Dr. A. Raymond Elliott  
Office Hours: Mondays: 1:30-4:30; Weds. & Fridays, 11:00-12:00 and 1:00-3:00  
Office: Hammond Hall 230  
Office Phone: 817-272-3161 For messages: 817-272-3161  
E-mail: Elliott@uta.edu


Weekly journal articles are password protected and are available on the web at modl5307.wordpress.com.

Course requirements

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Presentation of Research Paper</td>
<td>10%</td>
</tr>
<tr>
<td>In-class journal article reports</td>
<td>5%</td>
</tr>
<tr>
<td>Guidance Questions</td>
<td>5%</td>
</tr>
<tr>
<td>Exam I and II (20% each)</td>
<td>40%</td>
</tr>
</tbody>
</table>

Major Topics and Deadlines

**Week 1:** August 24

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

**Week 2:** August 31st: SLA and Language Methodologies continued

**Week 3:** September 7th: LABOR DAY: No class

**Week 4:** September 14th: Research methodology and Historical Overview

Gass and Selinker: Chapters 1-3.


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 21st: 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


Graduate Research Seminar, tentatively scheduled from 6:45-7:50; Main Library

**Week 6:** September 28th:

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


*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 5th: Contrastive Analysis and Error Analysis (Continued)


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

**Week 8: October 12th:**

**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."


* 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 19th: Interlanguage Continued/Classroom reports**

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

Ellis, Rod. Chapter 3. "Interlanguage and the 'Natural' Route of Development." and Chapter 4: "Variability in Interlanguage."


**Reports:**


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

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

**Week 11:** November 2nd:

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


Review for Exam I

**Week 12:** November 9th: Exam I

**Week 13:** November 16th: Instructed Second Language Learning

Gass and Selinker, Chapter 11: Instructed Second Language Learning


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


Week 14: November 23rd: Beyond the domain of Language

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


Presentation of Research Proposals

Week 15: November 30th: Beyond the Domain of Language Continued


Presentation of Research Papers

Week 16: December 7th: Presentations of Research Paper/Review for 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 transparency 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 30th and December 7th, 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 December 9th. 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 time and place for the GRS will be announced soon. The information you get at this seminar will be vital for the completion of your final research paper.
Once the GRS for this course has been scheduled, you will be asked to sign up in advance. Go to www.uta.edu, click on Libraries, click on the link mid-way down the page to see the offerings for the GRSs available. There will a link that will enable you to sign up over the internet.

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 courseblog at 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.

<table>
<thead>
<tr>
<th>Journal:</th>
<th>CALL NUMBER:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applied Linguistics</strong></td>
<td>Available online</td>
</tr>
<tr>
<td><strong>Foreign Language Annals</strong></td>
<td>PB1 .F57</td>
</tr>
<tr>
<td><strong>Hispania</strong></td>
<td>PC4001 .H7</td>
</tr>
<tr>
<td><strong>International Review of Applied Linguistics</strong></td>
<td></td>
</tr>
<tr>
<td>in Language Teaching</td>
<td>PB35 .I72</td>
</tr>
<tr>
<td><strong>Language Learning</strong></td>
<td>P1 .L33</td>
</tr>
<tr>
<td><strong>Studies in Second Language Acquisition</strong></td>
<td>Available on-line</td>
</tr>
<tr>
<td><strong>TESOL Quarterly</strong></td>
<td>PE 1128 .A2 T454</td>
</tr>
<tr>
<td><strong>The Modern Language Journal</strong></td>
<td>PB1 .M47</td>
</tr>
<tr>
<td><strong>The Bilingual Review/La revista bilingüe</strong></td>
<td>P115 .B54</td>
</tr>
<tr>
<td><strong>The Canadian Modern Language Review</strong></td>
<td>PB5 .C26</td>
</tr>
</tbody>
</table>

* Many of the journals listed here are on-line through UTA subscriptions. Go to www.uta.edu; click on Libraries, then click on Research Resources.