MODL 5307: Second Language Acquisition
University of Texas at Arlington
Department of Modern Languages

Professor: Dr. A. Raymond Elliott  Section: 001
E-mail: elliott@uta.edu  Classroom: 119 TH
Office: HH 309  Classtime: M 5:00-7:50
Office hour: MW 12:00-1:00

Faculty profile: https://www.uta.edu/profiles/a-elliott


Weekly journal articles are password protected and are available on Blackboard.

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

10%  Class Participation
10%  Two In-Class Journal Article Reports (2 @ 5% each)
10%  Guidance Questions
10%  Exam I
60%  Final Research Paper
       10% Literature Review
       10% Research Design
       10% Research Project Presentation
30%  Final Paper

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<tr>
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Learning Objectives:
1. To become familiar with Second Language Acquisition as a discipline and how theories of SLA relate to classroom teaching methodologies.
2. To develop a general understanding of second language acquisition theories and hypotheses.
3. To increase your knowledge of hypothesis formation, experimental design, data collection and analysis.
4. To investigate in depth one or more specific aspects of second language acquisition.
5. To acquire a critical, reflective attitude with respect to second language acquisition.
**Blackboard:** For this course, students will have access to Blackboard to provide them with additional information regarding the course. Throughout the semester, the professor will put new information, course announcements and additional exercises on Blackboard. Aside from readings found in the textbook, all articles can be accessed on Blackboard. Many of the articles in this class are password protected. The password will be given to students the first class period.

**Course schedule:** Learning is not easily determined by a schedule. Thus, the proposed calendar is subject to modifications according to students’ progress.

**Attendance:** Learning is a collaborative and active process. It is expected that you will attend class unless serious circumstances prevent that, in which case, I would appreciate your contacting me about your absence before class if possible.

**Absences:** Legitimate excuses for absences from class include (but not limited to) verified illnesses, family emergencies, and religious holidays. If you miss more than one class, you should contact me immediately to determine if you should continue in the course.

**Readings and Guidance Questions:** You will be assigned weekly journal articles to read and guidance questions to answer. The guidance questions are located under Course Materials in Blackboard for each week readings are assigned. Be sure to complete the graded guidance questions before each class; otherwise you will be unable to take effective notes or profit from and contribute to in-class discussions.

**Class participation:** Class participation not only provides necessary information and review the material covered in the course, it is also a forum for critical dialogue, sharing ideas with peers and speculating of hypotheses and ideas from others.

**Instructions for Oral Journal Article Reports:**

Each student will read approximately two extra journal articles and will present oral summaries to the class. The topic for the one you choose should 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 on a topic not discussed in class, please submit it to me beforehand. You may also present on an article that is related to the topic you are investigating for your final paper.

The article you choose should be one that was published relatively recently (not before 1995). I have included a list of major journals in Second Language Acquisition to aid you in your search.

The oral reports should last approximately 12-15 minutes with questions and answers to follow. 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 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.

If time constraints become an issue, the professor may opt for students to complete one or both of the journal article presentations using PowerPoint or Keynote with voiceover (or any other technology apps available for making presentations) and to upload them to Blackboard for class discussion. If “virtual presentations” are an option for this class, I will provide you with a list of technology apps available on the web for making short presentations. You will see demonstrations of several of these applications in the weekly announcements and extra video explanations found in the Course Materials section of Blackboard.

**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.

During the last two or three weeks of class, you will present your (almost finished) paper to the class.

The final version of the paper must be turned in no later than 5:00 pm on Thursday, May 12th, 2016. All papers must be typewritten, double-spaced, and conform to one of the following: 1) Modern Language Association 7th edition; 2) Chicago Manual of Style 16th edition; or 3) Linguistic Society of America (LAS) style sheet (http://www.linguisticsociety.org/sites/default/files/style-sheet.pdf). I recommend you check-out Zotero (https://www.zotero.org/) to help you organize your paper—especially when it comes to doing your bibliography.

**Graduate Student Research Seminar:** 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, February 22nd in the Central Library in room 315A. The information you get at this seminar will be vital for the completion of your final research paper. Class will continue after the research seminar at the library.

Graduate Research Seminar offers:

- Database Demonstrations
- Research Tips Some sessions offer "Hands-on" learning
- Optional 15 minute library tour after the seminar
**Where to go if you need help?** The library has several helpful resources for both faculty and students. Here are some informative webpages to look for help.

- Library Home Page: [http://www.uta.edu/library](http://www.uta.edu/library)
- Subject Guides: [http://libguides.uta.edu](http://libguides.uta.edu)
- Course Reserves: [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
- Connecting from Off-Campus: [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
- Ask A Librarian: [http://ask.uta.edu](http://ask.uta.edu)

**Electronic Articles on Blackboard and 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 website: [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 on Blackboard.

**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.

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

**Official University Policies:**
GRADE GRIEVANCES: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog.

DROP POLICY: Students may drop or swap classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be dropped automatically for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([http://www.uta.edu/ses/fao](http://www.uta.edu/ses/fao)).

**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)

All students enrolled in this course are expected to adhere to the UT-Arlington Honor Code:

> I pledge, on my honor, to uphold UT-Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

> I promise that I will submit only work that I personally create or contribute to group collaboration, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

**STUDENT SUPPORT SERVICES:** UT-Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources including tutoring, major-
based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individual referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu or view the information at www.uta.edu/resources.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**STUDENT FEEDBACK SURVEY:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT-Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [www.uta.edu/sfs](http://www.uta.edu/sfs).

**FINAL REVIEW WEEK:** A period of five (5) days prior to the first day of the final examinations in the long session shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations—if permitted by the professor. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the left as you leave the classroom. (Exit the classroom, take an immediate left, and turn left again toward the stairs.) When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.
Major Topics and Deadlines

**Week 1:** January 25\(^{th}\):

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

READ: Gass, Behney & Plonsky: Chapters 1-3, pp. 1-78.

**Week 2:** February 1\(^{st}\): SLA and Language Methodologies continued

Discussion: Gass and Selinker: Chapters 1-3, pp. 1-78.

**Week 3:** February 8\(^{th}\): Research methodology and Historical Overview


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 4:**  **February 15th:** 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 (GQs #4 on Blackboard)

Brown, Roger, and Ursula Bellugi. 1964. “Three Processes in the Child’s Acquisition of Syntax.”  
   *Harvard Educational Review* 34 (2): 133–51 (GQs #5 on Blackboard)

**Week 5:**  **February 22nd:** Graduate Research Seminar in Main Library in 315A

Gass, Behney & Plonsky: Chapter 4: The Role of the Native Language: An Historical Overview, pp. 79-98.


(GQs #7 on Blackboard)


**Week 6:**  **February 29th:** Contrastive Analysis and Error Analysis (Continued)

**Richards, Jack.  "Error Analysis and Second Language Strategies." (GQs #9 on Blackboard)

**Richards, Jack.  "A Non-Contrastive Approach to Error Analysis." (GQs #10 on Blackboard)


**Week 7:**  **March 7th:**

*Selinker, Larry.  "Interlanguage." (GQs #11 on Blackboard)


* 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 8:** March 14th: Spring Break

**Week 9:** March 21st: Interlanguage Continued/Classroom reports

Gass and Selinker, Chapter 10: Looking at Interlanguage Processing, pp. 252-292


**Week 9:** March 28th: Interlanguage in Context/Continue with reports

Gass and Selinker, Chapter 11: Interlanguage in Context, pp. 293-338

**Week 10:** April 4th:

Gass and Selinker, Chapter 10: *Input, Intake, Interaction and Output*, pp. 339-397


Review for Exam I

**Week 11:** April 11th: Exam I

**Week 12:** April 18th: Instructed Second Language Learning

Gass, Behney & Plonsky, Chapter 13: Instructed Second Language Learning, p. 398-430

Long, Michael. "Does Second Language Instruction Make a Difference?" (GQs #18 on Blackboard)


**Presentation of Research Proposals**

**Week 13:** April 25th:

Presentation of Research Proposals continued

Suter, Richard W. "Predictors of Pronunciation Accuracy in Second Language Learning."


**Presentation of Research Proposals**

**Week 14:** May 2nd:

Continue Presentations of Research Paper

**Week 15:** May 9th:

Continue Presentations of Research Paper