

Fall 2016

M 12:50—2:45pm (Classroom Building CBD 0234) & W 12:50—1:40pm (Classroom Building CBD 0224)

Prof. Stefanie Wulff

Office hours: W 2:00—3:30pm 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 both for research purposes and to inform ESL teaching practice.

**Course Prerequisites:** LIN3010

**Course Credit Requirements and Grading**

Theory Spotlight Presentation and Discussion	15%
Article Presentation	15%
Article Summaries	10% (1.25% each)
Final Exam	20%
Research Paper:	
Prospectus	5%
First Draft	10%
Final Draft	20%
Presentation	5%

**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-).

**Theory Spotlight Presentation and Discussion:** Groups of two or more students will present an 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 slides must be submitted to Prof. Wulff via email a week before the presentation is scheduled. Late submission reduces the maximum score by 2.5 points for each day that the submission is late.

**Article Presentation:** Groups of two or more students will present a research article summary in class once a semester. 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 and laying the foundation for critical discussion. The presentation slides must be submitted to Prof. Wulff via email a week before the presentation is scheduled. Late submission reduces the maximum score by 2.5 points for each day that the submission is late.

**Article Summaries:** You are responsible for 8 research article summaries. All research articles are available on CANVAS. Each article summary should end with at least three critical questions pertaining to the methods, theory, or conclusions of the article. Article summaries should be between 2–3 pages long (excluding any cover page and references; double-spaced; 12–point Times New Roman; 1–inch margins throughout). Article summaries must be submitted on CANVAS by 12:30pm on the due dates listed on the schedule below.

**Final Exam:** The final exam is closed book and closed notes. The final exam is scheduled for **7 December** during the regular class time.

**Research Paper:** For your final research paper, you will design an empirical 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.

**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 **5 October** 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 **7 November** 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 on **7 December** before class begins as a hard copy. 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/>>).

**Research paper presentation:** You will give an in-class presentation of your research paper in class at the end of the semester. The presentations should be brief (15 minutes) and end with a critical self-assessment of your project (what could you do to improve upon your research study?).

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

### Readings (all available on CANVAS)

- Corder, Pit. 1967. The significance of learner errors. *International Review of Applied Linguistics* 4:161-170.
- de Jong, Nel and Charles A. Perfetti. 2011. Fluency training in the ESL classroom: an experimental study of fluency development and proceduralization. *Language Learning* 61.2:533-568.
- Grüter, Theres 2006. Another Take on the L2 Initial State: Evidence from Comprehension in L2 German. *Language Acquisition* 13.4:287-317.
- Kabdebon, C., M. Pena, M. Buiatti and G. Dehaene-Lambertz. 2015. Electrophysiological evidence of statistical learning of long-distance dependencies in 8-month-old preterm and full-term infants. *Brain and Language* 148:25-36.
- Lantolf, James P. 2006. Sociocultural theory and SLA: state of the art. *Studies in Second Language Acquisition* 28.1:67-109.
- Lenzing, Anke. 2008. Teachability and learnability: An analysis of primary school textbooks. In: J.-U. Keßler (ed.), *Processability approaches to second language development and second language learning*. Newcastle upon Tyne: Cambridge Scholars Publishing, 221-241.
- Perek, Florent and Adele E. Goldberg. 2015. Generalizing beyond the input: the functions of the constructions matter. *Journal of Memory and Language* 84:108-127.
- VanPatten, Bill and Jessica Williams (eds.). 2015. *Theories in second language acquisition: an introduction*. New York: Routledge, chapters 3, 5, 6, 7, 8, 9, and 11.
- VanPatten, Bill and Teresa Cadierno. 1993. Input processing and second language acquisition: a role for instruction. *Modern Language Journal* 77.1:45-57.

### 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>>.

## LIN6720 SECOND LANGUAGE ACQUISITION

Date	Topic(s)	Readings For That Date	Written Assignments Due
8/22	Organizational Matters		
8/24	Introduction to SLA		
8/29	Lecture: Age	Ortega (2009) ch 2.	
8/31	Lecture: Crosslinguistic Influences	Ortega (2009) ch. 3	
9/5	<b>NO CLASS (Labor Day)</b>		
9/7	Learner Data: Error Analysis	Corder (1967)	Article summary 1 (Corder 1967)
9/12	Theory Spotlight/Article Presentation: Universal Grammar	VanPatten & Williams (2015) ch. 3 Grüter (2006)	Article summary 2 (Grüter 2006)
9/14	Lecture: Linguistic Environment	Ortega (2009) ch. 4	
9/19	Theory Spotlight/Article Presentation: Usage-based Theory	VanPatten & Williams (2015) ch. 5 Perek & Goldberg (2015)	Article summary 3 (Perek & Goldberg 2015)
9/21	Lecture: Cognition I	Ortega (2009) ch. 5	
9/26	Lecture: Cognition II		
9/28	Brainstorming for Research Papers		
10/3+10/5	<b>NO CLASSES (Dr. Wulff gone)</b>		<b>10/5: Research Paper Prospectus</b>
10/10	Theory Spotlight/Article Presentation: Skill Acquisition Theory	VanPatten & Williams (2015) ch. 6 de Jong & Perfetti (2011)	Article summary 4 (de Jong & Perfetti 2011)
10/12	Learner Data: Type-Token Ratios		
10/17	Theory Spotlight/Article Presentation: Input Processing	VanPatten & Williams (2015) ch. 7 VanPatten & Cadierno (1993)	Article summary 5 (VanPatten & Cadierno 1993)
10/19	Lecture: Development of Learner Language	Ortega (2009) ch. 6	
10/24	Theory Spotlight/Article Presentation: Declarative/Procedural Model	VanPatten & Williams (2015) ch. 8 Kabdebon et al. (2015)	Article summary 6 (Kabdebon et al. 2015)
10/26	Lecture: Aptitude	Ortega (2009) ch.7	
10/31+11/2	Troubleshooting research papers		
11/7	Theory Spotlight/Article Presentation: Processability Theory	VanPatten & Williams (2015) ch. 9 Lenzing (2008)	<b>First Draft Research Paper</b> Article summary 7 (Lenzing 2008)
11/9	Lecture: Motivation	Ortega (2009) ch. 8	
11/14	Theory Spotlight/Article Presentation: Sociocultural Theory	VanPatten & Williams (2015) ch.11 Lantolf (2006)	Article summary 8 (Lantolf 2006)
11/16	Learner Data: Communication Strategies		
11/21	Movie: Project Nim		
11/23	<b>NO CLASS (Thanksgiving)</b>		
11/28+11/30	<b>Research Paper Presentations</b>		
12/5	Review for Final Exam		
12/7	<b>Final Exam</b>		<b>Final Draft Research Paper</b>