Noticing and Awareness in Second Language Acquisition

Sessions:

- April 30: Motivation from computational linguistics (VIEW/WERTi, Meurers et al. 2010) and cognitive foundations

- May 7: Introducing Second Language Acquisition (Patrick Rebuschat)

  - Reading assignment: (Lightbown & Spada 2006, ch. 1 and 2)

- May 14: Implicit and Explicit L2 Learning (Patrick Rebuschat)

  - Reading assignment: (Robinson 2007; Rebuschat & Williams 2012)

- May 21: Background on memory and attention (Barbara Kaup, Birgit Oettl)

- June 11: Noticing and Input Enhancement overview

  - Reading assignment: (Schmidt 1995b, 2001, 2010; Han et al. 2008)
    * Dörte Kuhrt: (Schmidt 1995b)
    * Jannis Plöger: (Schmidt 2001, 2010)
    * Eyal Schejter: (Han et al. 2008)

- June 18: Input Enhancement overview and case studies

  - Reading assignment: (Leow 2009; Simard 2009; Radwan 2005)
    * Alina Ladygina: (Leow 2009)
    * Spyridoula Georgatou: (Simard 2009)
    * Zeeshan Mustafa: (Radwan 2005)

- June 25: Input Enhancement studies I

  - Reading assignment: (White et al. 1991; Sachs & Suh 2007; Lee 2007)
    * Julia Hancke: (White et al. 1991)
    * Lilyana Nikolova: (Sachs & Suh 2007)
    * Kaidi Loo: (Lee 2007)

- July 2: Input Enhancement studies II

  - Reading assignment: (Izumi 2002; Leow et al. 2008; Williams 2005; Hama & Leow 2010)
    * Stanislav Reichert: (Izumi 2002)
    * Maryam Geranmayeh: (Williams 2005)
    * Philip Schulz: (Leow et al. 2008; Hama & Leow 2010)

- July 9: Input Enhancement studies III and experimental methods

  - Maria Katharina Niedernhuber: (Alanen 1995)
  - Barbara Kaup, Birgit Oettl: online measures and what they show

- July 16: Attention and Blocking

  - Reading assignment: (Ellis & Sagarra 2010a,b, 2011)
    * Medea Zimbelmann: (Ellis & Sagarra 2010a)
    * Simone Kurek: (Ellis & Sagarra 2010b)
    * Anna Gastel: (Ellis & Sagarra 2011)

- July 23 (final exam, for those not writing a term paper)

Abstract:

How do people acquire a second language? Second language acquisition research since the 90s has emphasized that language input and functional language use alone is not sufficient, at least for adult learners (cf., e.g. Lightbown & Spada 2006). Research has emphasized the importance of supporting the awareness of language categories and forms, and input enhancement techniques have been proposed to make the target language features to be learned more salient for the learner.

This provides an interesting opportunity for computational linguistic applications to automatically identify and enhance the relevant language features in texts selected by the learners (Meurers et al. 2010).

But what exactly does it mean to enhance the salience of language features? For which language features is this possible and how is this related to what is known about the mental representation of language? How can one operationalize notions such as awareness and noticing, and how does the idea of input enhancement relate to what is known about implicit and explicit learning?

In this interdisciplinary seminar, we want to explore these questions by connecting research on second language acquisition, computational linguistics, and cognitive psychology.

Instructors:

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Course meets: Mondays, 16ct-18 in Hörsaal 1.3, Forum Scientiarum (Doblerstr. 33)

- Note: Following the standard rules, missing more than two meetings unexcused, automatically results in failing the class.

Language: The course language is English, but may be switched to German if desired by all participants.

Credits:
- 5 CP in MA ISCL
- 4 CP for Diplomstudiengang Psychologie

Syllabus (this file):

- html-Version (http://purl.org/dm/12/ss/noticing)

- pdf-Version (http://purl.org/dm/12/ss/noticing/syllabus.pdf)

Moodle page: `https://moodle02.zdv.uni-tuebingen.de/course/view.php?id=123`

Nature of course and our expectations: This Hauptseminar/Forschungsseminar intends to provide an overview of the concepts and issues involved in research on input enhancement and awareness in second language acquisition. Students from any of the interdisciplinary areas involved are welcome. No particular background is required, but participants are expected to

1. regularly and actively participate in class, read the papers assigned by any of the presenters and post a question on Moodle to the "Reading Discussion Forum" on each reading *at the latest on the day before it is discussed* in class. (20% of grade)

2. explore and present a topic (40% of grade):

   - select one of the sub-topics
   - thoroughly research the topic, taking our literature pointers as a starting point
   - prepare the presentation with slides and discuss the presentation with one of the instructors in the week before the presentation
   - start a new Moodle thread on the "Reading Discussion Forum" specifying what every course participant should read to prepare for your presentation a week before your presentation
   - present the topic in class

3. submit a term paper (40% of grade); contact us for final exam as an option

- For ISCL students:

  - The term paper must be produced in LaTeX following standard ACL conference submission guidelines, and BibTex using must be used for the bibliography.
  - Students may optionally carry out a computational linguistic project following the course for extra credit (typically four weeks, 5 CP), e.g., extending the VIEW system (`http://purl.org/icall/view`).

Academic conduct and misconduct: Research is driven by discussion and free exchange of ideas, motivations, and perspectives. So you are encouraged to work in groups, discuss, and exchange ideas. At the same time, the foundation of the free exchange of ideas is that everyone is open about where they obtained which information. Concretely, this means you are expected to always make explicit when you've worked on something as a team – and keep in mind that being part of a team always means sharing the work.

For text you write, you always have to provide explicit references for any ideas or passages you reuse from somewhere else. Note that this includes text "found" on the web, where you should cite the url of the web site in case no more official publication is available.

References

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Last update: October 20, 2012