Course Content

This course surveys approaches to transfer and cross-linguistic influence in second language learning. We will review a range of approaches to transfer or L1 influence critically explore their conceptual foundations and empirical coverage. During the semester, students will build on this knowledge to develop a research project which examines cross-linguistic influence to serve as the basis of a seminar or Bachelor paper.

Aims

Students will have an overview of the role of transfer in the course of L2 development and issues of cross-linguistic influence in teaching/learning. Students will be able to critically discuss approaches to cross-linguistic influence and its role in L2 development. They will be able to develop and address research questions on cross-linguistic influence based on sound theoretical and empirical knowledge.

Assessment

- ➢ 60%   BA / sem paper
- ➢ 20%   Presentation of paper research
- ➢ 15%   Research question and proposal
- ➢ 5%   Participation (leading Q&As after presentations, engagement with reading assignments, active class participation, etc.)

You will be expected to hand in your work in electronic form.
You must attend consistently. If you are absent more than twice, you will fail the course. Excessive lateness will be considered absence (pandemic measures notwithstanding).

Task Information

1. Reading assignments: set reading assignments (book chapters or articles) will be provided via Moodle at least one week before class. This will provide the basis for classwork and I expect you will be familiar with articles. You should provide comments and/or questions on reading via the menti links before class.
2. Joint bibliography contribution: in addition to the set reading, you must provide an entry to an annotated bibliography which we will collect as a class. The paper you choose to read and summarise cannot be one of the set reading tasks, it must be a paper that you have found as part of your own independent research. Template for the entry will be provided.
3. Research question and proposal: this should provide the foundation for your final paper and give you the opportunity to test your ideas and progress (c. 400-500 words).
4. Presentation: this should follow a similar structure and cover the same areas that you plan to address in your paper. This will provide a further opportunity to try out and get feedback on ideas in preparation for writing up the paper.
5. Participation: will be judged based on your regular and active contribution to tasks and discussion in class.
6. Seminar / Bachelor Paper:
   The precise content of your seminar / Bachelor paper is up to you as long as it falls within the broad theme of the seminar. The timing of your work on the paper is also your

responsibility (see below for guideline). If a particular topic on the schedule interests you, you do not have to wait for us to reach that class – it is possible, and advisable(!), to start your reading and research early. You can consult with me on ideas any time.

i.   Choose a theme from the topics of language transfer / cross-linguistic influence. Information covered in class and reading should give you ideas. I am available to discuss options any time.
ii. Find and read research relevant to your chosen theme.
iii. Narrow down a more specific question or topic that you can answer in a seminar / bachelor paper using one of these methods:
   a. desk-based research: compare and contrast different approaches or different models and synthesise the relevant ideas and their theoretical and empirical support to come to a reasoned conclusion
   b. empirical research: compare and contrast different approaches to arrive at an open question that you answer on the basis of your own empirical research (e.g. via a questionnaire, a language task for learners, etc.)
   *** Neither approach is in itself 'easier' or a lower workload than the other – each has its own advantages and disadvantages and the choice depends on your own experience, abilities and preferences.