ESL6013 Second Language Acquisition Research

Course Description
Investigation of second language acquisition from multiple perspectives through data-based studies.

Purpose of the Course
The course is designed to allow students to develop a more in-depth understanding of the process of second language learning in various settings, through an examination of different theoretical approaches. A second goal is to provide students with opportunities to pursue individual research questions related to the field of second language learning and teaching.

Required Texts

Workbook (selected materials to be provided)

Materials will be available on-line through e-journal, or through WEB-CT or through the reserve desk at the 1604 UTSA library.

Additional Texts with Substantial Reading


Articles in this text:


**Articles in this text:**

**Additional required articles**


Requirements
Students will be evaluated on the basis of the following requirements:

1. *A cooperative report and presentation on a course topic.* (15%) Possible topics include cognitive approaches to second language learning, sociolinguistics and SLA, identity and SLA, sociocultural approaches to SLA. (3-4 people per group)

2. Group reading and analysis. (15%) Twice during the semester, students will read one of several assigned chapters discussing a single research orientation. In class, students will jigsaw and write a group discussion of how the articles support the theory through a discussion of the nature of evidence provided. The first topic will be related to cognitive approaches to SLA and task planning with chapters drawn from Ellis (2005). The second will focus on sociocultural theory with the chapters drawn from Lantolf (2000). Details to follow.

3. *A research paper.* (35%). This paper will be based on a review of literature on second language learning of a particular population that you will define. If desired, you may supplement your paper with a small-scale replication study. If you have access to a particular pool of data or language learners at the outset of the semester. Individuals who may want to incorporate data collection and analysis into their final papers must receive approval from the professor.

[Note: students who have written a proposal (in e.g. BBL 6063) may, after consultation, conduct that study and report on it as their research paper.]

4. *Problem sets on SLA data analysis.* (15%) To build your capacity to analyze data from language learners and to support an understanding of some of the theories of SLA we will review, you will complete a series of problem sets provided in class. Some class time will be devoted to the problem sets, but you will also spend some time outside of class completing them.

5. *An in-class exam.* (25%) As this course is intended to prepare students in the ESL concentration for comprehensive exams, the midterm will follow the same format as the comprehensive exams and will consist of two essays written in class.

All work must be handed in on the dates specified in the schedule. One half letter grade will be deducted for each class period that an assignment is late.