

Fall 2013

T 10:40am—11:30am & R 10:40am—12:35pm, Anderson Hall (AND) #19

Prof. Stefanie Wulff

Office hours: T 1:15—3:15pm or by appointment (Turlington 4015)

swulff@ufl.edu

Phone: 352-294-7455

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

Classroom presentation	20%
Discussion leadership	20%
Chapter glossaries	15%
Midterm exam	15%
Final exam	30%

Attendance and Participation: Attendance is mandatory. You are allowed to miss up to three 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-).

Classroom presentations: Groups of two or more students will present a research article summary in class once a semester. The presentation must be in a 15x60 pecha-kucha format (a template is available on the course web page; we will familiarize ourselves with this presentation format in the first week of class). Rather than serving as a maximally comprehensive and detailed summary, the presentation is intended as an opening to in-class discussion by briefly recapturing the main points of the research article. The presentation slides must be submitted to Prof. Wulff via email on the Monday of the week in which the presentation is scheduled by 8pm. Late submission reduces the maximum score by 2.5 points for each day that the submission is late.

Discussion leadership: Groups of two or more students will be in charge of leading the discussion following a classroom presentation once a semester. You will have to read the research article carefully and provide a list of at least two discussion points and responses to these discussion points. These discussion points can focus on different aspects of the research article, depending on what you deem the most relevant, necessary, or fruitful to gain a better understanding of the content of the research article. For example, you can choose to explain a particular theoretical concept or framework in more detail; outline how a methodology employed in the research article works; and/or critically assess the paper on methodological and/or theoretical grounds. As you prepare your responses to the discussion points, bear

in mind that: (i) the main idea is not to provide your colleagues with a set of answers, but to initiate and lead a discussion, so you should design activities and the like that invite your colleagues to actively participate in the discussion and challenge them to demonstrate their understanding; (ii) in order to successfully lead a discussion as described in (i), you will have to work as a team with your co-discussant(s), and you will likely have to consult secondary sources outside of the given research article. You have to schedule at least one meeting with Prof. Wulff to talk about your discussion points a week before the presentation at the latest. The discussion points and responses must be submitted to Prof. Wulff via email on the Monday of the week in which the presentation is scheduled by 8pm. Late submission reduces the maximum score by 2.5 points for each day that the submission is late.

Chapter glossaries: You are responsible for 9 glossaries that should cover the most important terminology and concepts covered in the textbook chapters you have to read (nearly) each week. The glossaries should each comprise at least 10 entries with definitions. You are allowed to consult secondary sources for definitions, but you have to refer to these sources whenever you do. Each glossary should list your name and the relevant chapter on top of the page(s). The chapter glossaries are due as hard copies on the day the chapter reading is due before class starts. Late submissions will not be accepted.

Midterm and final exam: Both the midterm and the final exam are closed book and closed notes. Please see the course schedule below for the dates of the midterm and final exam and contact Prof. Wulff by 19 September if you have a scheduling conflict with these dates.

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]. All other course materials will be available as a course pack at the beginning of the semester.

References for Research Articles Presented in Class

- Bialystok, E. & R. Barac. 2013. Cognitive effects. In: F. Grosjean & P. Li, *The psycholinguistics of bilingualism*, pp. 192-213. Malden: Wiley-Blackwell.
- Bylund, E., N. Abrahamsson & K. Hyltenstam. 2012. Does first language maintenance hamper nativelikeness in a second language? A study of ultimate attainment in early bilinguals. *Studies in Second Language Acquisition* 34:215-241.
- Conklin, K. and N. Schmitt. 2008. Formulaic sequences: Are they processed more quickly than nonformulaic language by native and nonnative speakers? *Applied Linguistics* 29.1:72-89.
- Faroqi-Shah, Y., T Frymark, R. Mullen & B. Wang. 2010. Effect of treatment for bilingual individuals with aphasia: a systematic review of the evidence. *Journal of Neurolinguistics* 23:319-341.
- Foley, C. & S. Flynn. 2013. The role of the native language. In: J. Herschensohn & M. Young-Scholten (eds.), *The Cambridge handbook of second language acquisition*, pp. 97-113. Cambridge: Cambridge University Press.
- Isaacs, T. and P. Trofimovich. 2010. Falling on sensitive ears? The influence of musical ability on extreme raters' judgments of L2 pronunciation. *TESOL Quarterly* 44.2:375-386.
- Li, S. 2010. The effectiveness of corrective feedback in SLA: a meta-analysis. *Language Learning* 60.2:309-365.
- Niño-Murcia, M. & J. Rothman. 2008. Spanish-contact bilingualism and identity. In: M. Niño-Murcia & J. Rothman (eds.), *Bilingualism and identity: Spanish at the crossroads with other languages*, pp. 11-32. Amsterdam and Philadelphia: John Benjamins.
- Tyler, A. 2012. Cognitive linguistics in the L2 learning context. In: A. Tyler, *Cognitive linguistics and second language learning*, pp. 61-92. New York and London: Routledge.
- Yan, S. & E. Nicoladis. 2009. Finding *le mot juste*: differences between bilingual and monolingual children's lexical access in comprehension and production. *Bilingualism: Language and Cognition* 12.3:323-335.

Accommodations

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. For more information, please go to <<http://www.dso.ufl.edu/drc/>>.

Academic Integrity

The UF Honor Code, which all students are required to abide by, reads:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. 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." For more information on the UF Honor Code, please go to: <<http://www.dso.ufl.edu/sccr/honorcode.php>>.

Course Schedule

Date	Content	Read for that day:
8/22 (R)	Organizational Matters/Introduction to SLA	
8/27 (T)	Lecture: Age	ORT ch. 2
8/29(R)	Worksheets 1/1b (Intro to Learners/Transcripts) Worksheet 2 (Transfer)	
9/3 (T)	Lecture: Cross-linguistic Influences	ORT ch. 3
9/5 (R)	Presentation: Foley & Flynn (2013) Worksheet 3 (Error Analysis)	
9/10 (T)	Lecture: The Linguistic Environment	ORT ch. 4
9/12 (R)	Presentation: Bylund, Abrahamsson & Hyltenstam (2012) Worksheet 4 (Error Analysis 2)	
9/17 (T)	Lecture: Cognition I	ORT ch. 5
9/19 (R)	Presentation: Bialystok & Barac (2013) Worksheet 5 (Developmental Sequences)	
9/24 (T)	Lecture: Cognition II	
9/26 (R)	Film: "Project Nim"	
10/1 (T)	Review for Midterm	
10/3 (R)	Midterm Exam Worksheet 6 (Developmental Sequences 2)	
10/8 (T)	Lecture: Development of Learner Language	ORT ch. 6
10/10 (R)	Presentation: Yan & Nicoladis (2009) Worksheet 7 (Reference)	
10/15 (T)	Lecture: Aptitude	ORT ch. 7
10/17 (R)	Presentation: Isaacs & Trofimovich (2010) Worksheet 8 (Communication Strategies)	
10/22 (T)	Lecture: Motivation	ORT ch. 8
10/24 (R)	Presentation: Tyler (2012) Worksheet 9 (Communication Strategies 2)	
10/29 (T)	Lecture: Affect/Individual Differences	ORT ch. 9
10/31 (R)	Presentation: Conklin & Schmitt (2008) Worksheet 10 (Complexity)	
11/5 (T)	Lecture: Social Dimensions	ORT ch. 10
11/7 (R)	Presentation: Faroqi-Shah et al. (2010) Worksheet 11 (Narratives)	
11/12 (T)	Worksheet 12 (Oral Interview Data)	
11/14 (R)	Presentation: Li (2010) Worksheet 13 (Tense and Aspect)	
11/19 (T)	Worksheet 14 (Relative Clauses)	
11/21 (R)	Presentation: Niño-Murcia & Rothman (2008) Worksheet 15 (Polysemous Words)	
11/26 (T)	Worksheet 16 (Metaphor)	
11/28 (R)	No Class (Thanksgiving)	
12/3 (T)	Review for Final Exam	
12/5 (R)	No Class (Reading Day)	
12/11 (W)	5:30-7:30pm Final exam	
