

# SAMPLE SYLLABUS

**MODL5307**

**Second Language Acquisition**

**Semester, Year**

**Mondays, 5:00-8:00pm,  
TH 2XX**

Dr. A. Raymond Elliott

Office Hours: Mondays; Weds. & Fridays, 11:00-12:00 and by appointment

Office: Hammond Hall 308

Office Phone: 817-272-3161 For messages: 817-272-3161

E-mail: [Elliott@uta.edu](mailto:Elliott@uta.edu)

Texts: Gass, Susan M. and Larry Selinker. (2008). **Second Language Acquisition: An Introductory Course**. 3rd edition. New York: Routledge, 593 pp.

Weekly journal articles are password protected and are available on the web at [modl5307.wordpress.com](http://modl5307.wordpress.com).

## Course requirements

The grade for the course will be determined by the student's performance on the following:

Research Paper	40%
Presentation of Research Paper	10%
In-class journal article reports	5%
Guidance Questions	5%
Exam I and II (20% each)	40%

## Major Topics and Deadlines

**Week 1: August 29<sup>th</sup>**

Introduction to Second Language Acquisition: Second Language Acquisition and Methods; Keynote presentation: SLA and Language Methodologies

READ: Gass and Selinker: Chapters 1-3.

**Week 2: September 5<sup>th</sup>: LABOR DAY: No class**

**Week 3: September 12<sup>th</sup>: SLA and Language Methodologies continued  
Discussion: Gass and Selinker: Chapters 1-3.**

**Week 4: September 19<sup>th</sup>: Research methodology and Historical Overview**

Brown, James Dean. Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design. Cambridge: Cambridge Univ. Press, 1988, pp. ix-74.

OTHER INFORMATION: Research Design  
Central Tendencies: Mean, Median, Mode.  
Pearson Product Moment Correlations:  
---r value and probability  
---standard deviations  
---normal distributions  
---Spearman Rank Order Correlations  
---Multiple Regression Analysis

**Week 5: September 26<sup>th</sup>:** Research Design and Statistics Continued

Overview of Major SLA Issues  
Child language acquisition:  
Order of Morpheme Acquisition in Children  
Development of Syntax in children

Dulay, Burt and Krashen. Chapter 8 and Appendix

Brown, Roger and Ursula Bellugi. "Three Processes in the Acquisition of Syntax." Harvard Educational Review 34 (1964): 133-51.

Graduate Research Seminar from 6:30-7:50; Central Library

**Week 6: October 3<sup>rd</sup>:**

Gass and Selinker: Chapter 4: The Role of the Native Language: An Historical Overview, pp. 89-120

\*Wardhaugh, Ronald. "The Contrastive Analysis Hypothesis."

\*Schacter, Jacquelin. "An Error in Error Analysis."

\*Duscová, Lubise. "On Sources of Errors in Foreign Language Learning."

NOTE:

\* All of these articles were xeroxed from: Robinett, Betty Wallace and Jacquelin Schacter, eds., Second Language Learning: Contrastive Analysis, Error Analysis, and Related Aspects, Ann Arbor: Univ. of Michigan Press, 1983. (All were originally published elsewhere, as noted in the above-mentioned book.) (P51 .S34 1983)

**Week 7: October 10<sup>th</sup>:** Contrastive Analysis and Error Analysis (Continued)

\*\*Richards, Jack. "Error Analysis and Second Language Strategies."

\*\*Richards, Jack. "A Non-Contrastive Approach to Error Analysis."

\*\* These articles came from Schumann, John H. and Nancy Stenson, eds. **New Frontiers in Second Language Learning**. Rowley, MA: Newbury House, 1974. (Originally published elsewhere, as noted in the above-mentioned book.) (P51 .N49)

### **Week 8: October 17th:**

#### **Recent Perspectives on the Role of Previously Known Languages**

Gass and Selinker: Chapter 5: Recent Perspectives on the Role of Previously Known Languages, pp. 121-158.

\*Selinker, Larry. "Interlanguage."

Plann, Sandra. "Morphological Problems in the Acquisition of Spanish in an Immersion Classroom." **The Acquisition and Use of English as First and Second Languages**. Ed. Roger W. Andersen. Washington, D.C.: TESOL, 1979. 119-32.

Perkins, Kyle and Diane Larsen-Freeman. "The Effects of Formal Language Instruction on the Order of Morpheme Acquisition." **Language Learning** 25 (1975): 237-43.

\* NOTE: This article was xeroxed from: Robinett, Betty Wallace and Jacquelin Schacter, eds., **Second Language Learning: Contrastive Analysis, Error Analysis, and Related Aspects**, Ann Arbor: Univ. of Michigan Press, 1983. (All were originally published elsewhere, as noted in the above-mentioned book.) (P51 .S34 1983)

### **Week 9: October 24<sup>th</sup>: Interlanguage Continued/Classroom reports**

Gass and Selinker, Chapter 8: Looking at Interlanguage Processing, pp. 219-258

Tarone, Elaine. "Interlanguage as Chameleon." **Language Learning** 29 (1979): 181-191.

Larsen-Freeman, Diane E. "An Explanation for the Morpheme Order Acquisition Order of Second Language Learners." **Language Learning**. 26 (1976): 125-34.

#### **Reports:**

Azevedo, Milton M. "The Interlanguage of Advanced Learners: An Error Analysis of Graduate Students' Spanish." **International Review of Applied Linguistics in Language Teaching**. 18 (1980): 217-27. (PB 35 .I72)

Terrell, Tracy D., Bernard Baycroft, and Charles Perrone. "The Subjunctive in Spanish Interlanguage: Accuracy and Comprehensibility." **Foreign Language Learning: A**

**Research Perspective.** Ed. Bill VanPatten, Trisha R. Dvorak, and James F. Lee. New York: Newbury, 1987, 19-32.

Van Naerssen, Margaret M. "How Similar are Spanish as a First Language and Spanish as a Foreign Language?" **Research in Second Language Acquisition.** Eds., Robin Scarcella and Steven Krashen. Rowley MA: Newbury House, 1980. 146-54.

Wieczorek, Joseph A. "Error Evaluation, Interlanguage Analysis, and the Preterit in the Spanish L2 Classroom." **The Canadian Modern Language Review.** 47 (1991): 497-511. (PB5 .C26)

VanPatten, Bill. "Classroom Learners' Acquisition of Ser and estar: Accounting for Developmental Patterns." **Foreign Language Learning: A Research Perspective.** Ed. Bill VanPatten, Trisha R. Dvorak, and James F. Lee. New York: Newbury, 1987, 61-75.

VanPatten, Bill. "Classroom and Naturalistic Language Acquisition: A Comparison of Two Case Studies in the Acquisition of Clitic Pronouns in Spanish." **Language and Language Use: Studies in Spanish.** Ed. Terrell A. Morgan, James F. Lee and Bill VanPatten. New York: University Press of America, 1987. 241-62.

**Week 10:     October 26<sup>th</sup>: Interlanguage in Context/Continue with reports**

Gass and Selinker, Chapter 9: Interlanguage in Context, pp. 259-303

**Week 11:     November 7<sup>th</sup>:**

Gass and Selinker, Chapter 10: **Input, Intake, Interaction and Output**

Kumaravadivelu, B. "Intake Factors and Intake Processes in Adult Language Learning." **Applied Language Learning.** 5.1 (1994): 33-71.

Review for Exam I

**Week 12:     November 9<sup>th</sup>: Exam I**

**Week 13:     November 16<sup>th</sup>: Instructed Second Language Learning**

Gass and Selinker, Chapter 11: Instructed Second Language Learning

Long, Michael H. "Instructed Interlanguage Development." **Issues in Second Language Acquisition.** Ed. Leslie M. Beebe. New York: Newbury House, 1988. 115-41.

Long, Michael. "Does Second Language Instruction Make a Difference?"

Elliott, A. Raymond. "Field Independence, Attitude and Formal Instruction in the Acquisition of L2 Phonology." Modern Language Journal 79.4 (1995) 530-542.

Morin, Regina. "A Neglected Aspect of the Standards: Preparing Foreign Language Spanish Teachers to Teach Pronunciation." Foreign Language Annals 40.2, Summer 2007.

**Week 14:**      **November 28<sup>th</sup>:** Beyond the domain of Language

Gass and Selinker, Chapter 12: Beyond the Domain of Language, pp. 395-448

Suter, Richard W. "Predictors of Pronunciation Accuracy in Second Language Learning." Language Learning 26 (1976): 233-253.

Elliott, A. Raymond. "Field Independence/Dependence, Hemispheric Specialization, and Attitude in Relation to Pronunciation Accuracy in Spanish as a Foreign Language." Modern Language Journal 79.3 (1995) 356-371.

Snow, Catherine E., and Marian Hoefnagel-Höhle. "Age Differences in the Pronunciation of Foreign Sounds." Child-Adult Differences in SLA. Ed. S. Krashen, R. Scarcella and M. Long, 1982. 84-92.

### **Presentation of Research Proposals**

**Week 15:**      **December 5<sup>th</sup>:**              **Continue Presentations of Research Paper/Review for Exam II**

**Week 16:**      **December 12<sup>th</sup>:**              **Exam II**

**Americans With Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans With Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "**reasonable accommodation**" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with **informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.**

**Academic Dishonesty:** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in

accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

Cheating will be dealt with severely.

## **Instructions for Oral Journal Article Reports**

Each student will read two or three extra journal articles and will present oral summaries to the class. I will provide you with two of the articles; the last will be of your own choosing. (For cases in which the article is not included in the packet, I have listed the CALL NUMBERS for you to locate it at the library.) The topic for the one you choose can be related to the major topics discussed in class or may be of another topic related to second language acquisition. If you would like to present one on a topic not discussed in class, please submit it to me beforehand.

For the article of your choosing, provide me with a copy one week before your presentation. It should be one that was published relatively recently (not before 1995). I will provide you with a list of journals in the library to aid you in your search.

The oral reports should last 15-20 minutes. Before you present them to the class, practice and time yourself so that you will stay within the time limit. In each oral summary, you should summarize the article in such a way that the class will have a clear idea of the major points presented in the article. If it is an experimental article, summarize the procedures used in the experiment, and the findings. Provide examples on a handout or using PowerPoint or Keynote, if they will help the class understand.

If appropriate, you should make critical comments about the articles: What aspects are good about the article? Are there flaws in the procedures or explanations? What suggestions do you have?

A period of questions and answers will follow.

### **Research paper**

The type of research you write will depend upon the stage you are at in your graduate program: you may want to search for a dissertation or master's thesis topic, significantly advance a topic already begun, design a research project and conduct a pilot study, make a thorough review or investigation of a certain subject area of second language acquisition. Regardless of the topic, it will be a major undertaking and you should plan to work on it most of the semester. You should discuss your plans with me by mid-October. About this time you will present your topic and plans for investigation to the class. The class will offer advice and useful criticism to aid you in deciding how to proceed.

On November 28<sup>th</sup> and December 5<sup>th</sup>, you will present your (almost finished) paper to the class.

The final version of the paper must be turned in no later than 4:30-5:00 on Thursday, December 9<sup>th</sup>. All papers must be typewritten, double-spaced, and conform to the **MLA Handbook for Writers of Research Papers**. Credit will be deducted for papers not conforming to the **MLA**.

### **Graduate Student Research Seminars**

Students in this course are required to attend a graduate student research seminar to learn about library resources and services that will help with your graduate research needs. Graduate Research Seminars are offered for a variety of subject disciplines at the first of each semester. The Graduate Student Library Research Seminar for this course is scheduled for Monday, September 26<sup>th</sup>, from 6:30-8:00 in the Central Library. We will have class for the first part of

the evening and will go to the library as a group. The information you get at this seminar will be vital for the completion of your final research paper.

Graduate Research Seminars offer:

- Database Demonstrations - Research Tips
- Some sessions offer "Hands-on" learning
- Optional 15 minute library tour after the seminar

**Electronic Articles on MODL5307.wordpress.com:**

To read the articles for this course, you'll need to use Adobe Acrobat Reader. Campus workstations generally have Adobe Acrobat Reader available. Other PCs may require that the software be downloaded and installed. You can get Adobe Acrobat Reader for free. You can get it, along with instructions for downloading and installing the software, at the [Adobe web site: \(http://www.adobe.com/products/acrobat/readstep2.html\)](http://www.adobe.com/products/acrobat/readstep2.html)

All articles and other handouts will be made available on the course blog at [modl5307.wordpress.com](http://modl5307.wordpress.com)

**Major Journals Dedicated to FLA & SLA**

The following journals are the premier journals dedicated to Second Language Acquisition. Although the call numbers for the journals are listed below, most are available online. In order to access the journal articles, you will need to provide your Userid and password.

**Journal:**

**CALL NUMBER:**

<b><u>Applied Linguistics</u></b>	Available online
<b><u>Die Unterrichtspraxis</u></b>	PF3065 .US
<b><u>Foreign Language Annals</u></b>	PB1 .F57
<b><u>French Review</u></b>	PC2001 .F75
<b><u>Hispania</u></b>	PC4001 .H7
<b><u>International Review of Applied Linguistics in Language Teaching</u></b>	PB35 .I72
<b><u>Language Learning</u></b>	P1 .L33
<b><u>Studies in Second Language Acquisition</u></b>	Only Available on-line
<b><u>TESOL Quarterly</u></b>	PE 1128 .A2 T454
<b><u>The Modern Language Journal</u></b>	PB1 .M47
<b><u>The Bilingual Review/La revista bilingüe</u></b>	P115 .B54
<b><u>The Canadian Modern Language Review</u></b>	PB5 .C26

\* Many of the journals listed here are on-line through UTA subscriptions. Go to [www.uta.edu](http://www.uta.edu); click on Libraries, then click on Research Resources.