erlbaum.
- Birdsong, D. (2006). Age and second language acquisition and processing: A selective overview. *Language Learning* 56, 1, 9-49.

- DeKeyser, R., & Larson-Hall, J. (2005). What does the critical period really mean? In Kroll, J. F., & De Groot, A. M. D. (eds.), *Handbook of Bilingualism: Psycholinguistic Approaches*. Oxford: Oxford University Press, (2005).
- Birdsong, D., & Paik, J. (2008). Second language acquisition and ultimate attainment. In Spolsky, B., & Hult, F. (eds.), *Handbook of educational linguistics* (pp. 424-36). Oxford: Blackwell.
- Montrul, S. (2008). *Incomplete acquisition in bilingualism: Re-examining the age factor*. Amsterdam: John Benjamins.
- Bylund, Emanuel (2008). *Age differences in first language attrition*. Dissertations in Bilingualism 17, Stockholm University, Center for Research on Bilingualism.
- *Hyltenstam, K., & Abrahamsson, N. (2003). maturational constraints in SLA. In Doughty, C. J., & Long, M. H. (eds.), *Handbook of second language acquisition* (pp. 539-88). Oxford: Blackwell.
- *Marinova-Todd, S.H. (2003). Know your Grammar: What the Knowledge of Syntax and Morphology in an L2 Reveals about the Critical Period for Second/Foreign Language Acquisition. In Garcia-Mayo, M. P., & Garcia-Lecumberri, M. C. (eds.), *Age and the Acquisition of English as a Foreign Language: Theoretical Issues and Field Work* (pp. 59-73). Clevedon: Multilingual Matters.
- *Long, M. H. (2005) Problems with supposed counter-evidence to the Critical Period Hypothesis. *International Review of Applied Linguistics* 43, 4, 287-317.
- *Montrul, S. (2006). Incomplete acquisition as a feature of bilingual and L2 grammars. In Slabakova, R., Montrul, S. A., & Prevost, P. (eds.), *Inquiries in linguistic development. In honor of Lydia White* (pp. 335-59). Amsterdam and Philadelphia: John Benjamins.

Effects of instruction on IL development

- Doughty, C. J., & Williams, J. (1998). Pedagogical choices in focus on form. In Doughty, C. J. & Williams, J. (eds.), *Focus on form in classroom second language acquisition* (pp. 197-262). Cambridge, England: Cambridge University Press.
- Doughty, C. (2001). Cognitive underpinnings of focus on form. In Robinson, P. (ed.), *Cognition and second language instruction* (pp. 206-57). Cambridge: Cambridge University Press.

- Doughty, C. J., & Long, M. H. (2003). Optimal psycholinguistic environments for distance foreign language learning. *Language Learning and Technology* 7, 3, September 2003, 50-80. (<http://llt.msu.edu>).
- Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning* 5, 3, 417-528.
- DeKeyser, R. M. (2003). Implicit and explicit learning. In Doughty, C. J., & Long, M. H. (eds.), *Handbook of Second Language Acquisition* (pp. 313-49). Oxford: Blackwell.
- Hulstijn, J. (2005). Theoretical and empirical issues in the study of implicit and explicit and implicit second language learning: Introduction. *Studies in Second Language Acquisition* 27, 2, 129-40.
- Long, M. H. (2003). Español para fines específicos: Textos o tareas? In Jauregui, K. (ed.), *Espanol para fines especificos. Actas del 11 CIEFE, Amsterdam* (pp. 15-39). Madrid: Ministerio de Educacion y Ciencia del Reino de Espana. English version published as Long, M. H. (2007). Texts, tasks, and the advanced learner. In Long, M. H., *Problems in SLA* (pp. 119-38). Mahwah, NJ: Lawrence Erlbaum.
- *Doughty, C. J. (2003). Instructed SLA: Constraints, compensation, and enhancement. In Doughty, C. J., & Long, M. H. (eds.), *Handbook of second language acquisition* (pp. 256-310). New York: Basil Blackwell.
- *Erlam, R. (2003). The effects of deductive and inductive instruction on the acquisition of direct object pronouns in French as a second language. *Modern Language Journal* 87, 2, 242-60.
- *Ellis, R. (2006). Researching the effects of form-focussed instruction on L2 acquisition. *AILA Review*, 19, 18-41.
- *De Graaff, R., & Housen, A. (in press). Investigating the effects and effectiveness of L2 instruction. To appear in Long, M. H., & Doughty, C. J. (eds.), *Handbook of Language Teaching*. Oxford: Blackwell, 2009.