

**SPAN 50:940:491/56:940:515**  
**Spanish Second Language Acquisition**



<b>Instructor:</b>	Dr. Silvia Perez-Cortes
<b>Class time:</b>	Mondays 6:00-8:40 pm On Zoom (see links in section II under “Class sessions”)
<b>Office hours:</b>	Wednesdays 5:00 – 6:00 pm (or by app.) See Zoom links in section III under “Office hours”
<b>E-mail address:</b>	<a href="mailto:Sp1019@camden.rutgers.edu">Sp1019@camden.rutgers.edu</a>

Have you ever wondered how languages are learnt? In this introductory class, we will focus on how Spanish is acquired by different bilingual populations and at different ages. We will also examine different theories of language acquisition and discuss the evolution of language instruction (from a US as well as global perspective). Students will also reflect upon the impact of grammar instruction, feedback, and the role of communication and real language use in the development of specific linguistic skills.

**I. COURSE OBJECTIVES**

The main objective of this course is to introduce students to the field of second language acquisition, paying particular emphasis to how English-Spanish bilinguals acquire a second or an additional language. At the end of the course, students will be able to:

1. **DISCUSS AND REFLECT** upon the main theories of second language acquisition.
2. **EXAMINE** the factors that play a role when learning a language, such as age, characteristics of the language (especially in the case of multilinguals), attention and working memory among many others.
3. **ANALYZE** the most recent developments regarding the study of Spanish second language acquisition and teaching using seminal as well as current research articles published within these fields.
4. **DISCUSS** the purpose of focusing on certain areas of language when teaching or learning Spanish as a bilingual Spanish/English speaker.
5. **UNDERSTAND** the linguistic phenomena of transference, cross-linguistic influence and variability among bilingual speakers and its place in the teaching and learning of Spanish.

## II. COURSE SESSIONS AND MATERIALS

The mode of instruction of this class is **online (remote) synchronous**, which means that we will meet every **Monday via Zoom from 6:00-8:40 pm**. Please use the following link to connect every Monday:



Link: <https://rutgers.zoom.us/j/92307281528?pwd=WEFrM1NHdE5sQ2tRaEpYSWc4MU5tZz09>

Meeting ID: 923 0728 1528

Password: 424402

**Important:** Given the online format of this class, active participation is crucial. This is why I will ask that **all of you have your cameras on** during class, and that you take active part in the group discussions as well as those that will occur inside the breakout rooms.

The materials used for this class include a series of academic articles and book chapters dedicated to the study of second language acquisition. All of them are available **in the Modules section of our course Canvas site:** <https://canvas.rutgers.edu/>. No textbooks or online workbooks will be required for this class, although I recommend a good bilingual dictionary such as *Oxford New Spanish Dictionary*, *Harper Collins Spanish Dictionary* or Wordreference online [www.wordreference.com](http://www.wordreference.com).

## III. OFFICE HOURS

I will hold weekly office hours to answer questions and solve any concerns you may have regarding the materials or assessments of the class every **Wednesdays (5:00-6:00 pm)** but also **by appointment**. Everybody is welcome to join at any point of that time frame! Please do not hesitate to contact me via e-mail if you cannot attend (due to other academic/professional/personal commitments) and we can arrange an alternative time to meet.

To join me in my **Zoom office hours**, you will need to use the following link:

Link: <https://rutgers.zoom.us/j/92353084367?pwd=bGJvNmtJWFp4ZE9WekU4SElQekpidz09>

Meeting ID: 923 5308 4367

Password: 240605

## IV. RULES AND REQUISITES

- A. PARTICIPATION and PREPARATION (HYPOTHESIS)- (35% -undergrads-// 25% -grads-):** You are expected to participate actively in the course. While engagement will look a lot different in this format (and in a post-COVID world) it involves the same core values, such as **creating thoughtful discussion during office hours and among study groups, and fostering dialogue and critical thinking using the readings and media** provided by the professor. Making mistakes is part of learning a language and it will not affect your

participation grade, whereas not being prepared for class will affect your grade. The best way of assessing your engagement with the course materials and examine your progress, is by **checking your interaction with the readings**. As a result, an important part of your grade will be measured by completing 3 comments per reading using Hypothes.is, an app embedded in Canvas that allows you to comment directly on a PDF.

- i. **Undergraduate** students will have to do 1 weekly reading (and complete 3 comments based on it -see information below for instructions on how to do this-).
- ii. **Graduate** students will have to do 2 weekly readings (and complete 4 comments -a question and a comment in each reading- in each).

Below are the descriptions of the types of comments/answers **ALL IN SPANISH** that you will have to complete (**MAT students**, remember you only have to do 1 of each type per reading).

1. Answer **2 of the questions the professor poses about a specific part of the reading (50%)**. Multiple short-answered questions will be made by me throughout the reading/s. Choose the one you prefer (that preferably has not been answered before). If a classmate has already replied, comment on how your view compares/differs from theirs. Minimum of 100 words per answer.

2. **Make your own comment (50%)** on a specific part of the reading explaining/highlighting:

- Something that surprised you and explain why.
- How the information described is connected to your own experience.
- Comment disagreeing with the information provided justifying your response.
- A complex part that you don't understand completely. Explain what you think it may mean and why it's so complex.



Comments will need to be completed **by Sunday midnight** (a day before our class).

Graduate students who present that week are EXEMPTED from doing their hypothes.is comments on the reading they are presenting on.

**B. TAKE HOME EXAMS (20%)**: There will be two take home exams in this course. Students will be given a week to complete the exams **using the relevant readings and materials provided in the course**. Students will be able to access the exam (in word format) that will be posted within the **corresponding weekly module on Canvas** on a Tuesday, and they will be required to upload their responses **before 12 am (midnight) Tuesday**. Late assignments will be deducted points accordingly.

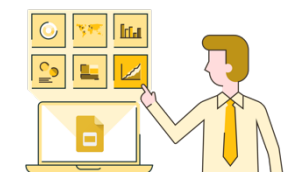
<b>Exam # and contents</b>	<b>Available</b>	<b>Due</b>
Exam #1 includes materials from weeks 1-7.	Lunes 7 de marzo	Lunes 21 de marzo (6 pm) ¡Después de la vacaciones de Spring Break!
Exam #2 includes materials from weeks 8-14.	Lunes 25 de abril	Lunes 2 de mayo (6 pm)

**C. PRÁCTICAS (45%):** The instructor will assign a problem set or a reaction paper based on the weekly readings (11 in total). The aim of these worksheets is to connect what has been read that week with real life/ your experiences as a student/bilingual speaker/teacher of Spanish. Thus, the nature of these Students will be required to hand in the work by using the “assignment” link provided in the module **a week after**. The length in the responses will vary based on the assignment. Please consult guidelines included in each paper. Although there will be a total of 11 reaction papers, **NOT all papers need to be completed.**

- **Undergraduate students:** # prácticas that need to be handed in: **8 out of 10.**
- **Graduate students:** # prácticas that need to be handed in: **9 out of 10.**

There will be a **bonus** práctica (#11) in case the student is missing one or they want to improve their grade in this section of the class.

**D. PRESENTATION (10%):** Every week, **graduate students** (see sign-up sheet sent the first day of class) will be responsible for creating a **Powerpoint** presentation of the second reading assigned. The presentation that will have the following structure:



- Slide #1: ¿Cuál es el tema de la lectura? (resumen)
- Slides #2 a #4: ¿Cuáles son los conceptos/ideas esenciales que se expresan en ella? Explíquenlos.
- Slide #5: ¿Qué fue lo que más le sorprendió de la lectura y por qué?
- Slide #6: ¿Qué fue lo que más le costó de entender y por qué?
- Slides #7 y #8: ¿De qué manera podemos conectar lo que se ha leído con la enseñanza del español en la escuela/universidad?

Even the readings will be in English, these presentations should be in Spanish. **Students who present that week are EXCUSED from doing their hypothesis comments on the reading they are focused on. The presentation has to be ready for Monday at 6 pm, as they will have to show it to others in class.**

**E. GRADE DISTRIBUTION and GRADING SCALE:** Grades will be calculated on a percentage basis. The grade will be based on the following evaluations:

#### GRADE DISTRIBUTION

Prácticas (8 o 9)	45%
Participation + Hypothesis	35% (undergrads)/ 25% (grads)
<i>Presentation (grads)</i>	10%
Take home exams (2)	20%

#### GRADING SCALE

A	90%-100%
B+	87%- 89%
B	80%- 86%
C+	77%- 79%
C	70% -76%
D	60% -69%
F	0% -59%

#### F. COURSE CALENDAR.

(\*) This calendar may be subject to changes during the course. Please check the most updated version in our Sakai page. You will also find some of the readings and homework there:

Week	Día en el que nos vemos online	Descripción de las actividades	
		En casa (trabajo para hacer antes de la clase) <b>Hypothes.is</b> (domingos a medianoche) <b>Práctica</b> (lunes 6 pm)	En clase (durante la sesión)
1	1/24/22		<p><b>1. El sílabo:</b></p> <ul style="list-style-type: none"> <li>- Información general y preguntas</li> </ul> <p><b>2. Nociones básicas</b> para hablar de la adquisición de lenguas.</p> <p><b>3. Mitos y creencias</b> acerca del aprendizaje de lenguas.</p>
2	1/31/22	<p><b>1. Lean</b> la lectura de la semana (2 lecturas si son grads) y hagan sus <b>comentarios</b> usando la app de <b>Hypothes.is</b></p> <ul style="list-style-type: none"> <li>- <u>Todos</u> los estudiantes: Hummel (2014) Chapter 1. First and Second Language Acquisition (pp. 6-26)</li> <li>- <u>Solo grads</u>: Austin, Blume &amp; Sánchez (2015) How do children become bilingual? (pp. 61-72)</li> </ul> <p>2. Entreguen la <b>Práctica #1</b> (sobre los materiales semana 1)</p>	<p><b>Adquisición de primeras y segundas lenguas: diferencias y paralelismos</b></p> <ul style="list-style-type: none"> <li>- Similitudes y diferencias entre la adquisición de la L1 y de la L2.</li> <li>- Áreas grises: la adquisición de lenguas de manera simultánea/secuencial temprana.</li> </ul>
3	2/7/22	<p><b>1. Lean</b> la lectura de la semana (2 lecturas si son grads) y hagan sus <b>comentarios</b> usando la app de <b>Hypothes.is</b></p> <ul style="list-style-type: none"> <li>- <u>Todos</u> los estudiantes: Hummel chapter 6: “Second Language Development” (pp. 138-153)</li> </ul>	<p><b>Expandiendo las bases del SLA: interlengua, transferencia y fosilización</b></p> <ul style="list-style-type: none"> <li>- Estado inicial, medio y final en la adquisición lingüística.</li> </ul>

		<p>-Solo grads: Montrul (2014) Interlanguage, transfer and fossilization beyond SLA (solo de pp. 89-100)</p> <p>2. Entreguen la <b>Práctica #2</b> (sobre los materiales semana 2)</p>	<ul style="list-style-type: none"> <li>- Procesos que afectan al desarrollo: transferencia, activación, tipología lingüística...</li> </ul>
4	2/14/22	<p>1. <b>Lean</b> la lectura de la semana (2 lecturas si son grads) y hagan sus <b>comentarios</b> usando la app de <b>Hypothes.is</b></p> <p>- Todos los estudiantes: Van Patten &amp; Williams (2021) “Early theories of SLA” (pp.17- 31). -Solo grads: Loewen, S. (2021). Was Krashen right? An Instructed Second Language acquisition perspective (pp. 311-317).</p> <p>2. Entreguen la <b>Práctica #3</b> (sobre los materiales semana 3)</p>	<p><b>Teorías de la adquisición de segundas lenguas I</b></p> <ul style="list-style-type: none"> <li>- Behaviorism</li> <li>- Lingüística estructural</li> <li>- Monitor Hypothesis (i+1)</li> </ul>
5	2/21/22	<p>1. <b>Lean</b> la lectura de la semana (2 lecturas si son grads) y hagan sus <b>comentarios</b> usando la app de <b>Hypothes.is</b></p> <p>- Todos los estudiantes: Hummel chapter 4: “Theoretical perspectives past and present” (only from pp. 67-90). -Solo grads: Marsden (2018) “Generative language acquisition and language teaching” (solo de pp. 283-304).</p> <p>2. Entreguen la <b>Práctica #4</b> (sobre los materiales semana 4)</p>	<p><b>Teorías de la adquisición de segundas lenguas II</b></p> <ul style="list-style-type: none"> <li>- Nativismo</li> <li>- Gramática universal</li> <li>- Teorías socioculturales y cognitivas</li> </ul>
6	2/28/22	<p>1. <b>Lean</b> la lectura de la semana (2 lecturas si son grads) y hagan sus <b>comentarios</b> usando la app de <b>Hypothes.is</b></p> <p>- Todos los estudiantes: Hummel chapter 7: “The age factor” (only from pp. 169-186). -Solo grads: Pfenninger &amp; Singleton (2016) Affect trumps age: a person in context relational view of age and motivation in SLA (solo pp. 311-315 y 331-337)</p>	<p><b>El rol de la edad en la adquisición de segundas lenguas</b></p> <ul style="list-style-type: none"> <li>- Periodo crítico</li> <li>- Tipos de adquisición según la edad y resultados esperables.</li> </ul>

		2. Entreguen la <b>Práctica #5</b> (sobre los materiales semana 5)	
7	3/7/22	<p>1. <b>Lean</b> la lectura de la semana (2 lecturas si son grads) y hagan sus <b>comentarios</b> usando la app de <b>Hypothes.is</b></p> <p>- <u>Todos</u> los estudiantes: Wong Fillmore (1991) When learning a second language means losing the first (pp. 323-346).  -<u>Solo grads</u>: Mickan, McQueen &amp; Lemhofer (2019) “ Bridging the Gap Between Second Language Acquisition Research and Memory Science: The Case of Foreign Language Attrition” (pp. 1-8).</p> <p>2. Entreguen la <b>Práctica #6</b> (sobre los materiales semana 6)</p> <p>3. Ya está disponible en Canvas el Take home #1 (<b>deadline 3/21/22</b>)</p>	<p><b>Dominancia lingüística</b></p> <ul style="list-style-type: none"> <li>- Nociones básicas</li> <li>- Cambios en la dominancia según la activación</li> <li>- Atrición y pérdida lingüística</li> </ul>
8	3/14/22	<b>SPRING BREAK</b>	
9	3/21/22	<p>1. <b>Lean</b> la lectura de la semana (2 lecturas si son grads) y hagan sus <b>comentarios</b> usando la app de <b>Hypothes.is</b></p> <p>- <u>Todos</u> los estudiantes: Loewen (2020) “The nature of second language knowledge” (pp. 19-36).  -<u>Solo grads</u>: Lichtman (2013) Developmental Comparisons of Implicit and Explicit Language Learning (pp. 93-107).</p> <p>2. Entreguen el <b>Take home #1 (deadline 6 pm)</b>.</p>	<p><b>La naturaleza del conocimiento lingüístico de una L2</b></p> <ul style="list-style-type: none"> <li>- Conocimiento explícito/implícito.</li> <li>- Rol de la instrucción en la adquisición de distintos tipos de información.</li> </ul>



10	3/28/22	<p>1. <b>Lean</b> la lectura de la semana (2 lecturas si son grads) y hagan sus <b>comentarios</b> usando la app de <b>Hypothes.is</b></p> <p>- <u>Todos</u> los estudiantes: Gass &amp; Mackey (2020) “Input, interaction and output in SLA” (pp.180-199).  -<u>Solo grads</u>: Loewen (2020): Interaction in the L2 classroom (pp. 41-68).</p> <p>2. Entreguen la <b>Práctica #7</b> (materiales semana 9).</p>	<p><b>Interacción, input y output</b></p> <ul style="list-style-type: none"> <li>- Teorías acerca del rol de estas nociones en la clase.</li> <li>- Técnicas para mejorar resultados pedagógicos.</li> </ul>
11	4/4/22	<p>1. <b>Lean</b> la lectura de la semana (2 lecturas si son grads) y hagan sus <b>comentarios</b> usando la app de <b>Hypothes.is</b></p> <p>- <u>Todos</u> los estudiantes: Hummel chapter 3 “Language learning contexts” (pp. 36-52).  -<u>Solo grads</u>: Lafford &amp; Uscinski (2013) “Study abroad and second language Spanish” (386-399).</p> <p>2. Entreguen la <b>Práctica #8</b> (materiales semana 10).</p>	<p><b>Contextos de instrucción</b></p> <ul style="list-style-type: none"> <li>- Distintos tipos de programas/contextos pedagógicos y efectos en la adquisición.</li> </ul>
12	4/11/22	<p>1. <b>Lean</b> la lectura de la semana (2 lecturas si son grads) y hagan sus <b>comentarios</b> usando la app de <b>Hypothes.is</b></p> <p>- <u>Todos</u> los estudiantes: Hummel chapter 8 “Individual differences” (pp. 194-214).  -<u>Solo grads</u>: Ortega (2009) Chapter 9 “Affect and other individual differences” (pp. 192-212).</p> <p>2. Entreguen la <b>Práctica #9</b> (materiales semana 11).</p>	<p><b>Factores externos en la adquisición de la una L2 (parte 1)</b></p> <ul style="list-style-type: none"> <li>- Diferencias individuales en los hablantes y su rol en la adquisición de la L2: <ul style="list-style-type: none"> <li>o Atención/memoria</li> <li>o Motivación</li> <li>o Inteligencia</li> </ul> </li> </ul>
13	4/18/22	<p>1. <b>Lean</b> la lectura de la semana (2 lecturas si son grads) y hagan sus <b>comentarios</b> usando la app de <b>Hypothes.is</b></p>	<p><b>Factores externos en la adquisición de la una L2 (parte 2)</b></p> <ul style="list-style-type: none"> <li>- Factores afectivos:</li> </ul>



		<p>- <u>Todos</u> los estudiantes: Young (2018) “Affective factors and Spanish SLA” (pp. 369-385)</p> <p>-<u>Solo grads</u>: Prada, Guerrero Rodriguez &amp; Pascual y Cabo (2020) Heritage Language Anxiety in Two Spanish Language Classroom Environments: A Comparative Mixed Methods Study (pp.92-108).</p> <p>2. Entreguen la <b>Práctica #10</b> (materiales semana 12).</p>	<ul style="list-style-type: none"> <li>○ Estrés</li> <li>○ “willingness to communicate”</li> </ul>
14	4/25/22	<p><b>1. Lean</b> la lectura de la semana y hagan sus 3 <b>comentarios</b> usando la app de <b>Hypothes.is</b>.</p> <p>- <u>Todos</u> los estudiantes: Ortega (2021) “Second language learning explained? SLA across 10 contemporary theories” (pp. 245-270).</p> <p><b>2. BONUS:</b> Entregar la <b>Práctica #11</b> (sobre los materiales semana 13)</p> <p>3. Ya está disponible en Canvas el Take home #1 <b>(deadline 5/2/22)</b></p>	<b>Teorías y práctica docente</b>
15	5/2/22	<p>Entreguen el <b>Take home #2 (deadline 6 pm)</b>.</p>	Durante esta última session, solamente habrá horas de oficina “extendidas” (6-8pm) para clarificar dudas y despedirnos de forma individual.