

Spring 2014

Wednesdays 4:05—7:05pm, Matherly (MAT) 0102

Prof. Stefanie Wulff

Office hours: Tuesdays and Wednesdays 2—3pm or by appointment (Turlington 4015)

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**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 for research purposes.

#### Course Credit Requirements and Grading

Article Presentation	15%
Discussion Leadership	15%
Final Exam	20%
Research Paper	40%
Research Paper Presentation	10%

**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 three 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.

**Final Exam:** The final exam is closed book and closed notes. The final exam is scheduled for 23 April.

**Final Research Paper:** For your final research paper, you will design a study (either an experiment or a corpus-based study) in which you test a specific hypothesis regarding second language acquisition. If you design an experimental study, you have to complete a pilot study with at least 10 participants by the time the final draft of the research paper is due; if you design a corpus-based study, you will have to have retrieved all relevant data from the corpus you are using, and carried out an analysis of at least a representative sample of the retrieved data by the time the final draft of the research paper is due. You must make an appointment with Prof. Wulff within the first four weeks of the semester to discuss your topic.

**Research paper prospectus:** This is to be a professional style abstract of your research paper. The research paper prospectus is due as a hard copy on 26 February before class starts. The prospectus should not exceed 2 pages (1 inch margins, 12-point Times New Roman font, single-spaced).

**First draft research paper:** This is to be a pre-final version of your research paper, which means that it should comprise the following sections: an Introduction section in which you explain and justify the research topic, and outline your hypotheses; a Literature Review section in which you briefly and succinctly summarize the relevant literature on your topic; and a Methods section in which you detail your research methodology. The first draft of the research paper may or may not include Results and Discussion sections, depending on the progress you have made up until the due date for the first draft of the research paper on your data collection and analysis. If you have not completed your data collection and analysis by the date the first draft of the research paper is due, include a brief account of your progress to date, and explicate potential challenges you are facing with completing your data collection and/or analysis. The first draft of your research paper is due as a hard copy on 2 April before class starts.

**Final draft research paper:** The final draft of your research paper should comprise all major sections of a scientific research article (Introduction, Literature Review, Methods, Results, and Discussion). The final draft of your research paper is due by 5pm on 30 April as a hard copy; it can be submitted to my departmental mail box, my office, or the main office of the Linguistics department. The final draft should be between 8 and 12 pages long, excluding references (1 inch margins, 12-point Times New Roman font, single-spaced).

**Formatting and style guide:** All written assignments must follow APA style guidelines (see <http://www.apastyle.org/>).

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 are available on ELearning or in class.

### 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>>.

### 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.

Date	Content	Reading for that day
1/8	Introduction: What is SLA? // Organizational matters Research methods I: basic experimental design	
1/15	Research methods II: corpus linguistics	
1/22	Research methods III: basic statistics <b>Presentation: Yan &amp; Nicoladis (2009)</b>	Yan & Nicoladis (2009)
1/29	Age <b>Presentation: Bylund, Abrahamsson &amp; Hyltenstam (2012)</b>	ORT ch. 2, Bylund, Abrahamsson & Hyltenstam (2012)
2/5	Cross-linguistic influences <b>Presentation: Foley &amp; Flynn (2013)</b>	ORT ch. 3, Foley & Flynn (2013)
2/12	The linguistic environment <b>Presentation: Li (2010)</b>	ORT ch. 4, Li (2010)
2/19	Cognition I <b>Presentation: Bialystok &amp; Barac (2013)</b>	ORT ch. 5, Bialystok & Barac (2013)
2/26	Cognition II <b>Presentation: Faroqi-Shah et al. (2010)</b> <b>Research paper prospectus due</b>	Faroqi-Shah et al. (2010)
3/12	Development of learner language <b>Presentation: Tyler (2012)</b>	ORT ch. 6, Tyler (2012)
3/19	Aptitude <b>Presentation: Isaacs &amp; Trofimovich (2010)</b>	ORT ch. 7, Isaacs & Trofimovich (2010)
3/26	Motivation <b>Presentation: Conklin &amp; Schmitt (2008)</b>	ORT ch. 8, Conklin & Schmitt (2008)
4/2	Affect and other individual differences Social dimensions of SLA <b>Presentation: Niño-Murcia &amp; Rohman (2008)</b> <b>First draft research paper due</b>	ORT ch. 9, ORT ch. 10, Niño-Murcia & Rohman (2008)
4/9	Research paper presentations I	
4/16	Research paper presentations II	
4/23	Final exam	
4/30	<b>Final draft research paper due</b>	