

# Linguistic Principles of English Grammar: Term Project

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The term project for this course will be a review of an academic journal article or chapter relating to the teaching or learning of English Grammar. At the end of this handout is a list of acceptable articles that are available in the resource room. Each student must choose one article. No article may be reviewed by more than one student in a given section. Therefore, if you want a wide selection of articles to choose from, you are advised to make your decision early. A sign-up sheet is available at the desk in the TESOL resource room. Be sure to sign the sheet designated for your section (weekday morning, or weekend).

In addition to the article that is the subject of your review, you will be expected to read and cite at least two other articles or books that are relevant to the topic of the main article. The other articles may be found in the resource room, the internet or other locations you have access to.

In week 8 or 9 of the term, you will present your review orally to the rest of the class. In this way the fruit of your research will be available to the other students in the class.

## Components of the assignment

The assignment consists of three parts:

- A prospectus
- An oral presentation
- A written review

**The prospectus** will be worth 5% of the total course grade, and is designed to help you formulate your thoughts about the project well in advance, so that you will not have to do all the work at the end of the term. It will be due in class during the 5<sup>th</sup> week (see tentative class schedule), and will consist of:

- A list of the articles you have read and intend to cite in your final review (including one main article from the list below, and two or more other articles that relate to the same topic), in proper citation form.
- A one to two page summary of what you plan to say in your written review.
- A brief statement of why you chose the particular article as the subject of your review.

The prospectus should meet the same formal criteria described below, except length. I will read your prospectus, and give you comments that should help you prepare your final review. If you don't turn in your prospectus, or turn it in late, you will not benefit from my comments, and you will sacrifice 5% of your course grade. This process replicates standard

practices in graduate programs and other academic work – you circulate a "draft" of your work, and solicit comments from colleagues before producing a final product.

## Requirements

**Form:** Your oral report should take approximately 10 minutes, with 5 minutes for questions and comments from the class. The best oral presentations are well-prepared, engaging and NOT simply read verbatim from the written paper.

Your prospectus and written review should be printed on A4 paper in 12 point type, double spaced, with 2.5 cm margins all around. The length of the final review should be 4 to 6 pages of this format. The prospectus should be one to three pages. Papers that are too short or too long will lose points. Your grade will be based mostly on the *content* of the review (as described below). However, I will also be looking for spelling and grammatical accuracy and coherence. References to other works should be given in the text like this: (Lakoff 2000). Then full citations should be included at the end, under the heading "References Cited" (see examples below). You may use the American Psychological Association (APA) Publication Manual if you have any questions. Most of what you need to know can be found at:

[http://www.dianahacker.com/resdoc/p04\\_c09\\_o.html](http://www.dianahacker.com/resdoc/p04_c09_o.html)

A copy of the full APA manual will be on reserve in the Resource Room, for your reference.

**Content:** Your review (both oral and written) will essentially be an *argument*. In other words, your job will be to convince a skeptical reader of your perspective on the article you are reading. For example, rather than just say "The article was boring," it would be better to say "The author fails to substantiate the claim that X (whatever claim is made). This is because the data she cites could also indicate Y (some other interpretation)." In other words, whenever you make an assertion, you should ask yourself "Why do I believe that?" Then, when you have answered that question satisfactorily for yourself, try to express it in words so that your reader will be convinced of your perspective. You must always remember that your reader has not read the articles you have read, so you must treat all information relevant to your argument as "new."

Begin your review by identifying the article with a full citation (see below or the APA Publication Manual for acceptable forms).

The first paragraph of your review should be a summary of the article's content. What does it say?

The next paragraph should discuss the context that the article fits into. What is the author's theoretical background? What problems does the article address? What is the author arguing for, and/or against? Here you may want to cite major previous works in this area of investigation.

The next paragraph or paragraphs should give your evaluation of the article. Is the article convincing? Why or why not? What other issues could the author have dealt with? Does the author include data which really has no bearing on the main point?

The second to the last paragraph should discuss the possible applications of the article. How will reading this article affect your teaching of English Grammar?

The final paragraph should contain your conclusion. Briefly summarize and synthesize what you have already said, and wrap it up with a nice, concise ending.

At the end of your review, be sure to include complete references to all items read and cited in the body of the paper.

Plagiarism is presenting the work of others as though it is your own. In the Hanyang-Oregon TESOL program, plagiarism is unacceptable, and will result in an automatic failing grade.

Finally, if you have any doubts or questions about this assignment, please talk to me about them well ahead of time. If there are no questions, I will assume that everything in this document is totally clear.

## Sources

The following is a list of articles that are acceptable sources for your term project, and which are available in the language institute resource room. If you choose an article from some other source, please have it approved by the professor in advance. Ask the resource room librarian how to find these materials. The numbers will help you cross-reference the sign-up sheets that are in the resource room. Note: Selection number 3 involves two short articles from the same special issue of *Studies in Second Language Acquisition*. Additional acceptable articles *may* be added later.

1. Bardovi-Harlig, Kathleen. 1995. A narrative perspective on the development of the tense/aspect system in second language acquisition. *Studies in Second Language Acquisition* 17.2.263-92.
2. Bardovi-Harlig, Kathleen. 1998. Narrative structure and lexical aspect: conspiring factors in second language acquisition of tense-aspect morphology. *Studies in Second Language Acquisition* 20.4.471-508.
3. Biber, Douglas and Randi Reppen. 2002. What does frequency have to do with grammar teaching? *Studies in Second Language Acquisition* 24.2.199-208.  
  
Bybee, Joan. Phonological evidence for exemplar storage of multiword sequences. *Studies in Second Language Acquisition* 24.2.215-222.
4. Bley-Vroman, Robert and Hye-Ri Joo. 2001. The acquisition and interpretation of English locative constructions by native speakers of Korean. *Studies in Second Language Acquisition* 23.2.207-20.
5. Flanigan, Beverly Olson. 1995. Anaphora and relativization in child second language acquisition. *Studies in Second Language Acquisition* 17.3.331-52.
6. Flowerdew, John and Steve Tauroza. 1995. The effect of discourse markers on second language lecture comprehension. *Studies in Second Language Acquisition* 17.4.435-58.
7. Han, Zhaohong. 2002. A study of the impact of recasts on tense consistency in an adult ESL classroom. *TESOL Quarterly* 36.4.543-72.

8. Hartford, Beverly. 1995. Zero anaphora in nonnarrative texts: null-object anaphora in Nepali English. *Studies in Second Language Acquisition* 17.2.245-62.
9. Haznedar, Belma. 2001. The acquisition of the IP system in child L2 English. *Studies in Second Language Acquisition* 23.1.1-40.
10. Helms-Park, Rena. 2001. Evidence of lexical transfer in learner syntax: the acquisition of English causatives by speaker of Hindi-Urdu and Vietnamese. *Studies in Second Language Acquisition* 23.1.71-102.
11. Helms-Park, Rena. 2003. Transfer in SLA and creoles: the implications of causative serial verbs in second language acquisition. *Studies in second language acquisition*, 25.2.211-44.
12. House, Juliana. 1996. Developing pragmatic fluency in English as a foreign language: routines and metapragmatic awareness. *Studies in Second Language Acquisition* 18.2.225-52.
13. Inagaki, Shunji. 2001. Motion verbs with goal PPs in the L2 acquisition of English and Japanese. *Studies in Second Language Acquisition* 23.2.153-70.
14. Izumi, Shinichi. 2002. Output, input enhancement, and the noticing hypothesis: an experimental study on ESL relativization. *Studies in Second Language Acquisition* 24.4.541-78.
15. Jarvis, Scott. 2002. Topic continuity in L2 English article use. *Studies in Second Language Acquisition* 24.3.387-418.
16. Juffs, Alan and Michael Harrington. 1995. Parsing effects in second language sentence processing: subject and object asymmetries in *wh*-extraction. *Studies in Second Language Acquisition* 17.4.483-516.
17. Liu, Dilin and Johanna L. Gleason. 2002. Acquisition of the article *the* by nonnative speakers of English: an analysis of four nongeneric uses. *Studies in Second Language Acquisition* 24.1.1-26.
18. Mackey, Alison. 1999. Input, interaction and second language development: an empirical study of question formation in ESL. *Studies in Second Language Acquisition* 21.4.557-88.
19. Matsumura, Shoichi. 2003. Modelling the relationships among interlanguage pragmatic development, L2 proficiency, and exposure to L2. *Applied Linguistics* 24.4.465-91.
20. Montrul, Silvia. 2001. Agentive verbs of manner of motion in Spanish and English as second languages. *Studies in Second Language Acquisition* 23.2.171-206.
21. Nesselhauf, Nadja. 2003. The use of collocations by advanced learners of English and some implications for teaching. *Applied Linguistics* 24.2.223-42.
22. Schmitt, Norbert and Cheryl Boyd Zimmerman. 2002. Derivative word forms: what do learners know? *TESOL Quarterly* 36.2.145-72.

23. Whong-Barr, Melinda and Bonnie D. Schwartz. 2002. Morphological and syntactic transfer in child L2 acquisition of the English dative alternation. *Studies in Second Language Acquisition* 24.4.579-616.
24. Yuan, Boping. 1997. Assymetry of null subjects and null objects in Chinese speakers' L2 English. *Studies in Second Language Acquisition* 19.4.467-98.