



University Graduate School
2007-2008
Academic Bulletin

Second Language Studies

College of Arts and Sciences
Bloomington

Departmental E-mail
dsls@indiana.edu

Departmental URL
www.indiana.edu/~dsls

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*, Harry L. Gradman* (Emeritus), Beverly Hartford* (Emerita), Rex A. Sprouse*

Associate Professors

Laurent Dekydtspotter*, Bill Johnston, Phillip S. LeSourd*

Adjunct Associate Professors

Kenneth de Jong* (Linguistics), Kimberly L. Geeslin* (Spanish and Portuguese)

Academic Advisor for TESOL and Applied Linguistics

Professor Kathleen Bardovi-Harlig*, Memorial Hall 313, 855-7951

Degrees Offered

Master of Arts in Linguistics with a concentration in TESOL and Applied Linguistics, Doctor of Philosophy in Linguistics with a concentration in TESOL and Applied Linguistics (degree offered by Linguistics), and Certificate in TESOL and Applied Linguistics/Second Language Studies.

Special Departmental Requirements

(See also [general University Graduate School requirements.](#))

University Graduate School Kirkwood Hall 111 Indiana University Bloomington, IN 47405 (812) 855-8853 Contact: grdschl@indiana.edu

Master of Arts Degree

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.

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

Thesis

Optional; maximum of 4 credit hours.

Final Examination

None.

TESOL and Applied Linguistics Course Requirements

A total of thirty (30) credit hours, including T510, T511, T532, T534, T535, T550; L503 may be required for students without a background in linguistics; T560 is also required for international students only. Additional electives as approved by the department. A grade point average of 3.0 (B) is required in 500-level courses in linguistics.

Foreign Language Requirements

Reading knowledge of one foreign language approved by the department.

Graduate Certificate in Applied Linguistics

Students not intending to get a master's degree with a major in applied linguistics may wish to pursue a program leading to the Certificate in TESOL and Applied Linguistics. The requirements for such a certificate include twenty (20) credit hours, approved by the department, in linguistics and applied linguistics courses. Normally, students will complete at least L503 or its equivalent, T532, 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.

Doctor of Philosophy Degree in Linguistics with a Concentration in TESOL and Applied Linguistics

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, and
4. previous exposure to TESOL/applied linguistics and related course work.

Course Requirements

A minimum of ninety (90) credit hours, including dissertation. Specific requirements include one graduate course each in phonetics, phonology, syntax, historical linguistics, and language acquisition; plus at least four courses in linguistics at the 600-700 levels. L653, the first half of the field methods sequence, may not be counted if it is used in partial fulfillment of the language structure requirement. Additional course requirements may be set by the student's advisory committee.

Minor

The choice of a minor field should be agreed to by the student's advisory committee. The specific requirements for the minor are established by the department that grants the minor. The student is responsible for ascertaining what those requirements are and for meeting them.

Advisory Committee

All students in the Ph.D. program will select an advisory committee consisting of at least three faculty members, one of whom should normally represent the student's minor field. The committee must be selected no later than the end of the semester following the completion of the master's degree at Indiana University, or, in the case of students entering the program with master's degrees from other institutions, no later than two semesters after matriculation.

Students will plan their programs with the advisory committee, which will be responsible for counseling students with regard to the qualifying examination, setting the examination, and administering it.

Foreign Language Requirements

Three languages:

1. reading or speaking knowledge of two foreign languages, one of which should be French, German, or Russian, and
2. knowledge of the structure of a language or languages other than English and outside the student's general language family (choice to be determined in consultation with the student's advisory committee).

Qualifying Examination

Comprehensive; specific focus and scheduling of the examination determined by the student's advisory committee.

Research Proposal

After nomination to candidacy, the student will select a research committee composed of no fewer than three members of the Department of TESOL and Applied Linguistics faculty and an outside representative. This committee must approve the proposed dissertation topic.

Final Examination

Oral defense of dissertation. This defense is open.

Ph.D. Minor in TESOL and Applied Linguistics

The minor consists of a minimum of 12 credit hours of TESOL and applied linguistics or related courses. A grade point average of 3.0 (B) or better must be achieved in these courses. The specific program for satisfying this requirement must be developed in consultation with the student's minor advisor.

English as a Foreign Language

The Department of TESOL and Applied Linguistics also offers English language improvement courses that do not carry graduate credit. The courses, designed for the international student who needs instruction in English as a second language, are T100 (0 cr.) Intensive English, and T101 (1-9 cr.) English Language Improvement.

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.

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.

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 Typology (3 cr.) Historical review of typologies. Specific languages controlled by students will be typologized in different ways. (Same course as L670.)

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 sociopolitical 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 Second-Language Writing (3 cr.) P: L503 and T532 or their equivalents. Examines the relationship of second-language writing to composition theory, writing research, second-language acquisitions, and second-language teaching. Topics include theories of second-language composition, second-language writing processes, reading as input for writing, measurement of proficiency, and individual variation.

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.)