



INDIANA UNIVERSITY

University Graduate School
2009-2010
Academic Bulletin

Second Language Studies

College of Arts and Sciences
Bloomington

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Departmental URL
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Chairperson
Professor Kathleen Bardovi-Harlig*

Graduate Faculty

(An asterisk [*] denotes membership in the University Graduate School faculty with the endorsement to direct doctoral dissertations.)

Professors
Kathleen Bardovi-Harlig*, Rex A. Sprouse*

Associate Professors
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Emeriti
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Academic Advising for Second Language Studies
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Degrees Offered

Master of Arts in TESOL/Applied Linguistics, Master of Arts in Second Language Studies, Doctor of Philosophy in Second Language Studies, Doctoral Minor in Second Language Studies, Certificate in TESOL/Applied Linguistics.

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Special Departmental Requirements

(See also general University Graduate School requirements.)

Master of Arts in TESOL and Applied Linguistics

Admission Requirements

Admission to the M.A. program will be based on evaluations of

1. undergraduate grade record,
2. level of achievement on the Graduate Record Examination General Test,
3. three letters of recommendation, and
4. undergraduate exposure to linguistics and related course work,
5. statement of purpose,
6. curriculum vitae.

Students not satisfying requirement (4) may be admitted, but may be required to do course work prerequisite to introductory graduate courses.

Requirements

A total of thirty (30) credit hours is required, including the core courses: T510 Modern English Grammar, S511 Second Language Syntax, T514 English Phonology for Language Learning and Teaching, S532 Models of Second Language Acquisition, T534 Methods in Teaching ESL/EFL to Adults (TESOL), T535 TESOL Practicum, and T550 Language Testing. Additional electives are required as approved by the department. A grade point average of 3.0 (B) must be maintained in 500-level courses in Second Language Studies; any student who falls below a GPA of 3.0 will be put on probation and unless the student brings this record up to a 3.0 grade point average in the following semester may be dismissed from the program.

Foreign Language Requirements

Reading knowledge of one foreign language approved by the department.

Thesis

Optional; maximum of 4 credit hours.

Final Examination

None.

Master of Arts in Second Language Studies

Admission Requirements

Admission to the M.A. program will be based on evaluations of

1. undergraduate grade record,
2. level of achievement on the Graduate Record Examination General Test,
3. three letters of recommendation,
4. undergraduate exposure to linguistics and related course work,
5. statement of purpose,
6. curriculum vitae.

Students not satisfying requirement (4) may be admitted, but may be required to do course work prerequisite to introductory graduate courses.

Requirements

A total of thirty (30) credit hours is required, including the core courses: S511 Second Language Syntax, S512 Second Language Phonology, S532 Models of Second Language Acquisition, S533 Second Language Acquisition Research Design, and S536 Research in Second Language Pedagogical Contexts. Additional electives are required as approved by the department. A grade point average of 3.0 (B) must be maintained in 500-level courses in Second Language Studies; any student who falls below a GPA of 3.0 will be put on probation and unless the student brings this record up to a 3.0 grade point average in the following semester may be dismissed from the program.

Foreign Language Requirements

Reading knowledge of one foreign language approved by the department.

Thesis

Optional; maximum of 4 credit hours.

Final Examination

None.

Doctor of Philosophy in Second Language Studies

Admission Requirements

Admission to the Ph.D. program will be based upon evaluation of

1. previous academic record,
2. level of achievement on the Graduate Record Examination General Test,
3. three letters of recommendation,
4. previous exposure to TESOL/Applied Linguistics and related course work,
5. statement of purpose,
6. statement of research interests,
7. curriculum vitae.

Degree Requirements

A total of ninety (90) credit hours are required, with at least 66 credit hours of course work plus up to 24 credit hours of dissertation research. A grade point average of 3.0 (B) must be maintained in Second Language Studies coursework; any student who falls below a GPA of 3.0 will be put on probation and unless the student brings this record up to a 3.0 grade point average in the following semester may be dismissed from the program.

Required Core Courses

Every student in the program will take six core courses (18 cr. total):

- S511 Second Language Syntax (3 cr.)
- S512 Second Language Phonology (3 cr.)
- S532 Models of Second Language Acquisition (3 cr.)
- S533 Second Language Acquisition Research Design (3 cr.)
- S536 Research in Second Language Pedagogical Contexts (3 cr.)
- S670 Language Typology (3 cr.)

Seminars (3 cr. each)

All students will complete at least 6 credits in two seminars in Second Language Studies. These courses may be applied to other requirements as well.

Breadth requirements

All students will complete at least 3 credits each in four of the following five areas for a total of 12 credits. There is no restriction on the department in which these courses may be completed. Courses in the Second Language Studies core cannot be used to complete this requirement.

- Historical Linguistics/Language Contact/Language Revitalization
- Sociolinguistics/Pragmatics/Discourse Analysis
- Morphology/Syntax/Semantics
- Pedagogy
- Phonetics/Phonology

Research Concentration

Students will establish a research concentration in consultation with their committees. A research concentration may be established by enrolling in five courses in the area of specialty, by working in an appropriate research laboratory or research group, by undertaking appropriate field work or training, by conducting approved independent research and publication, or by a combination of these. Students who satisfy their research concentrations through participation in a research lab or research group or through independent research and publication may count the equivalent of up to three courses (9 credits) of S690 (Directed Readings) toward the 66 credits required for the doctorate. The research concentration is represented in the research qualifying examination.

Minor and Language Concentrations

All students will be required to have a minor. The selected minor should be appropriate to the student's choice of discipline within Second Language Studies. Appropriate minors

include Anthropology, Cognitive Science, Communication and Culture, foreign languages, Language Education, Linguistics, Psycholinguistics, and Sociology. In all cases the number of hours to be included in the minor will be consistent with the requirements of the unit granting the minor.

Some students may wish to pursue a significant concentration in a particular language area or in English as a Second Language. Students pursuing a language concentration in French, German, or Spanish will ordinarily take at least 21 hours in the Department of French and Italian, the Department of Germanic Studies, or the Department of Spanish and Portuguese, as appropriate. (Additional language concentrations may be added in the future.) Providing a student has completed all the requirements for the minor in the language department, there is no need to complete both a minor and a language concentration. The language concentration will be the student's minor of record.

Language Requirements

The language requirement for the Ph.D. is two research languages, which will ordinarily be languages of scholarship in the student's specialty. In addition, students will take 1-2 courses in a language outside of the language family of the student's native language (for example, a native English speaker would take courses in a non-Indo-European language; in contrast, a native speaker of Chinese might take courses in Russian). To satisfy this requirement, a student could complete a one-year language class, take the Field Methods sequence in Linguistics (L653-L654), or take a course on the structure of an appropriate language.

Qualifying Examinations

All students must pass a set of examinations, consisting of a General Qualifying Examination (GQE) and a Research Qualifying Examination (RQE). These examinations are intended to provide an institutional structure for students as they move from taking courses to writing a dissertation.

General Qualifying Examination (GQE)

The GQE is meant to demonstrate the ability to synthesize material explored in courses and in independent reading. The GQE will consist of two cloistered examinations, each three hours in duration. Students will elect two of the following five areas, corresponding to the breadth requirements.

Historical Linguistics/Language Contact/Language Revitalization
Second Language Morphology/Syntax/Semantics
Second/Foreign Language Pedagogy
Second Language Phonetics/Phonology
Second Language Sociolinguistics/Pragmatics/Discourse
Analysis

Most students will take the GQE the semester after coursework is completed. In general, the two cloistered exams will be offered on two consecutive days in October and in February. The GQE schedule will be posted by the end of each semester by the committee, each student will inform the Director of Graduate Studies of his or her two areas no later than one month in

advance of the scheduled exam. Appropriate faculty members will submit potential questions to the Director of Graduate Studies, who in turn will select and edit questions and coordinate grading.

On any given cloistered exam, the student will have the opportunity to de-select at least one question; the student will be required to answer two of three questions. All students selecting a given area in a given semester will receive the same questions. All responses to any given exam question will be graded by the same two faculty members. The grades are Pass and Fail. To pass any given cloistered exam, at least three of the four grades assigned must be Pass. If a student fails to pass one or both sections, s/he may take it a second time when the GQE is offered in the next semester. After consultation with his or her advisory committee, such a student may also select a different exam area.

Research Qualifying Examination (RQE)

The RQE is designed to demonstrate that students have developed sufficient depth in their understanding of a particular constellation of research questions and that their academic writing skills are sufficiently well honed that they are able to begin meaningful work on their dissertations. In contrast to the GQE, the research exams will be scheduled individually. We recommend that the research exam be completed in the semester following the successful completion of the GQE. Nevertheless, students are required to have demonstrated preparation in a research focus to the satisfaction of their advisory committees before they will be permitted to proceed with the RQE. In contrast to the GQE, the advisory committee administers the RQE and reports successful completion of the examination to the Director of Graduate Studies.

The RQE may take one of two forms:

Option 1: a publishable research paper which pilots the student's dissertation research, or

Option 2: a research essay which will be completed by the student over the course of one full week.

For Option 1, the student must complete, to the advisory committee's satisfaction, an original sole-authored research paper in the student's intended area of dissertation research, which in the committee's judgment, is ready for submission to one of the following journals: *Studies in Second Language Acquisition*, *Second Language Research*, *Language Learning*, *TESOL Quarterly*, or *Applied Linguistics*. Research papers are 8,000-10,000 words in length including text, references, tables, figures, and appendices.

For Option 2, the advisory committee will assign a single question arising from extensive consultation with the student reflecting the individual student's research focus, as defined through a series of courses, approved independent research, participation in research groups or labs, outside publications, or a combination of these. The student is to complete the essay within exactly one week, but is free to employ data collected

and analyzed ahead of time.

Dissertation Proposal

The proposal for the dissertation must be approved by the student's research committee. Proposals should include pilot studies. The research committee may have the same membership as the advisory committee or the student may choose different members. The advisor for the dissertation will be a faculty member in the Department of Second Language Studies and a member of the Graduate Faculty. One of the three other members of the committee will be based in the minor department or in the department of the student's language concentration. The student will defend the proposal at a public colloquium.

Dissertation (up to 24 cr.)

Students are required to complete a dissertation that constitutes an original and significant contribution to the field of Second Language Studies. The dissertation must be successfully presented to the research committee in an oral defense as described in the University Graduate School Academic Bulletin.

Ph.D. Minor in Second Language Studies

The minor consists of a minimum of four courses (12 credit hours) in Second Language Studies. Courses should be at the 500 level or above. A grade point average of 3.0 (B) or better must be achieved in these courses. All SLS minors must include S532. The prerequisite for S532 is a graduate level course in morphosyntax; if taken in SLS this prerequisite will count toward the minor. A specific program for satisfying the minor requirement must be developed in consultation with the student's minor advisor.

Graduate Certificate in TESOL and Applied Linguistics

Students not intending to get a Master's degree may wish to pursue a program leading to the Certificate in TESOL and Applied Linguistics. The requirements for this certificate include twenty (20) credit hours, approved by the department. Normally, students will complete T510, S511, T514, S532, T534, T535, and T550. Other hours will be selected in consultation with a departmental advisor. A grade point average of 3.0 (B) must be maintained for the 20 credit hour certificate program. The certificate is a postbaccalaureate award.

English as a Foreign Language

The Department of Second Language Studies also offers English language instruction, including T501 Academic English for International Graduate Students (2-3 cr.). For more information, please see the [English Language Instruction website](#).

Courses

S511 Second Language Syntax (3 cr.) Examination of form and acquisition of nonnative syntax. Consideration of whether nonnative grammars are "fundamentally different" than native grammars, role of the learner's native language, initial state of nonnative syntax, and subsequent development. Comparison of child native acquisition and adult native acquisition.

S512 Second Language Phonology (3 cr.) Introduces students to second language phonological systems in light of issues in current phonological theory. Examines the acquisition of segments, syllable constraints, and prosody in second languages. We discuss mechanisms that determine the role of the first language in second language development. Students will develop problem-solving skills.

S531 Child Second Language Development (3 cr.) Examines issues in child second language (L2) acquisition, including the critical period hypothesis, universal grammar, and role of the native grammar in the initial state of child L2 acquisition. Child L2 acquisition of phonology, morphology, and syntax is contrasted with adult L2 acquisition, child monolingual acquisition, and simultaneous bilingual acquisition.

S532 Models of Second-language Acquisition (3 cr.) Introduces students to second language acquisition research. Critically examines major hypotheses about the ways in which second languages develop. Discussions include a range of languages. Models include a variety of approaches: corpora-based, functionalist, generative, processing-based, sociocultural, and universals of language.

S533 Second Language Acquisition Research Design (3 cr.) Examines a variety of research designs, elicitation tasks, and experimental formats in second language acquisition research appropriate to studies of production, processing, perception, structure, and pragmatics. Students will gain experience in designing and carrying out studies. Prerequisite: T532, Models of Second Language Acquisition; or permission of instructor.

S536 Research in Second Language Pedagogical Contexts (3 cr.) Surveys current issues and research areas in adult second language pedagogy. Considers social, cultural, political and linguistic aspects of language teaching and learning; emphasizes the substantive topics that are addressed; the range of institutional, national and educational contexts of research; and the theoretical lenses that frame the research.

S600 Topics in Second Language Studies (3 cr.) Intensive study and analysis of selected issues and problems in second language studies. May be taken more than once with different topics.

S605 Second Language Processing (3 cr.) Investigates how second language users assign representations to utterances of the target language input. Surveys research on the human sentence processing mechanism, its relation to acquisition of grammars, and processing issues as they impact L2 acquisition. Students will become familiar with theoretical issues, empirical studies, and various research methodologies.

S622 World Englishes (3 cr.) Investigation of the basic features of varieties of English as formally structured systems. Attitudes toward speech and the relationship of language differences to the attainment of social and educational goals.

S632 Current Research in Second-Language Acquisition (3 cr.)

P: L532. This course addresses issues in recent research in second-language acquisition. Examines selected cases illustrating the relation of second-language acquisition studies to linguistic theory. Emphasis on the collection and analysis of acquisition data.

S640 Discourse Analysis (3 cr.) Surveys theories of discourse analysis including speech acts, conversational maxims, conversation analysis, ethnomethodology, text analysis, and critical discourse analysis. Applications of those theories to areas of special interest to applied linguistics, including native speaker-nonnative speaker interaction, nonnative speaker conversation, classroom discourse, and analysis of language in professional settings.

S650 Design and Development of Language Assessment (3 cr.)

P: SLST T550 or equivalent. Provides students with advanced conceptual structures such as the assessment-use-argument (AUA) framework to guide design, development, and use of particular language assessment instruments. Development and design of assessment instruments will serve as demonstrations of students' control of course material and as preparation for on-the-job development of assessments.

S660 Contrastive Discourse (3 cr.) P: T532 or consent of the instructor. Considers cross-cultural text organization from the native and nonnative reader's and writer's viewpoints. Various aspects of text are emphasized, including coherence and cohesion, and formal and cultural schemata in genres such as expository writing, letters, news articles, and narratives.

S670 Language Typology (3 cr.) Introduction to linguistic typology, the study of how languages differ and how they are alike in terms of formal features. Focuses on a variety of syntactic and morphological features of languages including: lexical classes, word order, case and agreement systems, animacy, definiteness, and gender; valence-changing devices; verbal categories and subordination.

S690 Independent Readings in Second Language Studies (1-4 cr.) Directed readings in research topics for second language studies.

S700 Seminar in Applied Linguistics (3 cr.) This seminar will deal with major issues in applied linguistics and second language studies research and theory. The specific title will be announced well in advance of each semester. Course may be retaken for up to 12 credit hours.

S711 Seminar in Second Language Acquisition (3 cr.) Selected problems and issues in second language acquisition. Completion of SLS core or permission of the instructor is required. May be repeated for credit when topic changes.

S800 Dissertation Research in Second Language Studies (1-12 cr.) Dissertation research. Arranged. Permission of instructor willing to supervise research is required.

T500 Topics in TESOL/Applied Linguistics (3 cr.) Selected topics, issues, and problems in TESOL and applied linguistics. Topics in this course are of particular interest to the second language practitioner. May be taken more than once with different topics.

T501 Academic English for International Graduate Students (2-3 cr.) Designed to improve spoken or written skills for graduate school. Sections on academic writing (research papers, references, reviews, and critical syntheses) and academic speaking (presentations, discussions, and group work) address a range of academic writing and speaking styles. May be taken more than once if topic is different. Credit hours, though counting toward full-time student status, do not accrue toward the total number required for a graduate degree.

T510 Modern English Grammar (3 cr.) An examination of the principal features of the grammar of English. The course draws upon traditional, structural, functional, and transformational accounts of the structure of English, with an emphasis on the pedagogical application of these accounts in the teaching of English as a second language.

T514 English Phonology for Language Learning and Teaching (3 cr.) Introduction to phonology as it applies to the learning and teaching of second languages. Does not satisfy the phonology requirement for the Ph.D. in linguistics.

T522 Survey of Applied Linguistics (3 cr.) P: L503 or equivalent. Intensive readings on selected topics relevant to the acquisition of second languages, sociolinguistics, bilingualism, testing, and research directions. Readings will, for the most part, be current and subject to change as the course is offered.

T534 Methods in Teaching ESL/EFL to Adults (TESOL) (3 cr.) Analyzes and critiques approaches and methods in teaching ESL/EFL to adults, including research and experiential perspectives on practice and theory. Surveys traditional and innovative approaches in language teaching, analyzes language classroom interaction, and sets language teaching in cultural and socio-political context. To be taken concurrently with T535 TESOL Practicum.

T535 TESOL Practicum (3 cr.) Under supervision, students teach English as a second language to adult learners. The course also provides experience in testing, placement, and materials preparation. Classroom lectures focus on issues related to the art and profession of language teaching. To be taken concurrently with L534 Linguistic Resources and the Teaching of English as a Second-language (TESOL).

T538 L2 Reading and Writing (3 cr.) P: S532 or consent of instructor. Examines the relationship of second-language reading and writing development to second-language acquisition, composition theory, reading and writing research, and second-language teaching. Topics include theories of second-language composition, second-language writing processes, reading as input for writing, academic literacy development, learning environments, and individual differences.

T539 Pragmatics and Second-language Learning (3 cr.) This course familiarizes students with principles and issues in pragmatics and cross-cultural pragmatics. Students will learn appropriate data collection techniques and will collect primary data, learn to analyze spoken and written data, and discuss the application of pragmatics to language learning and teaching, cross-cultural research, and international communication.

T550 Language Testing (3 cr.) P: L503 or equivalent. Consideration of theory of assessing competence in second languages. Preparation and administration of various language testing instruments. Primary emphasis on English as a second language.

T556 Language Learning Technology (3 cr.) Examines the theories of language learning underlying language learning technology. Examines current language learning technology for second and foreign language learning, teaching, testing, and research, and considers its demonstrable efficacy. Identifies and explores specific areas in need of further research and development.

T560 American Culture (3 cr.) P: for international students only. A survey of issues related to the culture and character of the people of the United States. Topics include the national, social, and linguistic origins of the American people, political and social institutions, and the arts.

T622 World Englishes (3 cr.) Investigation of the basic features of varieties of English as formally structured systems. Attitudes toward speech and the relationship of language differences to the attainment of social and educational goals.

T690 Advanced Readings in TESOL and Applied Linguistics (1-4 cr.)

T695 M.A. Thesis Research in TESOL and Applied Linguistics (1-4 cr.)

G901 Advanced Research (6 cr.)