

**SECOND LANGUAGE ACQUISITION**

**Dr. Virginia LoCastro**

**Tuesday Period 7: 1:55-2:45 and Thursday Periods 7-8: 1:55- 3:35 [no break]  
AND 19**

**Office: Turlington 4125**

**Office hours: Tuesday, 3 to 4 p.m. and Wednesday, 1:30 to 2:45 or by appointment**

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**Required Textbook** available at the University of Florida Bookstore and others

**Saville-Troike (2006). *Introducing Second Language Acquisition*. New York: Cambridge University Press.**

**Required Course Packet** available at **Orange and Blue Textbooks (OBT)**

**Course description:** Second language acquisition examines the neurological, psychological, and social processes involved in acquiring a second or more languages by primarily adults. We will consider the various theories, past and present, that have been proposed to explain the complex processes inherent in second/foreign language acquisition. We will explore the concept of nature of interlanguage, along with individual and collective factors that influence successful acquisition of language. We will also examine the impact of instruction of the processes of language acquisition.

**Course requirements:**

15% Attendance, class participation in discussions, and evidence of having done the assigned readings for each class

10% Data analysis (two)

15% Reaction papers

20% Project

20% Mid-term

20% Final exam

**Make-ups/Late work**

In general, there are no make-up exams or submission of late work. Negotiation is possible only with prior consultation and/or for emergencies.

**SCHEDULE**

**Note that this schedule is tentative and subject to change with notice. For each class meeting, there is an assigned reading and/or an activity to prepare for the class session. Rather than have you read a lot, I would prefer to emphasize the learning that takes place in class through lots of pair and group activities, for example. However, in all cases, you need to come to class having done the assigned reading and tasks.**

Week	Week of	Tuesday	Thursday
1	8/24	Introduction to the course	First language acquisition: Lightbown & Spada, Reading #1
2	8/31	Saville-Troike (ST) 1 Introduction to SLA	ST 2 Foundations of SLA
3	9/7	ST3 Linguistics and SLA	Cont.
4	9/14	Linguistics: Universal Grammar Gass & Selinker Reading #2	Cont. Connectionism Mitchell & Myles Reading #3 <b>Data Analysis #1 Due</b>
5	9/21	ST 4 SLA and psychology: Cognitive approaches	Cont.
6	9/28	SLA and individual differences Lightbown & Spada Reading #4	Cont.
7	10/5	ST 5 Social contexts of SLA	Cont. <b>Reaction Paper #1 Due</b>
8	10/12	Sociocultural perspectives on language learning: Introduction	<b>No Class: Homecoming</b>
9	10/19	<b>Review of Mid-term</b>	<b>MID-TERM</b>
10	10/26	Sociolinguistic approaches Mitchell & Myles Reading #6	Cont.
11	11/2	Classroom vs. naturalistic settings Johnson Reading #5	Cont.
12	11/9	ST 6 Acquiring language knowledge for use	Cont. <b>Reaction Paper #2 Due</b>
13	11/16	Pragmatic competence Kasper & Blum-Kulka Reading 7	Cont. <b>Data Analysis #2 Due</b>
14	11/23	Learning and Teaching languages: ST 7 and LoCastro Reading #8	<b>THANKSGIVING</b>
15	11/30	Input, output and the role of feedback Gass & Selinker Reading #9	Cont. <b>PROJECT DUE</b>
16	12/7	<b>24-hour Take home FINAL EXAM</b> [Last day of classes 12/9]	

### NOTES ON ASSIGNMENTS **\*\*IMPORTANT\*\***

**Readings:** The tentative schedule provided above only includes, as of **12/31/08**, the assigned readings from the required textbook by Saville-Troike. I will be adding on other reading assignments from a variety of sources by the end of the second week of classes. They will be on eReserve or available online through the library.

**Data analysis:** You will be asked to do an analysis of second language data on two separate occasions. The data will be presented in the form of a problem with specific questions to answer. Your analysis needs to be typed and should respond to all of the questions completely.

**Reaction papers:** Twice during the semester, you are asked to turn in reactions papers on two of the outside readings, i.e. any reading for the course that is not in the required textbook. A reaction paper consists of a summary of the reading and then an analysis of

one aspect of the text that is important to you for a definable reason. It should be 750 words long, typed, and following all general requirements for academic writing style.

**Projects:** Your project will consist of a journal on your experiences working during the semester with a conversation partner whose primary language is not English or a non-standard variety of English. I will provide more in depth guidelines early in the semester. Now, at the start, you need to find as soon as possible someone who would like to, for example, get your help with developing their English speaking skills, trade language lessons with you, or some other arrangement that will provide a context for talking or writing in English so that you can observe their development during the semester. More on this once we get the semester underway.

### **Grading: Minus Grade System**

Each grade starts at: A = 4.0; A- = 3.67; B+ = 3.33; B = 3.00; B- = 2.67; C+ = 2.33; C = 2.00; C- = 1.67; D+ = 1.33; D = 1.00; D- = 0.67; E = 0.00

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### **Notes on Attendance**

Attendance is required. A lot of learning happens during the class sessions between and among students and teachers. However, you may have to be absent for personal reasons. My policy has been that, for a three-credit course, if you don't come to class three times, I won't ask any questions unless you are expected to do some pre-arranged task. If you have more than three hours unexcused absences, then your final grade will be lowered. We will discuss in class the university's new policy regarding H1N1 flu absences.

### **Classroom demeanor**

Students are expected to arrive for class on time; a consistent pattern of lateness will result in a lower final grade for the course. Laptops are not allowed for regular classroom use and cell phones should be turned off during class time; text messaging or using cell phones at all is not acceptable. Mutual respect for all members of the class is expected at all times. Talking during class time or any other general pattern of disturbing others' opportunities to learn will not be tolerated.

### **Academic honesty**

Any evidence of cheating on assignments and/or exams will result in a failing grade for the course. Where applicable, students must clearly note all sources of information and appropriately reference use of all outside sources, for all forms of media used in work for the course. Plagiarism will not be tolerated. Please see the UF website for the policy regarding plagiarism and academic honesty in general: see "Academic Honesty" or <http://www.dso.ufl.edu/judicial/procedures/academicguide.php>

### **Students with disabilities**

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.

**N.B.** Whenever you have a question or some problem, please do not hesitate to get in touch with me and/or visit my office and/or make an appointment to see me. You can also email me questions; if the question applies to the whole class, then send the question a couple of days before class so I can prepare an answer or reorganize what I intend to teach for the day, if necessary.

**Communication:** I will be using the List serve provided by the university to sent messages and other items to you all from time to time. Please keep your UF mailbox for emails clear for such messages.