

Fall 2019: MWF 1:55-2:45 (Anderson 13)

Instructor: James Garner, PhD
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Office Hours: MWF, 9:35-10:25 (Turlington 4016) and by appointment

Course Description: In this course, we will explore the following two questions:

“How do people develop a communicative competence in a second language?”

“How can we study the process of second language development?”

In doing so, you will be introduced to the field of Second Language Acquisition and explore the different approaches applied linguists in this field take.

Course Objectives: By the end of the course, you will be able to:

- Summarize some of the key theories and approaches to the study of Second Language Acquisition
- Describe some of the factors that influence the process of Second Language Acquisition
- Perform basic analyses of second language learner data
- Discuss some ways that instruction can influence the process of Second Language Acquisition

Course Learning Tasks: In order to accomplish these objectives, we will complete the following tasks:

Reading Responses (15%): In order to prepare you for in-class discussion and help you develop a deeper knowledge of the course readings, you will complete a reading response for each of the assigned readings. Each completed reading response is worth 1 point. The percentage of completed responses will be applied to 15 points towards your final grade. If you miss class, e-mail me a scanned copy or picture of the completed assignment sheet within 24 hours after the missed class to receive credit.

Research Article Presentations (20%): In order to give you practice in reading Second Language Acquisition research, you and a group of classmates will present a compact summary presentation (15 minutes in length) of a published research article (the articles are all available on CANVAS). Additionally, each group will prepare at least 3 discussion questions pertaining to the specific topic covered in the research article and lead the discussion of those questions in class. Groups should meet with Dr. Garner, bringing a draft of their presentation and the discussion questions, at least **a week prior to the presentation**. Additionally, groups must send the final draft of their presentation and discussion questions to Dr. Garner via e-mail **by 10 am of their presentation day** so that he may have them ready for use in class.

In addition, each student will write a brief (1-2 page) response to another group’s article and presentation. This response should focus on (1) things they found interesting in the article/presentation and (2) things in the article/presentation that they still have questions about.

The presentation is worth 15% of a student’s final grade, while the response is worth 05% of a student’s final grade. Specific details and instructions for your presentation will be posted in Canvas at least a two weeks prior to the first presentation.

Quizzes (3 x 10%; 30% total): In order to assess the knowledge about SLA that you gain in the course, you will take three multiple choice quizzes. All three quizzes are closed book and closed notes and take place in class through Canvas. Please see the course schedule for the dates of exams. Study guides for each quiz will be provided on Canvas.

L2 Buddy Project (35%): In order to give you practice analyzing L2 learner data, you and a group of classmates 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. Individually, you will transcribe (at least part of) the recordings, and you will analyze their oral and written production and submit two analyses in writing. At the end of the semester, you will submit a reflection on what you have learned from your L2 Buddy. Specific details and instructions for all L2 Buddy Project tasks (see below for a breakdown in percent towards the overall course grade) will be posted in Canvas and discussed in class by the second week of the semester.

Grading

Course Assignments and Grading		Grading Scale			
Assignment	% of Grade				
Reading Responses	15%	100—93	A	76—73	C
Research Article Presentation	20%	92—90	A-	72—70	C-
Quizzes	30% (3 x 10%)	89—87	B+	69—67	D+
L2 Buddy Project: L1 Info Sheet	10%	86—83	B	66—63	D
L2 Buddy Project: Transcripts	10%	82—80	B-	62—60	D-
L2 Buddy Project: Analyses	10% (2x 05%)	79—77	C+	59—0	E
L2 Buddy Project: Reflection	05%	https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx			

Course Textbooks: We will primarily be using the following textbooks in this course:

Ortega, L. (2009). *Understanding Second Language Acquisition*. London: Hodder Education.

This book is available as an e—book through the University of Florida library system.

Additional readings, including those for the research article presentations, will be uploaded to Canvas. The list of reading for the research article presentations can be found at the end of the syllabus

Course Policies

Attendance: Class attendance is mandatory. Attendance will be recorded using a sign-in sheet distributed at the beginning of every class. If you arrive at class after signatures have been collected, it is your responsibility to sign in after class (you will be marked as late).

You are allowed to take three unexcused absences. Each unexcused absence beyond that may lower your final course grade by one level (e.g. from A to A-). Excused absences should be consistent with UF policies (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>). Additionally, students must provide documentation (e.g. doctor's note) within two weeks after the absence for an absence to be excused.

Classroom Etiquette: You are expected to come prepared and ready to engage in class activities and discussions. This includes arriving on time, bringing all required materials, completing all readings and reading tasks beforehand, remaining engaged (e.g. not sleeping, not on social media), and staying for the entirety of the class (packing up early is the same as leaving class early). Two lates or early departures is worth one absence.

Canvas: Canvas (<https://elearning.ufl.edu/>) will be our primary communication channel when not in class. All class resources (e.g. additional readings, PPTs, worksheets, handouts) will be stored in Canvas. Assignments will be submitted to Canvas unless otherwise stated. Feedback on assignments will also be submitted via Canvas. For these reasons, make sure you know how to upload assignments, view feedback on those uploads, and receive notifications and announcements. Additionally, checking the Canvas homepage regularly will be essential for success in this course.

Late work: Late work is not accepted except in the event of verifiable extenuating circumstances. An extenuating circumstance is an event beyond your control, such as an accident or emergent medical condition. Verifiable means that supporting documents will be required.

E-mail and Zoom: If you need to contact me outside of class or office hours, send an email. If I do not respond within 24 hours (weekends excluded), please email me again. Please feel free to email with any questions that you have about the course or constructive feedback. Additionally, if you need to meet with me to discuss any issues related to the class but are unable to come during a time that I am on campus, we may set up a meeting via Zoom Conferencing.

Accommodation: Students with disabilities requesting accommodations should first register with the Disability Resource Center (<https://disability.ufl.edu/>). Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Please follow this procedure as early as possible in the semester.

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.

Academic honesty: UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible

sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in 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/>.

Tentative Course Schedule

The course syllabus provides a general plan for the course; deviations may be necessary. If deviations are made, I will upload an updated schedule to Canvas.

Week	Dates	Topic	Readings	Assignment
1	8/21	Introduction to Course		
	8/23	Introduction to SLA	Ortega, Ch. 1	
2	8/26	Data for SLA	Gass et al., Ch. 3 (pp. 34-64)	Reading Response
	8/28	Data Analysis: Introduction	Gass et al., Ch. 2	
	8/30	Crosslinguistic Influences	Ortega, Ch. 3	Reading Response
3	9/2	No Class		
	9/4	Crosslinguistic Influences	Ortega, Ch. 3	
	9/6	Data Analysis: Error Analysis		
4	9/9	The Linguistic Environment	Ortega, Chapter 4	Reading Response
	9/11	The Linguistic Environment	Ortega, Chapter 4	
	9/13	Practicing Data Transcription		
5	9/16	Research Article Presentation	Loewen & Philip, 2006	
	9/18	Research Article Presentation	Saito & Lyster, 2012	
	9/20	No Class – Teacher at Conference		
6	9/23	Data Analysis: Interlanguage Analysis		
	9/25	Sociocultural SLA	ORT, Ch. 10 (216-227)	
	9/27	Sociocultural SLA	Swain & Watanabe, 2013	Reading Response
7	9/30	Research Article Presentation	Stafford, 2013	
	10/2	Research Article Presentation	Watanabe & Swain, 2007	
	10/4	No Class - Homecoming		
8	10/7	Quiz 1		
	10/9	Cognition	Ortega, Chapter 5	
	10/11	Cognition	Ellis & Wulff, 2016	Reading Response
9	10/14	Research Article Presentation	Linck & Weiss, 2015	L1 Fact Sheet
	10/16	Research Article Presentation	Römer & Garner, 2019	Transcripts
	10/18	Development	Ortega, Ch. 6	
10	10/21	Development	L-F, 2013; V&VD; 2013	Reading Response
	10/23	Research Article Presentation	Eskildsen, 2012	
	10/25	Research Article Presentation	Larsen-Freeman, 2006	
11	10/28	Data Analysis: Development		Interlanguage Analysis

	10/30	Quiz 2		
	11/1	Age	Ortega, Chapter 1	Reading Response
12	11/4	Aptitude	Ortega, Chapter 7	Reading Response
	11/6	Research Article Presentation	Granena & Long, 2012	
	11/8	Data Analysis: Complexity Analysis		
13	11/11	No Class		
	11/13	Motivation	Ortega, Chapter 8	Reading Response
	11/15	Affect	Ortega, Chapter 9	Reading Response
14	11/18	Research Article Presentation	Moskovsky et al., 2013	
	11/20	Instructed SLA	Gass et al., Chapter 13	Reading Response
	11/22	Instructed SLA	Gass et al., Chapter 13	
15	11/25	Research Article Presentation	Kuiken & Vedder, 2007	Complexity Analysis
	11/27	No Class – Thanksgiving		
	11/29	No Class – Thanksgiving		
16	12/2	Research Article Presentation	Kim & Tracy-Ventura, 2013	Reflection
	12/4	Quiz 3		Commentary

Articles for Research Article Presentations (can be found on Canvas)

Eskildsen, S. (2012). L2 negation constructions at work. *Language Learning*, 62, 335-372.

Granena, G., & Long, M. (2012). Age of onset, length of residence, language aptitude, and ultimate L2 attainment in three linguistic domains. *Second Language Research*, 29, 311-343.

Kim, Y.J. & Tracy-Ventura, N. (2013). The role of task repetition in L2 performance development: What needs to be repeated during task-based interaction? *System*, 41, 829-840.

Kuiken, F., & Vedder, I. (2007). Task complexity and measures of linguistic performance in L2 writing. *IRAL*, 45, 261-284.

Larsen-Freeman, D. (2006). The emergence of complexity, fluency, and accuracy in the oral and written production of five Chinese learners of English. *Applied Linguistics*, 27(4), 590-619.

Linck, J. A., & Weiss, D. J. (2015). Can Working Memory and Inhibitory Control Predict Second Language Learning in the Classroom? *SAGE Open*. <https://doi.org/10.1177/2158244015607352>

Loewen, S., & Philp, J. (2006). Recasts in the adult English L2 classroom: Characteristics, explicitness, and effectiveness. *Modern Language Journal*, 90, 536-556.

Moskovsky, C., Alrabai, F., Paolini, S., & Ratcheva, S. (2014). The effects of teachers’ motivational strategies on learners’ motivation: A controlled investigation of second language acquisition. *Language Learning*, 63, 34-62.

- Römer, U. & Garner, J.R. (2019). The development of verb construction in spoken learner English. *International Journal of Learner Corpus Research*, 5(2), 207-230.
- Saito, M. & Lyster, R. (2012). Peer interaction and corrective feedback for accuracy and fluency development. *Studies in Second Language Acquisition*, 34, 591-626.
- Stafford, C.A. (2013). What on your mind? How private speech mediates cognition during initial non-primary language learning. *Applied Linguistics*, 34,(2), 151-172.
- Watanabe, Y., & Swain, M. (2007). Effects of proficiency differences and patterns of pair interaction on second language learning: Collaborative dialogue between adult ESL learners. *Language Teaching Research*, 11(2), 121-142.