

LIN 4721: Second Language Acquisition
MWF 4th Period

AND 13

Dr. Theresa A. Antes
212 Dauer Hall

273-3767

antes@ufl.edu

Office Hours M, F 5th, W 7th

& by appointment

Course Description: Second Language Acquisition examines the neurological, psychological and social processes involved in acquiring a second language, by both children and adults. In doing so, we will consider the various theories, past and present, that have been offered to explain the complex procedures involved in learning a second / foreign language. We will explore the concept and nature of Interlanguage, along with individual and collective factors that may influence one's success in acquiring a second language. We will also examine the impact of instruction on both the route and the rate of language acquisition, with comparisons and contrasts to first language acquisition, where appropriate.

Course Requirements. There are two required textbooks for this course:

- Lightbown, Patsy and Nina Spada. *How Languages are Learned*. (2006) 3rd Ed. Oxford: OUP.
- Mitchell, Rosamond and Florence Myles. *Second Language Learning Theories* (2004) 2nd Ed. New York: Arnold.

These textbooks are available at all local bookstores. Additionally, all students will be required to read several journal articles throughout the course of the semester, as listed on your syllabus. These articles are all available for consultation online; details concerning how to access these articles electronically will be provided in class. The day that these articles are discussed, students are asked to bring a copy of the article to class with them. This article may be electronic or hardcopy, but to facilitate discussion, all students must have a copy in front of them.

Students are expected to come to class having read all material listed for that class period, and prepared to discuss it in detail. Active participation in this discussion is an essential component of the course, and will therefore constitute a considerable portion of your final grade. Attendance will be taken daily; unexcused absences will result in a 0 for participation for the day. Please turn off all cell phones in class. Texting while in class will result in a lowered participation grade. Laptops may be used to take notes or to consult class reading materials.

Surfing the internet, checking email, or use of social media in class will result in a lowered participation grade, however.

Essays: Students will be required to turn in three essays throughout the semester, as noted on your syllabus. These essays should be approximately 2 pages in length, typed (double-spaced, 1” margins and 12 point font), and will be based on readings discussed in class and/or assignments required of students.

Data analysis: Students will complete an analysis of second language data on three separate occasions (see calendar below for specific dates). This data will be presented in the form of a “problem,” with a data set and specific questions to answer. Your analysis should be typed (double-spaced, 1” margins and 12 point font), and should respond to all questions completely.

Article summaries: On each of the days when we read a journal article for class, students will come to class with a typed, one page summary of the article to facilitate discussion. This summary should contain an explanation of the research questions examined in the article, the methodology followed and the general findings. The summary will be turned in at the end of class for a grade. It is expected that all details of the article may not be understood, but that a sincere effort will be made to read and summarize the main points of each article before coming to class.

Exams: There will be three exams in this course, including the final. Format of the exams will be discussed in class.

Grading System: Course participants will receive letter grades for all required work, with the exception of the article summaries. The final grade for this course will be distributed in the following way:

Essays: 20%

Data analysis: 20%

Exams: 40% (2 @10% each, final 20%)

Article summaries 10%

Participation 10%

Final Letter Grade: A=93-100; A-=90-92; B+=87-89%; B=83-86%; B-=80-82; C+=77-79%; C=73-76%; C-=70-72; D+=67-69%; D=63-66%; D-=60-62; E=below 60%. S is equivalent to C

or better. The College of Liberal Arts and Sciences requires that students earn a final grade of C or better (or S) in order to satisfy general education requirements. Note that a C- does not satisfy this requirement; students must earn a C or better in the course in order to move on to the next course and satisfy general education requirements.

This syllabus may be adjusted at any time for pedagogical purposes.

ACADEMIC DISHONESTY

The University of Florida statement regarding academic honesty and more specifically “giving and/or receiving unauthorized aid on student’s work” reads as follows:

- “Giving information includes, but is not limited to, allowing other students to use or copy work or answers to exam questions either while the exam is being given or after having taken the exam.
- Further, the taking of information includes, but is not limited to, copying from the answers provided in the book or ancillary materials, copying from another student’s paper [...], using information already written in books, [...], or asking anyone, students or not to review and/or correct assignments.
- Students found in violation of this policy will be referred to the appropriate administration for appropriate action according to the student judicial process.

Students may view the entire UF honor code at :
<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

STUDENTS WITH DISABILITIES

The University of Florida policy related to accommodations for students with disabilities reads as follows:

“Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.”

Students who believe they may qualify for accommodations should contact the Dean of Students Office: <http://www.dso.ufl.edu/drc/current.php>

Syllabus abbreviations: **LS** = Lightbown & Spada

MM = Mitchell & Myles

SSLA = Studies in Second Language Acquisition

MLJ = Modern Language Journal

ARAL = Annual Review of Applied Linguistics

Weekly Calendar:

Week 1 Aug. 21 Wed/Fri **LS** Introduction, Ch. 1: Language learning in early childhood

Week 2 Aug. 26 Mon/Wed. **MM**: Ch. 1: Second language learning: Key concepts and issues

Fri: **LS** Ch. 2: Explaining second language learning

Week 3 Sept. 2 Mon: Labor Day -- No class

Wed. / Fri: **LS**: Ch. 3: Individual differences in second language learning

Week 4 Sept. 9 Mon: Gatbonton et al. (2011). "Ethnic Group Affiliation and Patterns of Development of a Phonological Variable." *MLJ*: 95(2): 188-204. Article summary due

Wed/Fri: A critical period in SLA? **Long** Ch. 3: Age Differences and the Sensitive Periods Controversy in SLA Essay 1 due Friday Sept. 13

Week 5 Sept. 16 Mon: Harley and Hart. (1997). "Language Aptitude and Second Language Proficiency in Classroom Learners of Different Starting Ages." *SSLA*: 19(3): 379-400. Article summary due

Wed.: Exam 1

Fri.: **LS** Ch. 4: Learner language

Week 6 Sept. 23 Mon: **LS** Ch. 4: Learner language

Wed.: Analyzing learner language. First data set assigned

Fri.: **MM** Ch. 3: Linguistics and language learning: Universal Grammar

Week 7 Sept. 30 Mon: **MM** Ch. 3: Linguistics and language learning: Universal Grammar

Data analysis 1 due Mon. Sept. 30

Wed.: **MM** Ch. 4: Cognitive Approaches to second language learning

Fri.: **MM** Ch. 4: Cognitive Approaches to second language learning

Week 8 Oct. 7 Mon.: Kempe and MacWhinney (1998). "The Acquisition of Case Marking by Adult Learners of Russian and German." *SSLA*: 20: 543-587. (read pp 543-568)

Wed.: Kempe and MacWhinney cont. (read pp 569-587) Article summary due

Fri.: **MM** Ch. 5: Functional / Pragmatic perspectives on second language learning

Week 9 Oct. 14 Mon.: **MM** Ch. 5: Functional / Pragmatic perspectives on second language learning Essay 2 due

Wed: Taguchi, Naoko (2011). "Pragmatic Development as a Dynamic, Complex Process: General Patterns and Case Histories." MLJ 95(4): 605-627 Article summary due

Fri.: **Exam 2**

Week 10 Oct. 21 Mon/Wed: **MM** Ch. 6: Input and interaction in second language learning

Fri: Leow, Ron. "A Study of the Role of Awareness in Foreign Language Behavior: Aware vs. Unaware Learners." SSLA 22(4): 557-584. Article summary due

Week 11 Oct. 28 Mon/Wed: **MM** Ch. 7: Socio-cultural perspectives on second language learning

Fri: Analyzing learner language: second data set assigned Essay 3 due

Week 12 Nov. 4 Mon/Wed: **MM** Ch. 8: Sociolinguistic perspectives

Data analysis 2 due Wed. Nov. 6

Fri. Homecoming – no class

Week 13 Nov. 11 Mon. Veteran's Day – no class

Wed: Van Compernelle and Williams (2012). "Reconceptualizing Sociolinguistic Competence as Mediated Action: Identity, Meaning-Making, Agency." MLJ 96(2): 234-250. Article summary due

Fri.: **LS** Ch. 5: Observing learning and teaching in the second language classroom.

Week 14 Nov. 18 Mon.: **LS** Ch. 5: Observing learning and teaching in the second language classroom.

Wed.: Analyzing learner data – third data set assigned

Fri: **LS** Ch. 6: Second language learning in the classroom

Week 15 Nov. 25 Mon: Tarone, Elaine and Martha Bigelow. (2005). "Impact of Literacy on Oral Language Processing: Implications for Second Language Acquisition Research. ARAL 25: 77-97.

Data analysis 3 due

Wed. / Fri. Thanksgiving – no class

Week 16 Dec. 2 Mon. *LS* Ch. 7: Popular ideas about language learning revisited

Wed. *MM* Ch.9: Conclusion

Fri. Study day – no class

Final exam -- Monday, Dec. 9 5:30 – 7:30 pm.