



Second Language Acquisition

(LIN 4721: 0346)

T 4th Period (10:40-11:30am)

TH 4th-5th Period (10:40-12:35pm)

Matherly Hall 103

Instructor Information:

Tiffany E. Judy
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Office Hours: T 5th, W 4th, TH 3rd and
by appointment. Office hours are held in
the main office suite of Turlington 4131.

Course description: second language acquisition is the process by which humans acquire a non-native language, either in childhood or adulthood. Second Language Acquisition is a relatively new field of linguistic inquiry that examines this process from neurological, psychological and social perspectives. Researchers studying SLA are interested in describing and explaining the nature of (second) language in the human mind and language acquisition in general.

Course objectives: In this course, you will become familiar with various theories (past and present) put forth to explain the complex procedures involved in acquiring a second language as well as factors that influence SLA. You will learn how SLA informs other areas of study (e.g. pedagogy, psycholinguistics, psychology, sociology, sociolinguistics) and vice versa. Finally, you will gain firsthand experience by gathering SLA data, analyzing it and presenting the results to the class. That said, due to the nature of the topic of SLA and time constraints, we will not cover all theories, data and/or perspectives in one semester. Rather our goal is to gain a general understanding of the aims of SLA and the ability to apply this knowledge in practical ways.

Required textbook: This textbook is available at local bookstores and online.

Susan Gass & Larry Selinker (2008). *Second Language Acquisition: An Introductory Course*. Mahwah, NJ: Laurence Erlbaum Associates. Third Edition.

Assessment and Course Components:

Class participation, attendance and evidence of reading assignments:	14%
Points for discussion questions	14%
Test 1	16%
Test 2	16%
SLA analysis project:	
Initial Meeting Report (shared grade)	2%
Project Report #1 (shared grade)	14%
Project Report #2 (shared grade)	14%
Presentation (individual grade)	<u>10%</u>
	100%

Class participation and attendance: While you are expected to attend all class meetings, you are allowed one (1) “free” absence that will not affect your grade. Our course meets 29 times during the semester. The 14% points dedicated to “class participation, attendance and evidence of reading assignments” correspond to these class days: 29days – 1 free absence = 28days x .5% = 14%; therefore each additional absence will result in the lowering of your final grade by .5%. Arriving late or leaving early (10 minutes or more) will be considered an absence.

That said, you do not automatically earn .5% by simply attending class. Rather, you are expected to actively participate in discussions and activities. To that end, your participation will be judged according to your knowledge of the topics covered, evidence of your preparation for the day and your willingness and ability to contribute to the class in the form of comments and/or questions.

Points for discussion (POD) questions: Each week, you will respond to certain questions found at the end of the chapter we are on. It is to your advantage to thoughtfully and thoroughly respond as these questions will deepen your understanding (often raising questions or comments) as well as serve as a study guide for tests and the SLA analysis project. POD homework (typed, stapled) is turned in at the start of class each Tuesday (except on test days and chapters 1, 8, 11 and 12). They will be checked and returned on Thursday for aid in class/pair discussion.

Tests: You will take two (2) 50 minute tests during the semester. The tests are cumulative in nature, but primarily focus on the chapters covered prior to that test (i.e. Test 1: chapters 1-7; Test 2: chapters 8-14). Each test assesses your understanding of the concepts examined in the book and in class as well as your ability to reflect critically on the material and relate them to practice or real-world situations. The majority of the test will consist of short answer/essay questions, although some T/F or multiple choice questions may also be used.

SLA analysis project:

The concepts and theories studied in class are, necessarily, generalizations. To better understand the process of SLA and its investigation, you and 2 partners will analyze the speech of a second language speaker of English. You will meet several times to converse with her/him with the aim of observing her/his language production and applying concepts covered in class to your observations. It is strongly recommended that you meet early in the semester and at least every two (2) weeks to familiarize yourself with this person’s language.

You and your partners will (for the same grade; with self- and partner-evaluation forms) complete an Initial Meeting Report and two (2) Project Reports. In the former, you will complete a standard form (given to you by me) gathering basic information about the second language learner (and anything else you think is of interest). This will serve as an initial meeting to get to know each other and a point from which you can begin to focus your linguistic interests. For the Project Reports, you will apply the concepts studied in class to the observations you make about the second language learner’s language skills. Each Project Report should be between 4 and 6 pages (typed, double spaced, stapled) and should make *specific* reference to theories/topics from the textbook and any outside sources you use, plus give accompanying examples from the speech samples. Project Report topics are: (1) Observations of the speaker’s language skills (comment on all aspects discussed in 1.3.1-1.3.5), noting influences from her/his first and/or other language(s); is there any data providing evidence for /against any formal approach to SLA? Discuss and provide examples; (2) Linguistic analysis of the speaker’s English including structural, pragmatic and phonological errors, type of input and non-linguistic influences on his/her acquisition; is there any data providing evidence for/against any functional approaches to SLA? Discuss and provide examples. The second to last week of class you and your partner will present (for separate grades) an interesting and meaningful summary of your Project Reports to the class.

Grading Scale: See UF grading policies for assigning grade points at:
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

A = 93-100 B+ =87-89.9 C+ = 77-79.9 D+ = 67-69.9 E = 60 and below
 A- = 90-92.9 B = 83-86.9 C = 73-76.9 D = 63-66.9
 B- = 80-82.9 C- = 70-72.9 D- = 60-62.9

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 will be upheld to, and are thus encouraged to review, the entire UF honor code at:
<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Students with disabilities:

The UF 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>

Schedule:

<u>DAY</u>	<u>DATE</u>	<u>READINGS/TOPICS COVERED IN CLASS</u>
Tuesday	10 January	Introduction to course
Thursday	12	Introduction – Chapter 1, p. 1-15 (POD due) Introduction – Chapter 1
Tuesday	17	Related disciplines – Chapter 2, p. 20-39
Thursday	19	Related disciplines – Chapter 2 Related disciplines – Chapter 2
Tuesday	24	Second and foreign language data – Chapter 3, p. 41-82
Thursday	26	Second and foreign language data – Chapter 3 Second and foreign language data – Chapter 3

Tuesday	31	The role of the native language: an historical overview – Chapter 4, p. 89-111
Thursday	2 February	The role of the native language: an historical overview – Chapter 4
		The role of the native language: an historical overview – Chapter 4

<< Initial Meeting Report due >>

Tuesday	7	Recent perspectives on the role of previously known languages – Chapter 5, p. 121-155
Thursday	9	Recent perspectives on the role of previously known languages – Chapter 5
		Recent perspectives on the role of previously known languages – Chapter 5
Tuesday	14	Formal approaches to SLA – Chapter 6, p. 159-190
Thursday	16	Formal approaches to SLA – Chapter 6
		Formal approaches to SLA – Chapter 6

<< Project Report #1 due >>

Tuesday	21	Typological and functional approaches – Chapter 7, p. 191-213
Thursday	23	Typological and functional approaches – Chapter 7
		Typological and functional approaches – Chapter 7
Tuesday	28	Test 1
Thursday	1 March	Looking at interlanguage processing – Chapter 8, p. 219-255 (POD due)
		Looking at interlanguage processing – Chapter 8
March 5 – 9: SPRING BREAK		
No classes		
Tuesday	13	Interlanguage in Context – Chapter 9, p. 259-294
Thursday	15	Interlanguage in Context – Chapter 9
		Interlanguage in Context – Chapter 9
Tuesday	20	Input, interaction and output – Chapter 10, p. 304-362
Thursday	22	Input, interaction and output – Chapter 10
		Input, interaction and output – Chapter 10
Tuesday	27	Instructed second language learning – Chapter 11, 368-393
Thursday	29	Instructed second language learning – Chapter 11
		Instructed second language learning – Chapter 11
Tuesday	3 April	Beyond the domain of language – Chapter 12, p. 395-446
Thursday	5	Beyond the domain of language – Chapter 12
		Beyond the domain of language – Chapter 12

<< Project Report #2 due >>

Tuesday	10	The lexicon – Chapter 13 p. 449-475
Thursday	12	The lexicon – Chapter 13
		An integrated view of SLA – Chapter 14, p. 479-493 (POD due)
Tuesday	17	Test 2
Thursday	19	Presentations
		Presentations
Tuesday	24	Presentations
Thursday	26	NO CLASS: Reading Day