Second Language Acquisition of Spanish Morphosyntax

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Office hours: Thursday 1:30PM - 3:30PM (PST) or by appointment

Course Description:

This course is designed to *introduce* you to current theories and empirical studies (naturalistic and experimental) of the grammatical development of adult L2 Spanish speakers. We will investigate the more widely studied areas of (morpho-)syntactic development such as agreement, tense/aspect/mood marking, explicit and null arguments, verb argument structure, A- and A'-movement, as well as some syntactico-semantic interface phenomena. We will explore these topics within the context of more general questions about language development such as the role of the L1, (innate) grammatical principles, input mode, as well as various performance-related and methodological issues. Although we will focus on adult Spanish L2ers, we may also punctually discuss their development in comparison to other Spanish populations, such as Heritage speakers or L3 speakers.

There are no prerequisites for this course other than basic knowledge of Spanish. No previous exposure to first language acquisition literature is assumed. However, Spanish 204B (Spanish Syntax) or equivalent is strongly recommended.

Class:

Classes are held on **Tuesday**, **3:00PM - 5:50PM** (PST) in Rolfe 4330.

Course Materials:

Handouts and assigned readings will be posted on the course website:
https://bruinlearn.ucla.edu/courses/157472

- Required book:
  - *The Acquisition of Spanish* by Silvina Montrul

Course Requirements:

All students are expected to do the assigned readings *before* lecture, attend all seminars, participate in class, present papers, and submit a final project.

- **Attendance and Participation (10%):**

  This is a discussion-based seminar, which means that **attendance** and *active* **participation** are essential. This will require carefully reading and absorbing the assigned readings ahead of time and being prepared to discuss your opinions and questions about those readings.

  You are entitled to miss one class without any explanation or documentation. After this, you must provide a legitimate excuse. Travel for conferences or to otherwise represent the university are always excused. If you are unable to attend physically for some legitimate reason (e.g., not being cleared to come to campus), a Zoom link will be provided so you can attend and participate virtually.

- **Paper presentations (30%):**

  Each student will **present three papers** to the class. You are expected to coordinate with me to find a topic and paper to present at least 2 weeks in advance. Presentations should be approximately 20 minutes long, accompanied by handouts or slides.

- **Final Paper (60%):**

  Students will choose a morphosyntactic feature of interest, design an experiment or corpus study, and submit a research proposal at the end of the quarter. The final paper will have four components:

  i) The **proposal** for the topic you would like to explore is due Week 7, February 23 (Thursday) by noon. Students will submit a two-page proposal of the overarching goal of their research project and provide a roadmap to achieve that goal.

  ii) A **draft** of the paper is due Week 9, March 9 (Thursday) by noon. The paper draft is required but will *not* be graded.

  iii) The **presentation** is a summary of your paper with a handout or ppt and will take place the last day of class, March 14. Presentations will be about 20 minutes long with 10 minutes afterwards for discussion and questions.

  iv) The **final paper** is due on Finals Week (Wednesday March 22). The final paper will be an improved and extended version of your draft –it should be 12-16 pages long double-spaced. It must have a *novel* component to it, i.e. a construction or feature that has not been examined before (from a particular lens), or a proposal that offers substantial methodological improvements, and it must be theoretically motivated. The paper should have the following format:

     1. Introduction
        1.1. Theoretical background
        1.2. Previous research
        1.3. Research questions and predictions
     2. Methods
        2.1. Participants
        2.2. Materials and Procedure
        2.3. Coding and analysis
     3. Summary (discuss merits and broader impacts)

Final grade breakdown:

Participation	10%
Paper presentations	30%
Proposal	10%
Project presentation	10%
Final Project	40%

COVID-19 Policies

Campus policies may be modified. For current information visit: covid-19.ucla.edu.

Currently, UCLA does not require daily symptom monitoring, indoor masking and weekly surveillance testing, although **masking** indoors remains **strongly recommended**. For these and other recommendations and requirements — including information vaccines and boosters, isolation and quarantine, and entry to campus events — please see: COVID protocols at a glance.

If you are **experiencing symptoms** of COVID-19 or have been **in contact** with someone confirmed to have been infected, immediately **call the Ashe Center's COVID-19 Hotline** at 310-206-6217. I will do my best to support students who are complying with the requirement to stay home due to COVID-19 symptoms and/or a positive COVID-19 test. **Contact me** *in advance* if you need to stay home, and we will make alternative arrangements for you.

Lastly, note that significant changes in the public health landscape could require UCLA to make changes to instruction — including adjusting classroom density, shifting to hybrid or completely remote instruction. The COVID-19 Pivot Plan (PDF) describes the criteria that will inform possible changes in our operations. Please, **stay alert to emails**, and thank you for your cooperation!

Students with Special Needs

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255 within the first two weeks of the term, as reasonable notice is needed to coordinate accommodations.

Class syllabus:
NB: Dates and coverage are <u>subject to change</u>.
*Mandatory book readings. See references for additional *mandatory readings and (*)strongly recommended readings. Reading lists may be updated as the quarter progresses.

Week	Date	Topic	Deadlines
1	1/10	**Theoretical Foundations** *Readings: Montrul – Chapter 1, Sections 1-2, 5-6*	
2	1/17	**The nominal domain** *Readings: Montrul – Chapter 2, Sections 1, 4-5*	
3	1/24	**The verbal domain** *Readings: Montrul – Chapter 3, Sections 1, 4-5*	
4	1/31	**Subjects** *Readings: Montrul – Chapter 4, Sections 1.1, 4.1, 5*	
5	2/7	**Objects** *Readings: Montrul – Chapter 4, Sections 1.2, 4.2, 5*	
6	2/14	**A-movement: Unaccusatives, Passives, Raising, Psych Verbs** *Readings: Montrul – Chapter 6, Sections 1-1.4.1, 3-3.2, 4-5* *Presentation: Erin Mauffray*	
7	2/21	**A'-movement: Topic/Focus, Wh-questions, and Relative Clauses** *Readings: Montrul – Chapter 5, Sections 1-1.4, 4-5*	Proposal due (10%)
8	2/28	**Semantics and Pragmatics**	
9	3/7	**Research Methods**	Draft due
10	3/14	**Presentations**	Presentation due (10%)
Finals	3/22		Paper due (40%)

References

Week 1: Theoretical Foundations

(*)Hartshorne, J. K., Tenenbaum, J. B., & Pinker, S. (2018). A critical period for second language acquisition: Evidence from 2/3 million English speakers. *Cognition*, *177*, 263-277.

Hawkins, R., & Chan, C. Y. H. (1997). The partial availability of Universal Grammar in second language acquisition: The 'failed functional features hypothesis'. *Second Language Research*, *13*(3), 187-226.

*Montrul, S. (2004). *The Acquisition of Spanish: Morphosyntactic Development in Monolingual and Bilingual L1 Acquisition and Adult L2 Acquisition* (Vol. 37). <u>Chapter 1, Sections 1-2, 5-6.</u> John Benjamins Publishing.

(*)Puig-Mayenco, E., González Alonso, J., & Rothman, J. (2020). A systematic review of transfer studies in third language acquisition. *Second Language Research*, *36*(1), 31-64.

Rothman, J., & Slabakova, R. (2018). The generative approach to SLA and its place in modern second language studies. *Studies in Second Language Acquisition*, *40*(2), 417-442.

Schwartz, B. D., & Sprouse, R. A. (1996). L2 cognitive states and the full transfer/full access model. *Second Language Research*, *12*(1), 40-72.

(*)Slabakova, R., Leal, T., Dudley, A., & Stack, M. (2020). *Generative Second Language Acquisition*. Cambridge University Press. Chapters 1-5.

(*)Tsimpli, I., & Sorace, A. (2006). Differentiating interfaces: L2 performance in syntax-semantics and syntax-discourse phenomena. In *Proceedings of the 30th Boston University Conference on Language Development*. Cascadilla Press.

Westergaard, M., Mitrofanova, N., Mykhaylyk, R., & Rodina, Y. (2017). Crosslinguistic influence in the acquisition of a third language: The Linguistic Proximity Model. *International Journal of Bilingualism*, 21(6), 666-682. Introduction (pp. 666-671).

*White, L. (2012). Universal Grammar, crosslinguistic variation and second language acquisition. *Language Teaching*, *45*(3), 309-328.

Week 2: The nominal domain

(*)Kirova, A. & Camacho, J. (2021). Failed gender agreement in L1 English L2 Spanish: Syntactic or lexical problem? Glossa: A Journal of General Linguistics 6(1): 129, pp. 1–35.

*Montrul, S. (2004). *The acquisition of Spanish: Morphosyntactic development in monolingual and bilingual L1 acquisition and adult L2 acquisition* (Vol. 37). Chapter 2, Sections 1, 4-5. John Benjamins Publishing.

*Montrul, S., Foote, R., & Perpiñán, S. (2008). Gender agreement in adult second language learners and Spanish heritage speakers: The effects of age and context of acquisition. *Language Learning*, *58*(3), 503-553.

Pettibone, E., Pérez-Leroux, A. T., & Klassen, G. (2021). Old Grammars New (?) Scope: Adjective Placement in Native and Non-Native Spanish. *Languages*, *6*(1), 22.

(*)Rothman, J. (2011). L3 syntactic transfer selectivity and typological determinacy: The typological primacy model. *Second Language Research*, *27*(1), 107-127.

*Rothman, J., Judy, T., Guijarro-Fuentes, P., & Pires, A. (2010). On the (un)-ambiguity of adjectival modification in Spanish determiner phrases: Informing debates on the mental representations of L2 Syntax. *Studies in Second Language Acquisition*, *32*(1), 47-77.

Sagarra, N., & Herschensohn, J. (2010). The role of proficiency and working memory in gender and number agreement processing in L1 and L2 Spanish. *Lingua*, *120*(8), 2022-2039.

White, L., Valenzuela, E., Kozlowska–Macgregor, M., & Leung, Y. K. I. (2004). Gender and number agreement in nonnative Spanish. *Applied Psycholinguistics*, *25*(1), 105-133.

Week 3: The verbal domain

(*)Borgonovo, C., De Garavito, J. B., & Prévost, P. (2015). Mood selection in relative clauses: Interfaces and variability. *Studies in Second Language Acquisition*, *37*(1), 33-69

*Bruhn de Garavito, J., & Valenzuela, E. (2006). The status of *ser* and *estar* in late and early bilingual L2 Spanish. In *Selected Proceedings of the 7th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages* (pp. 100-109). Sommerville, MA: Cascadilla Proceedings Project.

Child, M. (2017). The Typological Primacy Model and bilingual types. *Multidisciplinary Approaches to Bilingualism in the Hispanic and Lusophone World. Amsterdam: John Benjamins Publishing Company*, 41-64.

Geeslin, K. L. (2003). A comparison of copula choice: Native Spanish speakers and advanced learners. *Language Learning*, *53*(4), 703-764.

(*)Guijarro-Fuentes, P., & Larrañaga, M. P. (2011). Evidence of V to I raising in L2 Spanish. *International Journal of Bilingualism*, *15*(4), 486-520.

*Iverson, M., Kempchinsky, P., & Rothman, J. (2008). Interface vulnerability and knowledge of the subjunctive/indicative distinction with negated epistemic predicates in L2 Spanish. *Eurosla Yearbook, 8*(1), 135-163.

*Montrul, S. (2004). *The acquisition of Spanish: Morphosyntactic development in monolingual and bilingual L1 acquisition and adult L2 acquisition* (Vol. 37). Chapter 3, Sections 1, 4-5. John Benjamins Publishing.

Montrul, S., & Slabakova, R. (2017). Aspectual Shifts: Grammatical and Pragmatic Knowledge in L2 Acquisition. In Liceras, J., Zobl, H., & Goodluck, H. (eds) *The role of formal features in second language acquisition*. (pp. 455-483). Routledge.

Perpiñán, S., Marín, R., & Moreno Villamar, I. (2020). The role of aspect in the acquisition of *ser* and *estar* in locative contexts by English-speaking learners of Spanish. *Language acquisition, 27*(1), 35-67.

(*)Rothman, J. (2008). Aspect selection in adult L2 Spanish and the Competing Systems Hypothesis: When pedagogical and linguistic rules conflict. *Languages in Contrast, 8*(1), 74-106.

Salaberry, M. R. (2005). Evidence for transfer of knowledge of aspect from L2 Spanish to L3 Portuguese. In Salaberry, M. R., & Ayoun, D. *Tense and Aspect in Romance Languages*, 179-210.

*Slabakova, R., & Montrul, S. (2003). Genericity and aspect in L2 acquisition. *Language Acquisition, 11*(3), 165-196.

VanPatten, B. (1985). The acquisition of *ser* and *estar* by adult learners of Spanish: A preliminary investigation of transitional stages of competence. *Hispania, 68*(2), 399-406.

Week 4: Subjects

Blackwell, S. E., & Quesada, M. L. (2012). Third-person subjects in native speakers' and L2 learners' narratives: Testing (and revising) the Givenness Hierarchy for Spanish. In *Selected proceedings of the 14th Hispanic linguistics symposium* (pp. 142-164). Somerville, MA: Cascadilla Proceedings Project.

*Jegerski, J., VanPatten, B., & Keating, G. D. (2011). Cross-linguistic variation and the acquisition of pronominal reference in L2 Spanish. *Second language research, 27*(4), 481-507.

(*)Montrul, S. (2004). *The acquisition of Spanish: Morphosyntactic development in monolingual and bilingual L1 acquisition and adult L2 acquisition* (Vol. 37). Chapter 4, Sections 1.1, 4.1, 5. John Benjamins Publishing.

*Montrul, S., & Rodríguez Louro, C. (2006). Beyond the syntax of the null subject parameter. In Torrens, V. & Escobar L. (eds.) *The acquisition of syntax in Romance languages*, 401-418

Rothman, J. (2008). How pragmatically odd! Interface delays and pronominal subject distribution in L2 Spanish. *Studies in Hispanic and Lusophone Linguistics, 1*(2), 317-340.

(*)Rothman, J., & Cabrelli Amaro, J. (2010). What variables condition syntactic transfer? A look at the L3 initial state. *Second Language Research, 26*(2), 189-218.

*Rothman, J., & Iverson, M. (2007). On parameter clustering and resetting the null-subject parameter in L2 Spanish: Implications and observations. *Hispania*, 328-341.

Rothman, J., & Iverson, M. (2007). Input type and parameter resetting: Is naturalistic input necessary? *International Review of Applied Linguistics in Language Teaching 45*, 285–319

Week 5: Objects

(*)Bruhn de Garavito, J. (2006). Knowledge of clitic doubling in Spanish: Evidence against pattern learning. *Inquiries in linguistic development: In honor of Lydia White*, 305-334.

Bruhn de Garavito J., Guijarro Fuentes P. (2002). L2 acquisition of indefinite object drop. In Costa J., Freitas M. J. (Eds.), *GALA 2001 Proceedings* (pp. 60–67). Lisbon, Portugal: Associaçao Portuguesa de Linguística.

Cuervo, M. C. (2007). Double objects in Spanish as a second language: Acquisition of morphosyntax and semantics. *Studies in Second Language Acquisition*, *29*(4), 583-615.

Cuza, A., Pérez-Leroux, A. T., & Sánchez, L. (2013). The role of semantic transfer in clitic drop among simultaneous and sequential Chinese-Spanish bilinguals. *Studies in Second Language Acquisition*, *35*(1), 93-125.

García Mayo, M. D. P., & Slabakova, R. (2015). Object drop in L3 acquisition. *International Journal of Bilingualism*, *19*(5), 483-498.

*Halloran, B., & Rothman, J. (2015). The acquisition of clitics in L2 Spanish. In *J. Smith, & T, Ibsane (Eds.), Selected papers from the 42nd Linguistics Symposium on Romance Languages* (pp. 3-16).

*Iverson, M., & Rothman, J. (2015). Object drop in L2 Spanish, (complex) feature reassembly, and L1 pre-emption. *The Acquisition of Spanish in Understudied Language Pairings*, *3*, 257.

*Montrul, S. (2004). *The acquisition of Spanish: Morphosyntactic development in monolingual and bilingual L1 acquisition and adult L2 acquisition* (Vol. 37). Chapter 4, Sections 1.2, 4.2, 5. John Benjamins Publishing.

Montrul, S. (2010). How similar are adult second language learners and Spanish heritage speakers? Spanish clitics and word order. *Applied Psycholinguistics*, *31*(1), 167-207

Rothman, J., & Iverson, M. (2013). Islands and objects in L2 Spanish: Do You Know the Learners Who Drop_?. *Studies in Second Language Acquisition*, *35*(4), 589-618.

Week 6: A-movement: Unaccusatives, Passives, Raising, Psych Verbs

(*)Bruhn de Garavito, J. & Valenzuela, E. (2008). Eventive and stative passives in Spanish L2 acquisition: A matter of aspect. *Bilingualism: Language and Cognition*, *11*(3), 323-336.

(*)Cabrelli-Amaro, J., & Rothman, J. (2015). The relationship between L3 transfer and structural similarity across development: Raising across an experiencer in Brazilian Portuguese.

*Campos-Dintrans, G., Pires, A., & Rothman, J. (2014). Subject-to-subject raising and the syntax of tense in L2 Spanish: A Full Access approach. *Bilingualism: Language and Cognition*, *17*(1), 38-55.

Gonzalez, B. (2022). A lexical semantic approach to the L2 acquisition of Spanish psych verbs. *Second Language Research*, 02676583211066296.

Kanwit, M., & Quesada, M. L. (2018). Learner and native-speaker differences in the acceptability of gustar-type psychological verbs in Spanish. *International Review of Applied Linguistics in Language Teaching*, *56*(3), 279-313.

*Mauffray, E. (2021). Word order preferences with intransitive verbs in heritage and L2 Spanish. *ConSOLE XXIX*, *205*, 205.

*Montrul, S. (2004). The acquisition of Spanish: Morphosyntactic development in monolingual and bilingual L1 acquisition and adult L2 acquisition (Vol. 37). Chapter 6, Sections 1-1.4.1, 3-3.2, 4-5. John Benjamins Publishing.

Montrul, S. (2004). Psycholinguistic evidence for split intransitivity in Spanish second language acquisition. Applied Psycholinguistics, 25(2), 239–267.

(*)Montrul, S. (2005). Second language acquisition and first language loss in adult early bilinguals: Exploring some differences and similarities. *Second language research*, *21*(3), 199-249.

Soler, I. G. (2014). Beyond interfaces: Pragmatic development vs. syntactic deficiencies in the L2 acquisition of reverse psychological predicates. *Linguistic Approaches to Bilingualism*, *4*(4), 494-525.

Tremblay, A. (2005). The L2 acquisition of Spanish passive and impersonal Se by French-and English-speaking adults. Proceedings of the 7th Generative Approaches to Second Language Acquisition Conference, 251-268.

Week 7: A'-movement: Topic/Focus, Wh-questions, and Relative Clauses

Leal, T., & Hoot, B. (2022). L2 representation and processing of Spanish focus. *Language Acquisition*, 1-31.

*Montrul, S. (2004). The acquisition of Spanish: Morphosyntactic development in monolingual and bilingual L1 acquisition and adult L2 acquisition (Vol. 37). John Benjamins Publishing. <u>*Chapter 5, Sections 1-1.4, 4-5*</u>.

*Montrul, S., Foote, R., & Perpiñán, S. (2008). Knowledge of wh-movement in Spanish L2 learners and heritage speakers. In *Selected proceedings of the 10th Hispanic linguistics symposium* (pp. 93-106). Somerville, MA: Cascadilla Proceedings Project.

(*)Ortega-Santos, I., Reglero, L., & Franco, J. (2018). Wh-Islands in L2 Spanish and L2 English: Between poverty of the stimulus and data assessment. *Fontes Linguae Vasconum*, 126, 435-471.

*Perpiñán, S. (2015). L2 grammar and L2 processing in the acquisition of Spanish prepositional relative clauses. *Bilingualism: Language and Cognition*, *18*(4), 577-596.

Rivera, A. G., Coopmans, P., & Baauw, S. (2015). On the L2 acquisition of Spanish subject-verb inversion. *Procedia-Social and Behavioral Sciences*, *173*, 37-42.

*Slabakova, R. (2015). The effect of construction frequency and native transfer on second language knowledge of the syntax–discourse interface. *Applied Psycholinguistics*, *36*(3), 671-699.

Slabakova, R., Kempchinsky, P., & Rothman, J. (2012). Clitic-doubled left dislocation and focus fronting in L2 Spanish: A case of successful acquisition at the syntax–discourse interface. *Second Language Research*, *28*(3), 319-343.

Week 8: Semantics and pragmatics

Bowles, M., & Montrul, S. (2009). Instructed L2 acquisition of differential object marking in Spanish. *Little words: Their history, phonology, syntax, semantics, pragmatics and acquisition*, 199-210

*Bruhn de Garavito, J. 1997. Verb complementation, coreference and tense in the acquisition of Spanish as a second language. In Contemporary Perspectives in the Acquisition of Spanish, A. T. Perez-Leroux and W. Glass (eds), 167–180. Sommerville MA: Cascadilla Press

*Cuza, A., Guijarro-Fuentes, P., Pires, A., & Rothman, J. (2013). The syntax-semantics of bare and definite plural subjects in the L2 Spanish of English natives. *International Journal of Bilingualism*, *17*(5), 634-652.

*Guijarro-Fuentes, P. (2012). The acquisition of interpretable features in L2 Spanish: Personal a. *Bilingualism: Language and cognition*, *15*(4), 701-720.

Ionin, T., Grolla, E., Santos, H., & Montrul, S. A. (2015). Interpretation of NPs in generic and existential contexts in L3 Brazilian Portuguese. *Linguistic Approaches to Bilingualism, 5*(2), 215-251

Ionin, T., Montrul, S., & Crivos, M. (2013). A bidirectional study on the acquisition of plural noun phrase interpretation in English and Spanish. Applied Psycholinguistics, 34(3), 483-518.

(*)Miller, D., Giancaspro, D., Iverson, M., Rothman, J., & Slabakova, R. (2016). Not just *algunos*, but indeed *unos* L2ers can acquire scalar implicatures in L2 Spanish. *Language Acquisition Beyond Parameters*, *51*, 125-145.

Nediger, Will, Acrisio Pires & Pedro Guijarro-Fuentes. 2016. Variable L2 acquisition of spanish differential object marking by L1 English speakers. In Jennifer Scott & Deb Waughtal (eds.), *BUCLD 40 online proceedings supplement*.

Perpiñán, S., & Montrul, S. (2006). On binding asymmetries in dative alternation construction in L2 Spanish. In *Selected Proceedings of the 7th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages* (pp. 135-148).

Week 9: Research Methods

Birdsong, D., L.M. Gertken & M. Amengual (2012). *Bilingual language profile: an easy-to-use instrument to assess bilingualism*. COERLL, University of Texas at Austin. https://sites.la.utexas.edu/bilingual

Geeslin, K. L., Long, A. Y., & Solon, M. (2021). *The Acquisition of Spanish as a Second Language: Foundations and New Developments*. Chapter 2. Routledge.

Marian, V., Blumenfeld, H. K., & Kaushanskaya, M. (2007). The Language Experience and Proficiency Questionnaire (LEAP-Q): Assessing language profiles in bilinguals and multilinguals. *Journal of Speech Language and Hearing Research*, 50(4), 940-967.

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Podesva, R. J., & Sharma, D. (2014). *Research methods in linguistics*. Cambridge University Press.

*Schutze, C. & J. Sprouse (2014) Judgment data. In Podesva, R. J., & Sharma, D. (eds.). (2014). *Research methods in linguistics*. Cambridge University Press.

Sprouse, J., & Almeida, D. (2017). Design sensitivity and statistical power in acceptability judgment experiments. *Glossa: a journal of general linguistics*, *2*(1).