



**LIN 6932/SPN 6735: Topics in SLA  
Spring 2017**

**Instructor: Dr. Jorge Valdés Kroff**  
**Office:** 246 Dauer  
**Office Hours:** T, 4; W 7-8, by appointment  
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**Class Time:** R 6-8 (12:50pm-3:50pm)  
**Class Location:** MAT 002  
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**Course Description:**

The majority of speakers across the world speak more than one language. The way by which we become multilingual is highly varied and encompasses a myriad of experiences. For example, some multilingual speakers are born into bilingual communities, others immigrate to new communities finding themselves with the need to learn a new language, while others learn a second language through formal instruction. In this course, we will focus on second language acquisition, broadly defined as the acquisition of another language after the acquisition of a first language.

The course objective will be to survey the linguistic, cognitive, and social factors that influence second language acquisition. Moreover, these factors will be explored through the lens of different theoretical perspectives, given the highly interdisciplinary nature of the field of second language acquisition. Course readings will primarily consist of chapter overviews and journal articles of theoretical and experimental studies; however, discussions and coursework on translational applications are highly encouraged.

**Course Readings.**

All readings will be made available through Canvas [elearning.ufl.edu](https://learning.ufl.edu).

**Course Grade.** The semester grade will be calculated as follows:

**Attendance and Participation: 10%**  
**Discussion Questions: 10%**  
**Presentations: 20%**  
**Abstract: 10%**  
**Annotated Bibliography: 10%**  
**Oral Presentation of project: 10%**  
**Final Research Paper: 30%**

**Attendance and Participation (10 pts):** I expect you to read each of the assigned papers prior to the class meeting, attend class, participate actively, and cooperate in facilitating discussion.

**Discussion Questions (10 pts):** By 4pm two days prior to class (i.e. Tuesday), you will generate discussion questions for the assigned readings. The number of questions will be determined by week. Submit your discussion questions on Canvas.

**Class Presentations (20 pts):** You will be expected to give two seminar presentations during the semester.

a. **Presentation on a related paper (15 pts).** One presentation will be based on a recent empirical paper that provides support for one of the themes we are considering in a given week. Presentations will be done during the last period of our class. The presentation should be approximately 30 minutes long + 10 minutes of questions. It will be helpful for you to let me know in advance the paper you plan to present so I can avoid talking about it myself during the tutorial portion of the class.

b. **Leading a seminar discussion (5 pts).** The other presentation consists of serving as a discussion leader during one week of the term. Each session will be structured such that I will give an initial tutorial lecture on the topic of the week for the first hour and a half or so of our class meeting. We'll then have one presentation on an outside paper, and we'll leave the final 25 minutes of the class for discussion. The responsibility of the week's discussion leader(s) is to organize the questions generated by class members into a meaningful discussion. The discussion may consider empirical, theoretical, and translational issues raised by the readings. The discussion leader will collect the questions generated by class members, remove identifying information, and bring the organized discussion questions to the class meeting. The discussion leader should prepare a brief PowerPoint presentation that summarizes the main themes in the questions and that focuses discussion on the set of issues that he/she takes to be most important, guiding class discussion.

**Research Paper (60 pts total).**

You will be required to write a research paper of no more than 20 pages double-spaced (excluding references) as a critical review of an SLA-related topic or on an experiment that you could potentially carry out on a theoretically-motivated question. The proposal can be focused on any of the topics covered during the semester or a translational issue with prior approval. More details will be provided throughout the semester. The paper will be structured such that students will be required to turn in components throughout the semester. Consult syllabus for key dates.

**Grade Scale**

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

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  
(<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>).

### **Attendance Policy**

Attendance is mandatory and will be taken on a daily basis. 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>.

In the case of approved absences:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>, you must provide official documentation to your instructor within *a week* after the absence in order to be excused. Any work missed due to excused absences will be handled on a case-by-case basis in conjunction with advice from the administrative coordinator.

### **Academic Integrity**

All students are required to abide by the Academic Honesty Guidelines which have been accepted by the University. The UF Honor Code 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 please refer to <http://www.dso.ufl.edu/studentguide>.

### **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>.

### **Counseling and Wellness**

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.

### **Course Evaluation Process**

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>.

## Tentative Class Schedule (Subject to Change)

### Week 1 January 5

Introduction to Course.

\*VanPatten & Williams, Chap. 1

\*Ortega, Chap. 1

### Week 2 January 12

Research Methods in SLA 1

\*Mackey & Gass, Chap. 1

\*Doughty & Long, Chap. 1

**\*\*Jorge away at conference**

### Week 3 January 19

Age Effects

\*Johnson, J., & Newport, E. (1989). Critical period effects in second language learning: The influence of maturational state on the acquisition of English as a second language.

*Cognitive Psychology*, 21, 60-99.

\*Birdsong, D. (2005). Interpreting age effects in second language acquisition. In Kroll, J., & de Groot, A. (Eds.), *Handbook of Bilingualism: Psycholinguistic Approaches*. Canada: Oxford University Press

\*Pierce, L. J., Klein, D., Chen, J. K., Delcenserie, A., & Genesee, F. (2014). Mapping the unconscious maintenance of a lost first language. *Proceedings of the National Academy of Sciences*, 111(48), 17314-17319.

### Week 4 January 26

Research Methods in SLA 2 & Interlanguage

**\*\*Oak Hammock Talk**

\*Gass & Selinker, Chap. 2

\*Ortega, Chap. 6

\*Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics in Language Teaching*, 10, 209.

### Week 5 February 2

UG Approaches

\*Hawkins, R., & Chan, C. (1997). The partial availability of Universal Grammar in Second Language Acquisition: The Failed Functional Features Hypothesis. *Second Language Research*, 13, 187-226.

\*Schwartz, B., & Sprouse, R. (1996). L2 cognitive states and the full transfer/full access hypothesis. *Second Language Research*, 12, 40-72.

\*VanPatten & Williams, Chap. 3 (White)

### Week 6 February 9

Functionalist Approaches

\*O'Grady, W. (2008). The emergentist program. *Lingua*, 118, 447-464.

\*VanPatten & Williams, Chap. 5 (Ellis & Wulff)

\* Wulff, S., Gries, S., & Lester, N. (*to appear*). Optional *that* in complementation by German and Spanish learners. In Tyler, A. and Carol Moder (eds.). *What is applied cognitive linguistics? Answers from current SLA research*. New York: de Gruyter Mouton.

**\*\*\*Proposal and Short Bibliography Due**

**Week 7 February 16**

Cognitive Models

\*MacWhinney, B. (2005). A unified model of language acquisition. In Kroll, J., & de Groot, A. (Eds.), *Handbook of Bilingualism: Psycholinguistic Approaches*. Canada: Oxford University Press.

\*Kaan (2014). Predictive sentence processing in L2 and L1: What is different? *Linguistic Approaches to Bilingualism*, 4, 257-282.

\*Clahsen & Felser. (2006). Grammatical processing in language learners. *Applied Psycholinguistics*, 27, 3-42.

**Week 8 February 23**

L2 processing.

\*Alan & Rodríguez, Chap. 2 (2015)

\*Dussias & Cramer Scaltz. (2009). Spanish-English L2 speakers' use of subcategorization bias information in the resolution of temporary ambiguity during second language reading. *Acta Psychologica*, 128, 501-513.

\*Hopp. (2016). Learning (not) to predict. *Second Language Research*, 1-31. DOI: 10.1177/0267658315624960

**\*\*\*Annotated Bibliography Due**

**Week 9 March 2**

L2 phonology & phonetics

\*Colantoni, L., & Steele, J. (2008). Integrating articulatory constraints into models of second language phonological acquisition. *Applied Psycholinguistics*, 29, 489-534.

\*Davidson, L., & Wilson, C. (2016). Processing nonnative consonant clusters in the classroom: Perception and production of phonetic detail. *Second Language Research*, 32, 471-502.

\*Flege, J., & MacKay, I. (2004). Perceiving vowels in a second language. *Studies in Second Language Acquisition*, 26, 1-34.

**Week 10 SPRING BREAK**

**Week 11 March 16**

Feedback and Input Processing

\*Herschensohn & Young-Scholten, Chap. 10 (García Mayo & Alcón Soler)

\*Morgan-Short, K., Steinhauer, K., Sanz, C., & Ullman, M. T. (2012). Explicit and implicit second language training differentially affect the achievement of native-like brain activation patterns. *Journal of Cognitive Neuroscience*, 24(4), 933-947.

\*VanPatten & Williams, Chap. 7 (vanPatten)

**Week 12 March 23**

## Study Abroad

\*Lafford, B. (2006). The effect of context of learning on the use of communication strategies by learners of Spanish as a second language. *Studies in Second Language Acquisition*, 26, 201-226.

\*Linck, J., Kroll, J., & Sunderman, G. (2009). Losing access to the native language while immersed in a second language. *Psychological Science*, 20, 1507-1515.

\*Lord, G. (2010). The combined effects of immersion and instruction on second language pronunciation. *Foreign Language Annals*, 43, 488-503.

**\*\*Abstract Due**

## Week 13 March 30

### Individual and Task Differences

\*Dussias & Piñar. (2010). Effects of reading span and plausibility in the reanalysis of “wh”-gaps by Chinese-English second language speakers. *Second Language Research*, 26, 443-472.

\*Linck, J., & Weiss, D. (2015). Can working memory and inhibitory control predict second language learning in the classroom? *SAGE Open*. DOI: 10.1177/2158244015607352

\*Tanner, D., McLaughlin, J., Herschensohn, J., & Osterhout, L. (2013). Individual differences reveal stages of L2 grammatical acquisition: ERP evidence. *Bilingualism: Language and Cognition*, 16, 376-382.

## Week 14 April 6

### Gesture in L2

\*Brown, A., & Gullberg, M. (2008). Bidirectional crosslinguistic influence in L1-L2 encoding of manner in speech and gesture: A study of Japanese speakers of English. *Studies in Second Language Acquisition*, 30, 225-251.

\*Morrett, L., Gibbs, R., & MacWhinney, B. (2012). The role of gesture in second language learning: Communication, acquisition, & retention. *Proceedings of Cognitive Science*.

\*Sime, D. (2006). What do learners make of teachers' gestures in the language classroom? *International Review of Applied Linguistics in Language Teaching*, 44, 211-230.

**\*\*Presentations**

## Week 15 April 13

### Translanguaging

\*Antón, E., Thierry, G., Gaborov, A., Anasagasti, J., & Duñabeita, J. (2017) Testing bilingual educational methods: A plea to end the language-mixing taboo. *Language Learning*. Retrieved from: [http://jaduna.webs.ull.es/Anton\\_etal\\_LangLearning2016.pdf](http://jaduna.webs.ull.es/Anton_etal_LangLearning2016.pdf)

\*García, O., & Yin, A. (2016). Translanguaging in bilingual education. In Garcia, O. et al. (Eds.), *Bilingual and Multilingual Education*. Switzerland: Springer Publishing. DOI: 10.1007/978-3-319-02324-3\_9-1

\*Otheguy, R. García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, 6, 281-307.

**\*\*Presentations**

**\*\*Final Paper due April 22**