

講義科目名称	応用言語学III	副題	Applied Second Language Acquisition
英文科目名称	Applied Linguistics Studies III		

開講期間	配当年	単位数	科目必選区分
後期	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 Applied SLA topics, and consider the role of instruction in 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 intervention research in second language acquisition. This course provides an in-depth understanding of intervention research in SLA through discussion. In addition, while reflecting on students own experiences in English learning and in the field of education, we will discuss the type of intervention research that has been conducted to date. Students will consider further topics for intervention research.

到達目標
By mastering the basic concepts of intervention research in SLA, students will be able to deepen their understanding of the role of instruction in SLA. In addition, through discussions among students and 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. [Classes with interactive or multi-directional discussions]
	第2回 Theoretical Foundations
	Students have a chance to discuss what they have learnt so far about SLA and the theoretical foundations, i.e., Universal Grammar. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]
	第3回 Intervention Research and Grammar Teaching
	This provides students an overview of what intervention research is and the type of interventions have been administered regards to grammar teaching. Students discuss their own teaching experiences and what their students find difficult to acquire in English. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]
	第4回 Articles
	One of the more challenging aspects of learning English is the article system (the & a). Students have the chance to discuss their own experiences with learning the article system. Then, we look at an overview of intervention studies related to article instruction. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]
	第5回 Verb Placement and Question Formation
	We next turn to syntax (word order) and its interaction with verbal morphology. It is concerned with the position of the verb with respect to other elements in the sentence and, most importantly, the position of the verb in main and embedded clauses and in the formation of questions. Students will be able to discuss the topic together and check their own understanding. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]
第6回 Inflectional Morphology	
We address the SLA of inflectional morphology, in particular, the markers of tense, agreement, and grammatical gender. Inflectional morphology is known to be particularly challenging for adult L2 learners in all the second languages tested and has been termed the "bottleneck" of the L2 acquisition process by Slabakova (2008). As a result, this area of the grammar has been subject to many experimental SLA and classroom intervention studies. Students who took the Introduction to SLA course will already be familiar with the Bottleneck Hypothesis. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]	
第7回 Subjunctive Mood	
Why is the subjunctive mood so difficult to learn in second language acquisition? Not only does the subjunctive mood take substantial time for learners to acquire, but it is also a challenging phenomenon for linguists to describe and theorize. This is because the uses and meanings of the subjunctive depend on the interplay of syntactic, semantic, and discourse-pragmatic factors. As we will see, in some sentences, the subjunctive is obligatory and it is the only correct choice of verb form, whereas in other sentences the use of the subjunctive is optional, depending on the meaning the speaker wants to convey. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]	
第8回 Argument Structure	
Have you ever wondered why the sentence <i>I painted the house red</i> sounds good but <i>I saw the house red</i> does not? Or why <i>The plane was delayed until noon</i> is fine but <i>The plane was arrived at noon</i> is ungrammatical? These differences have to do with the meaning of the verbs, which determines their syntactic behavior and morphological expression. It turns out that acquiring the syntactic behavior of different verbs presents nontrivial learnability challenges both for children acquiring their native language and for second language learners, as we will discuss in class. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]	
第9回 Direct and Indirect Objects	
We discuss the position and meaning of the objects of the verb. Objects correspond to the arguments (obligatory elements) of verbs. As discussed, sentences with transitive verbs such as see, touch, and discover require an obligatory noun phrase that functions as a direct object (see a tree, touch a surface, discover a new species). Sentences with ditransitive verbs, such as give, send, and tell, require a direct object and an indirect object to complete their meaning (give something to somebody, send a message to a friend, tell a story to a child). Direct and indirect objects can be replaced by object pronouns (see them, tell him, give it to her), which are case-marked. Direct objects receive accusative case and indirect objects dative case, and this is more visible in languages that mark case overtly than it is in English. We will discuss the complex grammatical characteristics of constructions with indirect objects in English and with direct and indirect objects and object pronouns in Spanish. These constructions have been widely investigated in second language acquisition (SLA) because they pose serious learnability issues, especially at intermediate levels of development. We will see that the intervention studies in the lab and in the classroom that have been carried out to date show that explicit instruction and negative evidence are effective in promoting the acquisition of these phenomena. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]	
第10回 Word Order and Related Syntactic Phenomena	
Whenever the learners' L1 and their L2 use different word order for a particular syntactic configuration, this presents a potential challenge to the learners, and may be subject to classroom instruction. We will discuss the implications of this intervention research. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]	

第1 1回	Where to Go Next	In the past few years there has been growing recognition that linguistics and SLA must do more to inform second language learning in the classroom (see, e.g., Whong, Gil, & Marsden, 2013), and that the two fields must relate to each other fruitfully. In this volume we have explored the relationship between linguistic theory, the SLA of different aspects of morphology, syntax, and semantics, and language teaching. We have examined existing intervention research motivated by linguistic and pedagogical research questions, including but not limited to studies of developmental sequences in the framework of Pienemann (1989) and studies on input processing instruction (VanPatten, 1996). In this closing chapter, we review what we have learned so far in this book. First, we summarize the main themes that have emerged from the studies in this volume. Subsequently, we offer some suggestions for where to go next. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]
第1 2回	Umeda et al. (2019)	We leave the coursebook and look at an original paper that conducted intervention research. We look at the topic discussed in Week 4, articles. The paper by Umeda et al. (2019) is the paper we discuss. Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]
第1 3回	Language Education (part 1): Purposes of Language Teaching	What is the purpose, value and role of language in education as outlined in education policy or syllabus guidelines you are familiar with? What is your own understanding of what language teaching is for? How does your own opinion differ from ideas outlined in education policy? i) How does the purpose differ for teaching of the national language and teaching of additional languages for you? Where is it the same? ii) Does the purpose differ if included at primary school level as opposed to middle or secondary school teaching? How about adult language teaching, for example, to recently arrived migrants? iii) Is purpose dependent on national context? Or type of school? Or does it depend on the socioeconomic status of the students in question? Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]
第1 4回	Language Education (part 2): Language Acquisition and Learning	There are many things about language learning and language development that we still do not understand. List three questions about language development that you have. i) Now consider each question in terms of whether or not it could be used as a Research Question for empirical or theoretical study? Do so by thinking about how you could go about finding the answer to the question. Is it something that is 'research-able'? ii) Now consider each question you came up with in terms of teaching. What effect does each question have on classroom pedagogy? In other words, if you don't know the answer to the question you have posed, then what does this mean you might do (or not do) in your teaching? iii) Think about where your questions came from. Do they stem from your own experiences as a language teacher? Or perhaps your experience as a language learner? Do any of them find some clarification from ideas presented in this book? To what extent do the ideas in this book raise additional questions for you? Discussions will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]
第1 1 5回	Presentation	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. The discussion will be conducted among students and with the instructor. [Classes with interactive or multi-directional discussions]
テキスト	Jonin, T. & Montrul, S. (2023). <i>Second Language Acquisition: Introducing Intervention Research</i> . Cambridge University Press. Grammar: A Linguist's Guide for Language Teachers. UK. Cambridge University Press. Chapter 5.	Rankin, T. & Whong, M. (2020).
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. We will also look at three papers related to intervention research.	