

講義科目名称	応用言語学研究 II	副題	Introduction to Second Language Acquisition
英文科目名称	Applied Linguistics Studies II		

開講期間	配当年	単位数	科目必選区分
前期	1・2	2単位	必修選択
担当教員			
スネイプ ニール			

英語コミュニケーション	講義
添付ファイル	

授業種類	実務経験のある教員等による授業科目
	<input type="checkbox"/> 実務経験のある教員による授業科目
	<input type="checkbox"/> 実務家を招へいして実施する授業科目
	実務経験・授業での活用、招へいする実務家等
	授業で使用する言語
	<input type="checkbox"/> 日本語
	<input checked="" type="checkbox"/> 英語
	<input type="checkbox"/> その他
	アクティブラーニング
	<input checked="" type="checkbox"/> アクティブラーニング要素を取り入れている

授業の内容 (概要)

The class format is a flipped classroom format, in which students deeply understand the new learning content they have prepared at home through interactive or multidirectional discussions, such as discussions among students and discussions with teachers. In addition, while looking back on the students' own experiences in English learning and in the field of education, participants discuss with each other what topics are difficult to understand and acquire as learners, and then discuss with the instructor. Furthermore, by applying the concept to a wider range of language data while conducting group discussions, we will deepen our understanding of SLA topics, and consider the differences between first language acquisition and second language acquisition. Students learn through conducting group discussions in class. [Classes with interactive or multi-directional discussions]

授業の目的

The purpose of this course is to introduce students to some well-known topics in second language acquisition (SLA). This course provides an in-depth understanding of SLA terminology in English through discussion. In addition, while reflecting on students own experiences in English learning and in the field of education, we will discuss what points of second language acquisition of English and other languages that are difficult for learners to understand and why. Specifically, we will consider what makes acquisition of a second language harder than acquisition of the first language. At the same time, students will consider theoretical ideas up to now and cultivate the ability to identify issues.

到達目標

By mastering the basic concepts of SLA, students will be able to deepen their understanding of SLA topics. In addition, through discussions among students and with the instructor, students will consider their theoretical ideas and acquire the ability to identify issues.

授業計画	第1回 Introduction
	By explaining the outline of the course and relating to the topics covered in this course, students and instructors will discuss with each other what topics are difficult to understand and master as learners, while looking back on their own experiences in English learning and the educational field. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]
	第2回 Finiteness and Second language (L2) Learners
	When we say "finiteness" we discuss with each other what we are talking about and what "grammar" means in the first place, and how this relates to L2 studies. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]
	第3回 Universal Grammar (UG)
	There are various types of theories related to acquisition. In class, students first discuss how they think language is acquired by humans. At the same time, we will discuss the characteristics of English and Japanese and how differences between languages can be described. Then, we will discuss Universal Grammar (a nativist approach to language acquisition) and how the theory describes languages and language acquisition. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]
	第4回 The Critical Period Hypothesis (CPH)
	What is the 'critical period'? Students discuss what they know about the Critical Period Hypothesis and how it has been applied to language acquisition and by extension, to second language acquisition. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]
	第5回 Poverty of the Stimulus (PoS)
	Students are asked to consider what the 'Poverty of the Stimulus' refers to when discussing first and second language acquisition. How can successful language acquisition be explained if we fail to consider PoS? How is PoS related to Universal Grammar? Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]
	第6回 The Fundamental Difference Hypothesis (FDH)
	The Fundamental Difference Hypothesis - Students discuss the proposal that first language acquisition is fundamentally different from second language acquisition. We will consider what the differences are and what this means for the role of Universal Grammar in SLA. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]
	第7回 First Language (L1) Transfer - Prosody (PTH)
	Another more recent idea comes in the form of the Prosodic Transfer Hypothesis. Students discuss what they know about prosodic transfer generally from their own experience with learning English. We then go into detail what this particular hypothesis lays out in terms of what may be difficult to acquire in regards to morphology in the second language. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]
	第8回 Binding Theory
One of the key ideas originally proposed with Universal Grammar was the idea that reflexive pronouns (e.g., himself) are somehow 'attached' or 'bound' to the name or pronoun that precedes it (e.g., John took a picture of himself). Students will use their knowledge of finiteness to be able to understand binding theory and what the consequences are for SLA. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]	
第9回 L1 Transfer - Tense and Aspect	
After explaining the characteristics of English 'Tense' and 'Aspect', students discuss how the Japanese 'Tense' and 'Aspect' system differs from English and how transfer affects Japanese learners of English and English learners of Japanese. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]	
第10回 Bottleneck Hypothesis and Feature Reassembly Hypothesis (BH & FRH)	
The Bottleneck Hypothesis suggests that in SLA, meanings themselves are not problematic; working out how they are expressed via second language morphology is what causes problems, creating an acquisition bottleneck. The Feature Reassembly Hypothesis believes that the process of learning L2 is not only about selecting formal features not selected in L1, but also the feature bundles associated with functional categories and vocabularies, including those that are selected. We discuss in class what these hypotheses mean for second language learners. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]	
第11回 Representational Deficit Hypothesis and Missing Surface Inflectional Hypothesis (RDH & MSIH)	
The Representational Deficit Hypothesis is about the apparent failure of most adult second language learners to achieve native-like success. Alertantly, another explanation for non-target like suppliance of morphology is the Missing Surface Inflectional Hypothesis which does not assume a deficit. We discuss in class what these hypotheses mean for second language learners. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]	
第12回 A Comparison Between UG and Non-UG Frameworks - 'Empiricist Emergentist' Approach	
This topic is the first of two that look at language acquisition from a different perspective. Students are to discuss the 'Empiricist Emergentist' Approach and determine how it differs from a nativist approach. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]	
第13回 A Comparison Between UG and Non-UG Frameworks - 'Nativist Emergentist' Approach	
This is the second look at language acquisition from a different perspective. Students are to discuss the 'Nativist Emergentist' Approach and determine how it differs from the 'Empiricist Emergentist' Approach. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]	

	<p>第14回 L1 Transfer and Instruction</p> <p>Students have a chance to discuss the role of L1 transfer and how this may affect instruction in the second language. Students can discuss their own experiences of instruction and whether it helps overcome L1 transfer effects. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]</p>
	<p>第15回 Presentation</p> <p>Students have to present on an SLA topic they are particularly interested. In addition, there will be Q&A and each topic will be discussed in class. Discussion will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]</p>
テキスト	Snape, N. & T. Kupisch (2016). <i>Second Language Acquisition: Second Language Systems</i> . Croydon, UK. Bloomsbury
テキスト購入方法	Students are able to purchase the course book online at https://www.amazon.co.jp
参考文献	Students will be able to download copies of lecture slides as handouts from Google Classroom.
成績評価の方法	Presentations 50%, term papers 50%
教員への連絡方法	email: nealsnape@mail.gpwu.ac.jp
履修上の注意	Students are required to purchase the course book.
授業外学修情報（予習復習）	Pre-study: Read the planned parts of the text and references carefully in advance. Post-learning: Review and deepen your understanding of what you have learned in class.
学生へのメッセージ	Most of the classes given throughout the course are based on the course book. Where the book does not cover a particular topic, handouts will be provided to students.