

SPN 6735 (section 2B94)
**ISSUES IN SECOND LANGUAGE ACQUISITION:
THE ROLE OF CONTEXT**

*Tuesdays period 4 | Thursdays periods 4-5
Ustler Hall 103*



INSTRUCTOR INFORMATION

Instructor: Dr. Gillian Lord
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Phone: 352.273.3749
Office hours: Mondays 9:30-11:00am,
Wednesdays 1:30-3:00pm,
or by appointment



COURSE GOALS AND OBJECTIVES

The goal of this course is to focus on the role of *context* in the process of learning and/or acquiring a second or foreign language. After an introduction to the basic principles of SLA, we will explore three primary and broadly defined contexts: (1) Classroom contexts; (2) Immersion and study abroad contexts; and (3) Computer-assisted contexts. Each of these contexts forms the basis for one of the three primary course modules. Within each course module, students will:

- a) Understand basic concepts and terminology related to the context in question
- b) Read and analyze scholarly articles investigating language acquisition/learning in that context
- c) Discuss recent research with guest scholar visitors (virtual and/or in person)
- d) Brainstorm crucial questions and issues that need to be addressed related to that context
- e) Propose a research project related to the context in question

For the final project students will have the option of fully designing and carrying out one of the proposed research projects (in (d), above), or creating an activity, task or module relevant to the topics discussed throughout the term.

COURSE MATERIALS

All readings will be made available in Canvas (<http://elearning.ufl.edu>). Students are responsible for accessing Canvas regularly, as announcements and other materials will be posted there throughout the semester. You should either check the Canvas messages daily, or ensure that they are forwarded to your @ufl.edu email account (and then check that daily).

ASSESSMENT

Grade Scale and Policies

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93

A- = 92-90

B+ = 89-87

B = 86-83

B- = 82-80

C+ = 79-77

C(S) = 76-73

C-(U) = 72-70

D+ = 69-67

D = 66-63

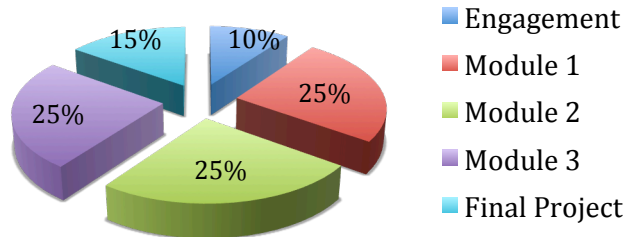
D- = 62-60

E = 59-0

NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Graded Course Components

- **Evidence of Engagement = 10%**
- **Modules 1, 2 and 3 = 25% each***
- **Final project = 15%**



Evidence of Engagement = 10%

Rather than attempting to quantify an arbitrary “class participation” construct, in this class you will be assessed on any and all demonstrations of your willingness and ability to engage with the course material, with your classmates, and with me. Evidence of engagement can take many formats, ranging from (but by no means limited to):

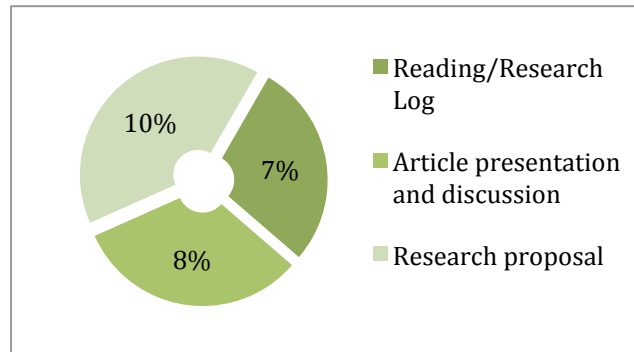
- Offering thoughts and reactions to readings
- Interacting with guest speakers
- Asking questions in or out of class
- Treating classmates, colleagues, professors with respect
- Visiting office hours
- Sharing additional readings or resources with classmates
- Offering assistance/guidance/advice

I will keep track of your Engagement in the Canvas grade book throughout the semester. Your final Engagement grade at the end of the term will be a holistic reflection of your overall semester efforts.

Note on Attendance: In order to engage with the course material and your classmates, attendance and active participation are expected at all class sessions. Missing class is not allowed, except for absences that are deemed acceptable by UF policy (see “POLICIES” section, below). In order for absences to be excused, they must be justified, properly documented, and discussed with the professor in a timely manner.

Modules 1, 2 and 3 (25% each) = 75%

Apart from the introductory SLA module and the final module, three main content modules make up the course, each representing a different context in which SLA happens: 1) classroom settings; 2) study abroad; and 3) computer assisted environments. Within each module, three components will be assessed. Each is described in turn.



– Reading/Research Log = 7% each

In our field, one of the most useful

and productive practices you can develop as a scholar is to keep an ongoing record of the articles you read, your reactions and the questions that arise while doing so, and possible research ideas that they spark. To that end, I am (admittedly, somewhat heavy-handedly) requiring that you maintain a log for each module. The format you take for this log can vary by preference, but these are the required elements:

- 1) the log must be maintained throughout the unit on at least three different days (with dates indicated for each entry;
- 2) the log will be uploaded digitally on Canvas in the appropriate assignment after the last day of the module;
- 3) the log must include REACTIONS to readings (things you don't understand, "a ha! moments," etc.), QUESTIONS to bring to class to facilitate discussion about *each* article, and POSSIBLE RESEARCH ideas that occur to you as you read each article.

– Article presentation and discussion = 8% each

Each student will be responsible for presenting one article in each unit. You will have an opportunity to choose the article you will present. The presentation includes the following components:

- 1) a summary of the methodology and main findings of the article; and
- 2) discussion questions for the class to generate active dialogue; a class activity or task that will allow us all to further engage with the topic of the article and/or begin brainstorming possible research proposals in the field.

The summary portion should be *no more than 1/3* of the presentation, because you can assume we have all done the readings! The important part of the class period will be the discussion that is generated about that article.

– Research Proposal = 10% each

A crucial element of success in our profession is to be able to develop and design research projects to carry out and, eventually turn in to publishable articles. While we tend to think of the time and effort involved in collecting and analyzing data, not to mention writing and submitting articles, the first step in this process is coming up with valid, definable and answerable research questions for you to investigate – and how to do so. In my experience, this is one of the biggest challenges new scholars face as they make their way into the field of applied linguistics, and so I have designed this element of the course to help you with that aspect of your professional development. For each of the three modules, you will be responsible for developing

a brief research proposal for a possible avenue of investigation in that area; this will not be a full proposal like you would do with a grant proposal, for example, but rather an abbreviated version to get you thinking about research questions and methodologies. The required components of the research proposal are the following:

- 1) Statement of the problem** – explain what avenue of inquiry interests you, and why (~1 short paragraph);
- 2) Short summary of previous work** – summarize what has research in this area told us, and how does that relate to you proposed area of investigation (~1 paragraph);
- 3) Research question(s) and hypothesis(es)** – state 1-3 *succinct* and *measurable* research questions that delineate the specific areas you wish to investigate, along with your suspected outcomes *based on previous work* (3-6 sentences);
- 4) Proposed methodology** – without going in to too much detail, explain what kind of experiment you could design to investigate your research questions, thinking specifically in terms of tasks and analyses (~1 paragraph).

Research proposals will be due on Canvas after the last day of each module.

Remember that you will be assessed on all three of these components (reading log, presentation, and research proposal) for *each* of the three modules. This means that you will be responsible for three reading logs, three article presentations, and three research proposals over the course of the semester.

Final Project = 15%

For your final project you will develop a project that incorporates, in one way or another, one or more of the modules that formed the basis of the course. This project can take the form of a fully developed research proposal; a pilot project that you carry out [with IRB approval, of course]; a unit to include in a second language classroom or other context; etc. We will discuss the options more in class, and the assessment criteria will vary by individual project and goal. The intention in leaving this portion of the course open is to allow you to focus on the area(s) that are most interesting to you, whether that be research, instruction, or some other factor, and even some combination of those.

CALENDAR

This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes.

DATE	MODULE	READING (to be discussed that day)	OTHER ASSIGNMENTS
T 8/23	--	Introduction to course	(Re-read syllabus)
R 8/25	SLA	"Theories of SLA"	Choose articles to present
T 8/30		NO CLASS	Prepare SLA presentation
R 9/1		None; SLA presentations.	
T 9/6		1: Classroom	Spada (1997)
R 9/8	Lightbown (2000) Collentine (2006)		(student presentation) Dr. Collentine (11:45)
T 9/13	Haley & Rentz (2002)		(student presentation)
R 9/15	Van Patten & Cadierno (1993) Salaberry (2011)		(student presentation) (student presentation)
T 9/20	Fotos (1993)		(student presentation)
R 9/22	Gurzynski-Weiss (2016) Lord (2005)		Dr. Gurzynski-Weiss (10:45) (student presentation)

DATE	MODULE	READING (to be discussed that day)	OTHER ASSIGNMENTS
T 9/27		[Bring proposal to class for discussion]	* Research/Reading Log 1 * Research Proposal 1
R 9/29	2: Immersion	Lafford (2006) Segalowitz et al. (2005)	(student presentation) (student presentation)
T 10/4		Lord (2009)	(student presentation)
R 10/6		NO CLASS	
T 10/11		Díaz-Campos (2004)	(student presentation)
R 10/13		Lord (2010) Isabelli-Garcia (2010)	(student presentation) Dr. Isabelli-García (11:45)
T 10/18		Knouse (2012)	(student presentation)
R 10/20		Kanwit et al. (2015) D'Amico (2012)	Dr. Geeslin (10:45) (student presentation)
T 10/25		[Bring proposal to class for discussion]	* Research/Reading Log 2 * Research Proposal 2
R 10/27		3: CALL	Bax (2003); Levy & Hubbard (2005) Lomicka & Lord (2012)
T 11/1	Lord (2008) Lord & Harrington (2013)		(student presentation) (student presentation)
R 11/3	Sykes (2012) [shortened class]		Dr. Sykes (10:45)
T 11/8	Lord (2016) Lord (2015a)		(student presentation) (student presentation)
R 11/10	Bowles et al. (2015), Lord (2015b) Rossomondo (2012)		(student presentation) Dr. Rossomondo (11:45)
T 11/15	[Bring proposal to class for discussion]		* Research/Reading Log 3 * Research Proposal 3
R 11/17			NO CLASS
T 11/22	Remaining issues (heritage; service learning)	Lynch (2003)	
R 11/24		NO CLASS (Thanksgiving)	
T 11/29		Lowther Pereira (2015)	
R 12/1	Course conclusion	Final project workshopping	Rough draft of final project to share (not turn in yet)
T 12/5			
M 12/12	Final projects due by 12pm on Canvas		

BIBLIOGRAPHY of COURSE READINGS

All articles will be made available on Canvas. Readings are listed here alphabetically but are assigned in the order indicated on the calendar. Articles marked with ✖ are those that will be discussed with virtual guests, and are not eligible for student presentations.

Bax, S. (2003). "CALL - Past, Present and Future." *System* 31(1): 13-28.

Bowles, A., Frumkes, L., Harper, H. & Stone, L. (2015). "Supporting Language Learning Through Technology: A Response to Lord 2015." *The Modern Language Journal* 99(3): 634-635.

✖ Collentine, J. (2006). "Spanish SLA Research, Classroom Practice and Curriculum Design." In Salaberry and Lafford (Eds.), *The Art of Teaching Spanish* (pp. 39-54). Washington, D.C.: Georgetown University.

- D'Amico, M. (2012). "L2 Fluency and Willingness to Communicate: The Impact of Short-Term Study Abroad versus At-Home Study." *US-China Foreign Language Journal* 10(10): 1608-1625.
- Diaz Campos, M. (2004). "Context of Learning in the Acquisition of Second Language Phonology." *Studies in Second Language Acquisition* 26(2): 249-273.
- Fotos, S. (1993). Consciousness and noticing through focus on form: Grammar tasks performance versus formal instruction. *Applied Linguistics* 14(4): 385-407.
- ✘ Gurzynski-Weiss, L. (2016). "Factors Influencing Spanish Instructors' In-Class Feedback Decisions." *The Modern Language Journal* 100(1): 255-275.
- Haley, M. H. & Rentz, P. (2002). "Applying SLA Research and Theory To Practice: What Can a Teacher Do?" *TESL-EJ* 5 (4): np.
- ✘ Isabelli-Garcia, C. (2010). "Acquisition of Spanish gender agreement in two learning contexts: Study abroad and at home." *Foreign Language Annals* 43(2), 289-303.
- ✘ Kanwit, M., Geeslin, K., & Fafulas, S. (2015). The role of geography in the SLA of variable structures: A look at the present perfect, the copula contrast, and the present progressive in Mexico and Spain. *Probus* 27(2): 307-348.
- Knouse, S. (2012). "The Acquisition of Dialectal Phonemes in a Study Abroad Context: The Case of Castilian Theta." *Foreign Language Annals* 45(4): 512-542.
- Lafford, B.A. (2006). "The Effects of Study Abroad vs. Classroom Contexts on Spanish SLA: Old Assumptions, New Insights and Future Research Directions." In (Klee and Face, Eds.), *Selected Proceedings of the 7th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages* (pp. 1-25). Somerville, MA: Cascadilla Proceedings Project.
- Levy, M. & Hubbard, P. (2005). "Why call CALL CALL?" *Computer Assisted Language Learning* 18(3): 143-149.
- Lightbown, P. M. (2000). "Classroom SLA Research and Second Language Teaching." *Applied Linguistics* 21(4): 431-462.
- Lomicka, L. & Lord, G. (2012). "A Tale of Tweets: Analyzing Microblogging among Language Learners." *System* 40: 48-63.
- Lord, G. (2005). "(How) Can We Teach Foreign Language Pronunciation?" *Hispania* 88 (3): 557-567.
- Lord, G. (2009). "Second Language Awareness and Development During Study Abroad: A Case Study." *Hispania* 92(1): 136-150.
- Lord, G. (2008). "Podcasting Communities and Second Language Pronunciation." *Foreign Language Annals* 41(2): 364-369.
- Lord, G. (2010). "The Combined Effects of Instruction and Immersion on Second Language Pronunciation." *Foreign Language Annals* 43(3): 488-503.
- Lord, G. (2015a). "I Don't Know How to Use Words in Spanish: Rosetta Stone and Learner Proficiency Outcomes." *The Modern Language Journal* 99(2): 401-405.
- Lord, G. (2015b). "Technology In and Out of the Classroom: A Counter Response to Bowles et al." *The Modern Language Journal* 99(3): 635-636.
- Lord, G. (2016). "An Exploratory Study into the Effectiveness of Rosetta Stone for Language Learning." *IALLT Journal* 46(1): 1-35.
- Lord, G. & Harrington, S. (2013). "Online Communities of Practice and Second Language Phonological Acquisition." *International Journal of Computer Assisted Language Learning and Teaching* 3(3): 34-55.
- Lowther Pereira, K. (2015). "Developing Critical Language Awareness via Service-Learning for Spanish Heritage Speakers." *Heritage Language Journal* 12(2): 159-185.

- Lynch, A. (2003). "Toward a Theory of Heritage Language Acquisition: Spanish in the United States." In Roca and Colombí (Eds.), *Mi Lengua: Spanish as a Heritage Language in the United States* (pp. 25-50). Washington, D.C.: Georgetown University Press.
- ✘ Rossomondo, A. (2012). "Integrating Foundational Language and Content Study through New Approaches to Hybrid Teaching and Learning." In Rubio, Thoms and Katz Bourns (Eds.), *Hybrid Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues* (pp. 219-238). Boston: Heinle/Cengage.
- Salaberry, M. R. (2011). "Assessing the effect of lexical aspect and grounding on the acquisition of L2 Spanish past tense morphology among L1 English speakers." *Bilingualism: Language and Cognition* 14(2): 184-202.
- Segalowitz, N., Freed, B., Collentine, J. Lafford, B., Lazar N. & Díaz-Campos, M. (2005). "A Comparison of Acquisition of Spanish as a Second Language in Two Different Contexts of Learning: Study Abroad And The Versus Regular Academic Classroom." *Frontiers* 10: 1-18.
- Spada, N. (1997). "Form-Focused Instruction and Second Language Acquisition: A Review of Classroom and Laboratory Research." *Language Teaching* 30(2): 73-87.
- ✘ Sykes, J. (2012). Chapter 2. In Sykes & Reinhardt (Eds.), *Language at Play: Digital Games in Second and Foreign Language Teaching and Learning* (pp. 21-31). Upper Saddle River, NJ: Pearson.
- VanPatten, B. & Cadierno, T. (1993). Explicit instruction and input processing. *Studies in Second Language Acquisition* 15(2): 225-243.
- Wikipedia contributors. (2016, June 12). "Theories of second-language acquisition." In *Wikipedia, The Free Encyclopedia*. Retrieved 21 July 2016, from https://en.wikipedia.org/w/index.php?title=Theories_of_second-language_acquisition&oldid=724939403

ADDITIONAL UNIVERSITY POLICIES AND RESOURCES

Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

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 see <http://www.dso.ufl.edu/drc>.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Academic Integrity

Suggested wording: "UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Resources Available to Students

Health and Wellness

- *U Matter, We Care*: umatter@ufl.edu; 392-1575
- *Counseling and Wellness Center*: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- *E-learning technical support*: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- *Career Resource Center*: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- *Library Support*: <http://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *Writing Studio*: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Graduate Coordinator. Be prepared to provide documentation of the problem, as well as all graded materials for the semester.

Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (for residential classes) or <http://www.distance.ufl.edu/student-complaintprocess> (for online classes).