

Syllabus

Course: Second Language Acquisition (SLA) LIN4721

Semester: Summer A

Monday-Friday

12:30 PM -1:45-PM

MAT 007

Office Hours: 11:00-12:15 on Mondays and Wednesdays or by appointment

Office: TUR 4122

Email: scalo@ufl.edu

Course Description: In this class, we will familiarize ourselves with key concepts, theories, and empirical research on child and adult second language acquisition (SLA).

Course objectives: By the end of this course, you will have acquired the ability to intelligently discuss aspects of the theory and practice of language learning based on knowledge of the scholarly research in the field. You will also have learned how to analyze learner data both for research purposes and to inform ESL teaching practice.

Course Prerequisites: LIN3010

Course Credit Requirements and Grading

Theory Spotlight Presentation	20%
Exams (3)	35%
Exam 1: 10%	
Exam 2: 10%	
Exam 3: 15%	
L2 Buddy Project	
Transcripts	20%
L1 Fact Sheet	5%
Interlanguage Analysis	5%
Communication Strategies Analysis	5%
Complexity Analysis	5%
Reflection	5%

Attendance and Participation: Attendance is mandatory. You are allowed to miss up to five hours of class time without any excuse. Each further unexcused absence will lower your grade by one level (e.g. from an A to A—).

Theory Spotlight Presentation and Discussion: Groups of 3-5 students will present a compact introduction to a prominent theory in second language acquisition. The presentation should first provide an overview of the main tenets of the theory and then, to the extent possible, explicitly address the following discussion questions (adapted from VanPatten and Benati (2010), Key Terms in Second Language Acquisition, p.9):

1. Is this a comprehensive theory of SLA, or does it focus on specific aspects of SLA? If so, which aspect(s)?
2. What is the initial state? That is, what do learner bring to the task of acquisition in terms of underlying knowledge related to language?

3. Can L2 learners become native—like?
4. Is there a critical period?
5. What does L2 development look like?
6. What are the roles of explicit and implicit learning?
7. What are the roles of input and output?
8. What are individual differences between learners and how do they affect acquisition?
9. Does instruction make a difference?
10. Are there any constraints on L2 acquisition?

The presentation must be submitted to the instructor via email no later than 12:30 PM on the day the presentation is scheduled. Late submission reduces the maximum score by 5 points for each day that the submission is late.

Exams: There are three multiple choice exams. All three exams are closed book and closed notes and take place in class. Please see the course schedule below for the dates of exams.

My L2 Buddy Assignments. You will be asked to find a partner outside of class who is a second language learner of English (i.e., your L2 Buddy). You will record your L2 Buddy and ask him/her to provide a short written sample. You will transcribe (at least part of) the recordings, and you will analyze their oral and written production and submit analyses (four total). At the end of the semester, you will submit a reflection on what you have learned from your L2 Buddy. All assignments related to working with your L2 Buddy (see above for a breakdown in percent towards the overall course grade and see CANVAS for detailed descriptions of each assignment) will be due on CANVAS by the due date listed in the course schedule below.

Grading Scale: Your total score determines your final grade on this grading scale:

100—93=A; 92.9—90=A—; 89.9—87=B+; 86.9—83=B; 82.9—80=B—; 79.9—77=C+; 76.9—73=C(S); 72.9—70=C—(U); 69.9—67=D+; 66.9—63=D; 62.9—60=D—; 59.9—0=E

For information on current UF grading policies for assigning grade points, please go to < <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>>.

Extra Credit / Make—Up Exams. There are no extra credit opportunities in this course. If you have three or more excused absences, please contact me to discuss the possibility of a make—up exam or equivalent. You cannot make up for unexcused absences.

Classroom Etiquette. Please turn off cellular phones during class. Please make every effort to arrive to class on time. Being more than 7 minutes late to the start of the course will count as an absence on each third occasion of such tardiness.

Required Materials. There is one required text book for this class: Ortega, Lourdes. 2009. Understanding Second Language Acquisition. London: Hodder Education [ORT]. This book is available as an e—book through the University of Florida library system. All other course materials will be available on CANVAS, including chapters from VanPatten, Bill and Jessica Williams (eds.). 2015. Theories in second language acquisition: an introduction. New York: Routledge [VP&W]. There are no other materials or supplies fees for this class.

Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Dates	Topics	Reading	Assignment Due
Week 1			
13-May	Organizational Matters/Key Concepts		
14-May	Lecture: Age	[ORT] ch. 2	
15-May	Lecture: The Linguistics Environment	[ORT] ch. 4	
16-May	Lecture: Crosslinguistics Influences	[ORT] ch. 3	
17-May	Introducing to Analyzing Learner Data: Error Analysis		
Week 2			
20-May	Lecture: Cognition I	[ORT] ch. 5	
21-May	Lecture: Cognition II//Review for Exam 1		
22-May	Field Trip!: Interviewing L2 Buddy		
23-May	Exam 1		
24-May	Theory Spotlight: Universal Grammar	[VP&W] ch. 3	
Week 3			
27-May	NO CLASS		
28-May	Lecture: Development of Learner Language/ Analyzing Learner Data: Interlanguage Analysis	[ORT] ch. 6	L1 Fact Sheet
29-May	Theory Spotlight: Usage-based Approaches	[VP&W] ch. 5	
30-May	Lecture: Aptitude	[ORT] ch. 7	Transcript
31-May	Theory Spotlight: Skill Acquisition Theory	[VP&W] ch. 6	
Week 4			
3-Jun	Analyzing Learner Data: Developmental Stages		
4-Jun	Lecture: Motivation	[ORT] ch. 8	Interlanguage Analysis
5-Jun	Review for Exam 2		
6-Jun	Exam 2		
7-Jun	Theory Spotlight: Input Processing Theory	[VP&W] ch. 7	
Week 5			
10-Jun	Lecture: Individual Differences	[ORT] ch. 9	
11-Jun	Theory Spotlight: Processability Theory	[VP&W] ch. 9	
12-Jun	Analyzing Learner Data: Communication Strategies		
13-Jun	Lecture: Social Dimensions	[ORT] ch. 10	

14-Jun	Theory Spotlight: Sociocultural Theory	[VP&W] ch. 11	
Week 6			
17-Jun	Analyzing Learner Data: Complexity		
18-Jun	Review for Exam 3		Communication Strategies Analysis
19-Jun	Theory Spotlight: Complexity Theory	[VP&W] ch. 12	Complexity Analysis
20-Jun	Exam 3		
21-Jun	NO CLASS (Use this time to write your reflection.)		Reflection