

**Student Handbook
(Fall 2021 Edition)**



**Second Language Acquisition
University of Maryland, College Park**

Contents

| | |
|--|----|
| I Advisor Assignment | 3 |
| II Credits and Units | 3 |
| III Program Description | 3 |
| A M.A. Program | 3 |
| B Ph.D. Program | 4 |
| C Course Description | 6 |
| D Undergraduate Research: 498R (Second Language Research Practicum)..... | 7 |
| E Foreign Language Requirements..... | 7 |
| F Ph.D. Qualifying Papers..... | 8 |
| IV Thesis and Dissertation Research | 9 |
| A Ph.D. Sequence | |
| Flowchart..... | 10 |
| V Conferences | 11 |
| A Funding for Conference Travel..... | 11 |
| B Recommended conferences | 13 |
| VI Resources | 13 |
| A SLA Lab and Equipment..... | 13 |
| B Language and Science Center | 14 |
| C University of Maryland Cognitive Science Colloquium | 15 |
| D Library Resources and English Editing Service | 15 |
| VII Online Resources and Databases | 15 |
| A TESTUDO | 15 |
| B ELMS..... | 15 |
| C UMD SLA Facebook Group | 16 |
| D Linguistics and Language Behavior Abstracts (LLBA) | 16 |
| E Non-SLLC GA-ships and Other Jobs on Campus | 16 |
| F Library and Database Resources..... | 17 |
| Appendices | |
| A Links to Corpora Databases..... | 17 |
| B Qualifying Paper Titles from 2010 to 2017 | 18 |
| C Form 1: Specimen for Qualifying Paper/Dissertation proposal & defense | 19 |
| D Form2: Thesis and Dissertation Documents | 20 |
| E Form 3: External Dissertation Committee Member Nomination | 21 |
| F Form 4: Employee Data Collection Form | 24 |
| G Dissertation Proposal Defense Cover Page..... | 25 |

I. Advisor assignment

The initial (first semester) faculty advisor for new MA and PhD students is the SLA Program Director, unless otherwise specified. The initial advisor should be consulted about core courses and sequencing, especially in the first year of the program. All students are free to nominate **academic** advisors for qualifying papers (Ph.D.), dissertation committee **supervisor** roles, or for theses (MA). Note that academic advisors for the QP, thesis, and dissertation must be SLA graduate faculty, and that affiliated faculty can serve as committee members. Students should consult with their QP advisor and the SLA Program Director if there are questions about affiliated faculty. For issues pertaining to GA-ships, conference travel, fellowship applications, and research funds, the SLA Program Director should be consulted.

II. Credits and Units

The International Student Scholar Services Office (ISSS) stipulates that an international student needs to carry 48 units in order to retain full time status (<https://globalmaryland.umd.edu/offices/international-students-scholar-services/f-1j-1-student-overview>). Students with GA-ship are considered full time if they carry 24 units. International students may be able to establish part-time status with 36 hours, but should be careful to check with ISSS first to make sure their visa status will not be affected. The conversion of credits to units is as follows:

600 – 897 courses = 6 units per credit

898 – 899 courses = 18 units per credit

799 = 12 units per credit

All students need to make sure they are carrying enough units to remain enrolled in their degree program. Audits do not count in the credit to unit conversion.

III. Program Descriptions

A. M.A. Program

The SLA program offers two tracks to the M.A. degree. Students may opt for the Non-thesis Track, which requires six core SLA courses and four electives. The electives should be from the SLA curriculum unless approved by the student’s advisor. This track is for students aiming for permanent or transitional employment after graduation from the M.A. program. For students considering applying for a Ph.D. program after a few years of teaching, the Non-Thesis track offers more coursework.

| | Sem 1 | Sem 2 | Sem 3 | Sem 4 | Total |
|------------------|-------|-------|-------|-------|------------|
| Non-thesis Track | 610 | 630 | 640 | Elec | 10 courses |
| | 611 | 650 | Elec | Elec | |
| | | Elec | Elec | | |

The Thesis Track requires six core SLA courses, two electives and two thesis courses. The electives should be from the SLA curriculum unless the student petitions for replacing an SLA course with a relevant course offered in another program such as Linguistics, Psychology, or EDMS. Students in this track should aim to propose an original research thesis of publishable quality. The Thesis Track may be optimal for students wishing to immediately apply for a Ph.D. program in SLA or Applied Linguistics upon graduation. Students opting for this track should discuss their plan with the SLA Graduate Director as early as possible.

| Thesis Track | Sem 1 | Sem 2 | Sem 3 | Sem 4 | Thesis | Total |
|--------------|-------|-------|-------|-------|--------|------------|
| | 610 | 630 | 620 | Elec | 799 | 10 courses |
| | 611 | 650 | 640 | Elec | 799 | |

The core courses for the M.A. tracks are offered to coincide with each M.A. cohort progressing through the program. It is **very important** for M.A. students in both tracks to take the required courses when they are offered, for if a course is skipped, it might not be offered again within two years.

Students in either track are encouraged to participate in 649R, our weekly research critique seminar, at which student research and visiting speakers are featured. It provides a social opportunity for students to get to know each other and to get oriented to the field of SLA in general. The one credit option for this is SLA 779.

B. Ph.D. Program

The Ph.D. program requires two core courses in two SLA concentration areas and two electives. The four areas of concentration are second language learning, second language instruction, second language assessment, and second language use. The two core courses can be any two within each area of concentration. Two quantitative methods courses are also required of all Ph.D. students. These can be SLA 620, 630 or 760, or the EDMS courses. First semester Ph.D. students are required to enroll in SLA 649R, research critique, and all students should enroll in **779**, research critique, for 1 or 2 credits after their first semester in the program.

| Area | Required | 2 Courses in 2 Areas | | | | | 2 Quants | |
|---------------|----------|----------------------|------|-------------------|-----|-----|--------------|--------------|
| 1 Learning | 649R | 740 | 741 | $\frac{742}{743}$ | 744 | 749 | EDMS 646Q | EDMS 724Q |
| 2 Instruction | | 750 | 751 | 754 | 759 | 749 | EDMS 651Q | EDMS 657Q |
| 3 Assessment | | 620Q | 630Q | 760Q | | 749 | EDMS 647Q | EDMS 722Q |

| | | | | | | | |
|----------|-----|-----|-----|-----|-----|--------------|--------------|
| 4 Use | 770 | 771 | 772 | 773 | 749 | EDMS 621Q | EDMS 655Q |
|----------|-----|-----|-----|-----|-----|--------------|--------------|

Ph.D. students can get credit for taking 600 level courses **other than** 610 and 611, which are foundational core courses for the MA. Ph.D. students with SLLC GA-ship should consider carefully their choices in electives, for if they take SLAA 640 or SLAA 650 as electives, they may risk not having enough credits paid by the GA position to take 700 level courses later. For students who do not have an MA in a field related to the SLA domain, or who have not taken SLA courses before, it may be advisable to take 610 or 611 in the first semester, although these two courses do not count as electives. This option should be discussed with the SLA Director in the first term of the student’s program of study in SLA.

The Department of Educational Measurement and Statistics (EDMS) offers a series of quantitative methods courses, from which the two required quantitative courses can be chosen. In the SLA program, SLAA 620, SLAA 630, and SLAA 760 **all count** for quantitative research course credits. For EDMS courses, there are prerequisites. 646->651->655 are in a sequence, as are 651->647->724. EDMS 657 is a prerequisite to 722. Ph.D. students should check with the SLA Director before committing to the EDMS certificate or other certificate programs on campus, as certificates require more coursework and more credit hours than the SLA Fellowship will support and students **may have to pay for them on their own**. SLLC GAs in particular should plan their funding resources carefully, as the first year of the fellowship provides 10 credit hours for 20 hours of GA work; the second year provides 7 credit hours for 15 hours of GA work, and the third year provides 5 credit hours for 10 hours of GA work in SLLC. Careful planning of course sequencing is essential.

The SLAA 749 series courses are Special Topics seminars, and are denoted in TESTUDO with a suffix to differentiate the content. Note that some 749 seminars often require permission of the instructor, so check in advance.

C. Course Description

| | |
|---|--|
| Area 1 Learning | SLAA 610 Research and Theories Of SLA* SLAA 611 Fundamentals of Language Acquisition and Instruction* SLAA 640 Psycholinguistics SLAA 650 Second Language Analysis SLAA 740 Research Issues in Second Language Learning SLAA 741 Cognitive Processes in Second Language Learning SLAA 742 Second Language Processing SLAA 743 Interlanguage Studies SLAA 744 Age Effects/Maturation Constraints SLAA 749 Special Topics in Second Language Learning |
| Area 2 Second Language Instruction | SLAA 750 Instructed SLA SLAA 751 SLA Classroom Research SLAA 754 Task Based Language Teaching SLAA 759 Special Topics in Second Language Instruction |

| | |
|--|---|
| <p>Area 3 Second Language Assessment and Research</p> | <p>SLAA 620 Second Language Research Methodology SLAA 630 Second Language Testing and Assessment SLAA 760 Research in Second Language Assessment</p> |
| <p>Area 4 Second Language Use</p> | <p>SLAA 770 Sociolinguistics in Second Language Acquisition SLAA 771 Developmental and Cross-Cultural Pragmatics SLAA 772 Bilingualism and Multilingualism SLAA 773 The Heritage Language Speaker</p> |
| <p>649R Second Language Research Critique</p> | <p>SLAA 649R is our program’s weekly seminar class where students can present their Qualifying Paper proposals and defenses, Ph.D. dissertation proposals (not defenses), conference papers, works in progress, and/or talks on issues and/or research methods and/or recent publications in SLA. SLAA 649R is usually held on Thursday nights in Jimenez Hall from 5:00 to 7:30 pm.</p> <p>All Ph.D. students should be enrolled in SLAA 649R. For first-year Ph.D. students, this should be a 3-credit course enrollment. For second semester and beyond Ph.D. students, enrollment in SLAA 779 may be for 1 credit. All students (Ph.D. and MA) are welcome to present, regardless of their year in the program. Beginning from their second year, all Ph.D. students are required to present at least once a year during 649R. MA students are not required to enroll in the course for credit, but are encouraged to come and participate in the weekly seminar.</p> <p>Sign-ups are through the faculty instructor for 649R that semester. The slots in the last two or three weeks each semester are usually high in demand throughout the semester, mostly since students’ initial choices of earlier dates were overly optimistic resulting in a need to postpone. When requesting a date, ask yourself: “Will I really be ready by then?” Will my committee members have had two weeks to read the paper beforehand, and the committee chair additional time before that?” If you don’t put some pressure on yourself, you will not be ready before the very last slot of the term comes along.</p> <p>Socializing after 649R After SLAA 649R, some of the students and faculty in the program often go out for dinner. Sometimes the restaurant will be within walking distance, but other times, we have to hop into a few cars to get there. Everyone (MA, Ph.D., and faculty) is welcome to join and encouraged to do so. This weekly 649R is our best chance to get to know one another, talk about possible research partnerships, and build a support network in our program.</p> |

D. Undergraduate Research: 498R (Second Language Research Practicum)

SLAA 498 is offered on a semester-to-semester basis. Ph.D. students are welcome to sign up as Ph.D. graduate supervisors and work with undergraduate students who are interested in Second Language Acquisition.

The course is designed to offer undergraduate students a unique research experience in the area of second language acquisition. Select students will work as Undergraduate Research Assistants (UGRA) to help conduct research on a variety of research topics (e.g., “Individual Differences in Second Language Acquisition”, “Implicit and explicit learning of a second language”, “Heritage language learning”, “Second Language Processing”, etc.) A specific research topic can be determined with the Ph.D. graduate supervisor.

As an outcome of the course, students will gain knowledge in a particular second language acquisition area, be able to understand the relationship between data and hypotheses, learn how to set up an experiment, create experimental stimuli, and analyze data using analytic software.

UGRAs can register for 2 credits (8 hours/week) or 3 credits (12 hours/week). Students will be selected based on their application materials (resume, cover letter, name of a reference as well as next semester’s schedule) and their explicit motivation to work in a research lab. Evaluation factors that go into assigning a grade include effort, attitude, quality of work, and participation over the course of the semester. For more information about the course in general, please contact Dr. Kira Gor at kgor@umd.edu.

E. Foreign Language Requirement

Before graduation, all SLA PhD students must demonstrate three types of experience with second language learning: learning a non-native language, proficiency in a second language, and teaching a second language to non-native speakers of that language. All three types of experience or ability will be verified through official documentation and/or assessment. The three requirements do not have to be met in the same language.

1. Language Learning

PhD students must have two semesters of college-level non-native language learning in a classroom environment (6 credit hours, minimum), verified through transcripts. SLLC will provide instruction for PhD students who need it.

2. Language Teaching

Ph.D. students must have taught a second/foreign language to non-native speakers of that language for at least 1 semester, or the equivalent of 45 hours verified through contract, letter, etc.

3. Language Proficiency

PhD students must demonstrate that they are able to communicate in a second/foreign language at a minimum level of proficiency (intermediate-low on ACTFL). An OPI can be used to fulfill this requirement. Students whose native language is not English will be able to satisfy this requirement with TOEFL or IELTS.

F. Ph.D. Qualifying Papers

Each Ph.D. student is required to complete two qualifying papers of publishable quality. Full time SLA Ph.D. students should aim to propose the first qualifying paper topic by the end of their fifth semester in the program. Qualifying papers that involve original data collection require an IRB (Institutional Review Board) approval. Once a plan has been discussed with the QP advisor, steps must be taken to clear the IRB process before any data can be collected from participants. The topic of each qualifying paper should be negotiated with the QP advisor. The SLA program strongly recommends that the two QPs be on different topics, and ideally should involve different research methods so that the student develops expertise in a range of research designs and analysis methods.

The QP needs to be ratified through a process of nominating a QP advisor among the SLA graduate faculty, the drafting of a QP proposal and discussion with the QP advisor prior to nomination of a QP committee, comprised of three faculty members. Students should consult with their QP advisor before asking affiliated faculty or non-UMD faculty to join the committee. Once a committee is formed, the student is required to defend the QP proposal. QP proposal defenses are normally scheduled in SLA 649R (Research Critique), and must be preceded by a written proposal and distributed to the QP committee at least ten days before the scheduled defense.

The oral defense of the proposal is followed by a revision, based on comments and suggestions arising in the defense process. Once students have received the comments, the document is revised with the requested changes incorporated. Once the QP advisor is satisfied that the revised proposal is sufficiently rigorous, the student should continue with the planned research and should not modify the agreed-upon focus, design, or analysis without consultation with the QP advisor.

Once the QP project has been written, a final defense must be scheduled. QP defenses are normally conducted at the SLA 649R (Research Critique) venue and are open to all students. The student presents the main findings of the research in a conference-like setting and responds to questions and comments from the committee members and from those in attendance. The committee convenes immediately after the oral defense and provides a summary of suggested changes to the QP document. The student is then obliged to resubmit the revised QP to the advisor within about two weeks, and the advisor will file the signed attestation by the committee that the QP project meets the established standards. A template for the QP and dissertation defense is in [Appendix C](#) (Form 1). The signed documents will go into the students file maintained by the SLA program director. A sample of Qualifying Paper titles is in [Appendix B](#).

QP and Dissertation Research Funds

A Ph.D. student conducts an empirical experiment, he/she may use up to a total of \$3000 for payments to study participants. It will be up to the individual student to decide whether the funds are to be partially used for the QPs, or saved for the main dissertation data collection. In the event a student chooses not to use the research funding for QPs, the following options can also be pursued: a) design a detailed study and execute a quantitative analysis with archived or simulated data; b) conduct an exhaustive literature review and conduct a quantitative meta-analysis; c) do a micro-analysis or discourse analysis of recorded interaction from classrooms, proficiency interviews, etc. d) execute a

detailed needs analysis of language use in a specific setting. PhD students should also consider other sources of research funding from ARHU (Arts and Humanities College), the Language Science Center, special grants from journals such as Language Learning, and research grants from Educational Testing Service.

Doctoral students may enroll in **SLA 888** (Doctoral Independent Study) or **SLA 898** (Pre-Candidacy Research) while they are working on the second qualifying paper, after consultation with the QP II advisor. For students who have completed their second QP and are either writing a dissertation proposal or are writing the dissertation, it is *extremely important* to confirm that you are enrolled in **SLA 899** (Dissertation Research) for 12 credits. The Graduate School will drop any PhD student who is not enrolled in **SLA 899** in the six months prior to their graduation date.

After the second qualifying paper has been successfully defended, the student should file for **advancement to candidacy** by filling out the form available from the Registrar's website (https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/application_for_admission_to_candidacy.pdf). This form needs to be signed by the student's academic advisor and the SLA Program Director before being filed in the SLLC office. The SLLC administrator will make copies and forward the form to the Graduate School.

IV. Thesis and Dissertation Research

It is important to remain enrolled in the program after the second qualifying paper has been completed. In the period after the defense of the second qualifying paper, or when the student is planning a dissertation proposal, enrollment in **SLA 899** (doctoral research) is required. Students should confirm with the SLLC administrator that they are officially enrolled in SLA 899. The Graduate School will automatically dis-enroll any student who is not registered for a course after the advancement to candidacy form has been filed.

The student should propose a dissertation project after consultation with the dissertation advisor. MA students on Thesis Track should also consult with the advisor about committee membership. A **Nomination of Thesis Committee Form** (Appendix D: Form 2) should be completed after the thesis members have been confirmed. Note that the student can select any SLA faculty member to be the dissertation advisor, but cannot nominate an outside committee member as the committee chair. The student should negotiate with the dissertation advisor about committee membership, and invite a maximum of two UMD faculty or affiliates who are not on the SLA faculty. It is important to check with the SLA Program Director about external committee members, as the Graduate School has regulations about committee membership. The student should submit a **Nomination of Dissertation Committee Form** (see Appendix D). The dissertation committee chair will nominate a fifth committee member as the Dean's Representative, who monitors the dissertation defense process and may vote on the final dissertation project. The Dean's Representative must be a tenured faculty member at UMD.

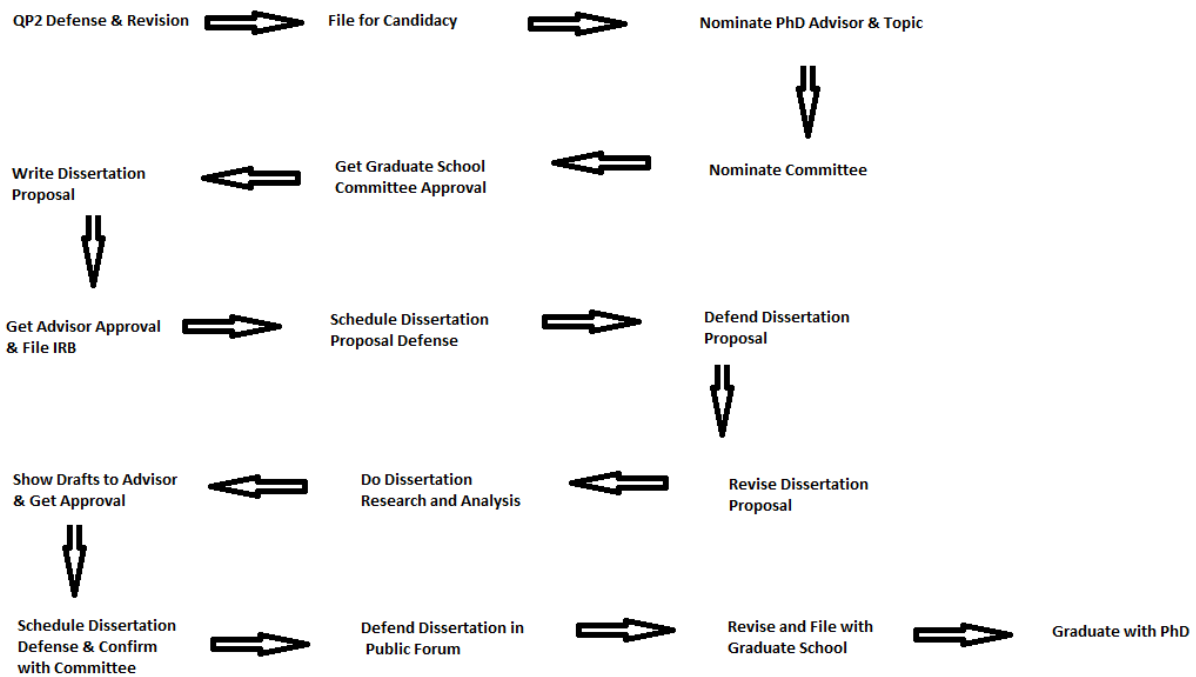
In some dissertation projects, the student may wish to request that a faculty member from outside the University of Maryland be nominated to join the dissertation committee. The student needs to inform the dissertation advisor and the SLA Program Director of this intention, and upon their approval, write a letter to the Graduate Dean explaining how the external committee is uniquely qualified to play the role of examiner, and why the committee member is needed for the defense. The SLA Program Director

must also write a letter of endorsement for the external member, after getting the consent of the SLA faculty. The student must complete a **Nomination for Membership on the Graduate Faculty** form (Appendix E: Form 3), which should include the external member's curriculum vitae and the SLA Program Director's signature. The external committee member must also complete the **Employee Data Collection Form** (Appendix F: Form 4). The Graduate Dean's Office will make the final determination about the external member's qualification to serve on the committee.

Once the dissertation committee has been approved, the student must defend a dissertation proposal (Appendix G). After the proposal has been defended with the four faculty members present, the student usually needs to revise the proposal. Upon the advisor's acceptance of the revised proposal, the candidate should confirm enrollment in **SLA 899** (Dissertation Research) during each semester in which the dissertation research is being conducted.

The Ph.D. defense needs to be conducted in a public forum, with notification of the time, title, and location of the defense given well in advance. The candidate and advisor should inform the SLLC administrator of the details at least two weeks in advance. The default venue will be St. Mary's (the Language House) main hall. All students and faculty, as well as outside observers may attend the defense.

Progression to PhD Flowchart



The student should prepare a signature page for the dissertation proposal defense and bring it to the defense for committee members to sign (see Appendix G).

After the thesis or dissertation has been successfully defended and final revisions submitted and approved by the dissertation advisor, the student should complete the **Thesis and Dissertation Electronic Dissemination Form** (Appendix H: Form 5) and return it (attachment or surface mail) to the Office of the Registrar.

Graduate School Policy on Incomplete Grades

The Graduate School now requires students requesting incomplete grades to have a medical reason or to claim exceptional circumstances. In the event an incomplete grade ('I') is negotiated, there must be a default grade assigned in the event the incomplete grade is not resolved within 12 months. After 12 months the default grade will be assigned and no changes will be accepted. There also must be a written record of the agreement between the professor and the student specifying the type and quality of project acceptable for resolving the incomplete grade. The agreement should be sent to the Graduate Director and put in the student's file.

V Conferences

A. Funding for Conference Travel

SLA Ph.D. students are encouraged to present their qualifying papers at academic conferences. SLLC and ARHU provide limited funds to support student travel and accommodations to vetted **domestic** conferences. The student presenter must show evidence that the paper has been accepted after blind review, and must apply for the funds through the SLLC office on the third floor of Jimenez Hall. Students should be aware that many conferences routinely invite applicants not accepted to present in paper sessions to participate in poster sessions. The poster sessions can vary widely in the volume of attendance and quality of feedback provided. SLA travel funding preference will be given to paper presentations.

There are three main funding sources for conferences:

| Institution | Description |
|---|--|
| School of Languages, Literatures, and Cultures (SLLC) | <p>SLLC Graduate Students will be allowed up to \$750 in SLLC funds per academic year for reimbursement of 50% of the total approved cost of travel for conference presentation. In practice, this means that single trips over \$1,500 will be granted the maximum \$750. Trips that cost under \$1,500 will be reimbursed at less than the maximum of \$750. If the approved cost of a single trip is \$400, the reimbursement will be \$200. You may apply multiple times a year, up to the maximum reimbursement of \$750.</p> <p>To apply for funds, complete the SLLC Travel Approval Request Form and the Supplemental Travel Approval Request (TAR) Form for Graduate Students (see https://sllc.umd.edu/info/facstaff/travel or Jimenez 3215 for a hard copy). Please note that the Supplemental TAR requires signatures from the Graduate Director; make sure to obtain these signatures BEFORE submitting your application. Both forms should be saved as PDF (be sure to <i>include your name in the file name</i>), and emailed to sllc-travel@umd.edu at least one month prior to the intended travel date. Please include proof of acceptance (translated into English, if need be), the</p> |

title of your paper, and documentation of any external funding sources in the email application. International travel requires approval from the Dean’s office; requests should be submitted at least six weeks prior to travel.

If you would like Administrative Affairs to book and prepay any of your travel expenses (hotel, airfare), you must apply six weeks prior to your travel date. Please note that reimbursement for airfare you purchase yourself requires detailed documentation and can only occur after travel is completed as per university policy. For more information on UMD travel policies, see: <http://www.dbs.umd.edu/travel/>

For reimbursement purposes, awardees are advised of the following stipulations:

- Only actual expenses with original receipts will be reimbursed.
- Reimbursable items up to \$750 include:
 - Airfare, bus, rail, car, taxi, parking
 - Lodging (capped at \$100 per night for the duration of the conference only)
 - Conference registration
 - Mileage (<http://www.dbs.umd.edu/travel/services/rates/pov.php>)
 - Per diem (domestic: <http://www.dbs.umd.edu/travel/services/rates/domestic.php>; international: <http://www.dbs.umd.edu/travel/services/rates/foreign.php>. Note that any meals included in the conference registration fee are not covered under per diem, and that receipts are not required for food and meals covered under per diem.)
- Membership dues will not be reimbursed.

Although matching funds are not required to receive SLLC travel support, graduate students are highly encouraged to seek additional funding in support of conference travel from their departments, ARHU, and the Graduate School (see below for information on these funding sources), Please attach a copy of any award letters to the application emailed to sllc-travel@umd.edu.

Upon completion of conference travel, graduate students should submit a **Travel Reimbursement Form** (SLLC website or 3215 Jimenez) and original receipts within 30 days of the return date.

| | |
|--|--|
| University of Maryland College of Arts and Humanities (ARHU) | <p>https://www.arhu.umd.edu/graduate/fellowships/travelawards</p> <p>You can apply for an ARHU Graduate Student Travel Award or a Jacob K. Goldhaber Travel Grant for domestic and international conference travel. To help fund international conference registration fees, you can apply for the International Conference Student Support Award. Please see above link for details.</p> |
| Language Science Fellows | <p>If you are a Language Science Fellow, you may be eligible to apply for conference travel funding (e.g., travel, lodging, conference registration costs, etc.). Approval of funding requests depends on the availability of funds and whether the proposed activities align with the goals of the LSF program and the student’s training plan. Availability of funds does not guarantee support unless the following criteria are</p> |

met:

- Participation at the conference/research activity must serve to enhance the student's interdisciplinary professional and academic development. Priority for support will be given to presentations at competitive and prestigious meetings, and to participation in meetings outside a student's home area.
- The work presented or the research conducted should be new. The LSC will not support presentation of the same material in different venues (even if one presentation was funded by other sources), except in special circumstances, which must be justified.
- In cases of presentations with multiple student authors, additional justification should be given when requesting travel support for multiple authors.
- **Students should make an effort to secure funding from a variety of sources** over the course of their graduate training: the LSC cannot necessarily cover all of a student's travel needs.

If LSC funding is essential for your conference travel, it would be a good idea to contact them before you apply to the conference, especially for cases of international travel. Once you have informal approval and are ready to make your travel plans (at least one month before travel), complete the LSF Travel Form ([link](#)), have it approved and signed by your advisor, and send it to Shevaun Lewis (shevaun@umd.edu) for review and approval.

B. Recommended Conferences

| Institution | Description |
|-------------|---|
| SLRF | The Second Language Research Forum (SLRF) is hosted annually by a U.S. or Canadian university with proposals for papers and colloquia sought every year. |
| AAAL | The American Association for Applied Linguistics (AAAL) is held every year with proposals for individual papers and colloquia sought every year. Please see www.aaal.org for more details. |
| GURT | The Georgetown University Round Table (GURT) on Languages and Linguistics was first held in 1949 and has been held every year since then covering a wide range of topics differing from year to year. Proposals for individual papers and colloquia are sought every year. Please see https://gurt.georgetown.edu for more details. |
| ISB | The International Symposium on Bilingualism (ISB) is organized every other year. ISB invites paper/poster /colloquia proposals on all areas of research in bilingualism and multilingualism (e.g., linguistics, sociolinguistics, psycholinguistics, neurolinguistics, clinical linguistics, education, multilingual societies, etc.) |
| LTRC | Language Testing Research Colloquium. This conference is focused on language testing and assessment and is held in the USA every other year. The papers are generally presented in plenary format. See www.ILTA.org for details. |
| ECOLT | The East Coast Organization of Language Testers (ECOLT) represents an East Coast group of professionals, scholars, and students who are involved in language testing projects and research. There is a conference every year where students can submit |

a proposal for a 30 minute paper or an hour long poster session. Please see <https://sites.google.com/site/ecoltaelrc/> for more details.

VI Resources

A. SLA lab and Equipment

The SLA lab is in the basement of Jimenez Hall (Rooms 0202/0204). The lab is for experiments such as reaction times, eye tracking, etc., and also has computers with statistical applications such as SPSS and SYSTAT for student use. To gain access to the lab, you will need your UMD student ID and swipe access. If you would like swipe card access to the SLA lab, you can email the SLLC Facilities Services Coordinator (currently: Nicolas Cooper at ncooper@umd.edu). After the request is submitted, it usually takes 3 business days for access to be granted.

To reserve the SLA lab for research, simply login to the SLA Gmail account (Username: slaaprogram, PW: JMZ0202), open the Google Calendar, and then indicate your name, times, and specific space(s) you would like to reserve. This is on a first come first serve basis. The SLA lab comprises of four areas: 1) the large main area, 2) the sound booth (a small sound attenuated room), 3) the small computer closet (with one PC and very little space), and 4) the larger computer room (it contains one PC and one Mac). It is helpful to specify in the Google Calendar which space/area you would like to reserve in order to allow for maximal use of the lab spaces, especially in busy seasons. Also, as a matter of etiquette, it is best to only reserve times you are quite certain you will need (e.g., only the hour or hours you will need, not the entire day).

When working with participant schedules, specificity is sometimes hard to commit to, so the most important thing is to update your reservation times regularly and be available for others to contact you in case they have questions about reservation specifics. In general, things will go well if we all bear in mind that *this is everyone's space*.

Please contact Dr. Kira Gor (kiragor@umd.edu) or the current SLA GA Lab Manager for information on how to borrow equipment from the lab cabinet or laptop computers.

B. Language Science Center

<https://languagescience.umd.edu/>

Led by Professor Colin Philips of the Linguistics Department, University of Maryland language scientists are based in the following programs: Hearing and Speech Sciences, Computer Science, Second Language Acquisition, Counseling, Higher Education, and Special Education, Psychology, Human Development and Quantitative Methodology, etc. Come to have free lunch on Thursdays and join the larger community for Language Science Day and Winter Storm.

C. University of Maryland Cognitive Science Colloquium

<http://faculty.philosophy.umd.edu/pcarruthers/cog-sci.htm>

Support for the colloquium is provided by the Departments of Linguistics, Philosophy, and Psychology, and by the Neuroscience and Cognitive Science program (NACS). Meetings are held on Thursdays 3:30-5:30 pm in Bioscience Research Building 1103.

D. Library resources

1. Scan and Deliver

<https://www.lib.umd.edu/access/scan-deliver>

Don't want to walk to library to get articles? The Libraries will now deliver articles electronically to your desktop! The Scan & Deliver service delivers digital copies of journal articles and book chapters to you within three business days of your request (provided they are available in print on the UM Libraries' shelves.) In the event that an article or chapter you request is not available on campus, Scan & Deliver will automatically refer the request to Interlibrary Loan. This service is free of charge and available to UMD Faculty, Staff, Undergraduate, and Graduate Students.

2. ILL/ U-Borrow

<https://www.lib.umd.edu/access/ill>

Can't find books at UMD? These days one library just is not enough. Interlibrary Loan Services is your connection to a network of institutions around the globe. Not only do we provide material (books, articles, A/V etc.) from other libraries, but we supply material to them as well. Whether it is across the world or across the campus, Interlibrary Loan Services is about getting you the material you need. We strive to make the process easy, fast and efficient so that everyone can get to work.

3. Other resources @ Library

Workshops such as using R-statistics, How to Write a Literature Review, Endnote, and Writing Center (<https://gradschool.umd.edu/graduate-school-writing-center>) are provided. If English is not your first language, the English Editing for International Graduate Students (EEIGS) provides editing services that may be useful for drafting QPs and Proposals.

If you have more questions about using the library, you may ask questions of our subject specialist Patricia Herron via herron@umd.edu.

VII Online Resources and Databases

A. TESTUDO

www.testudo.umd.edu

The course offerings for the upcoming semester are posted on TESTUDO around the middle of each term. Check the course offerings, but be beware that the actual offerings get revised and updated. Be sure to check the course offerings periodically as the current term progresses to ensure that the curricular offerings are finalized.

B. ELMS

<https://elms.umd.edu/>

Many SLA courses post the readings, tasks, and other materials on CANVAS accessed through the ELMS (elms.umd.edu) platform. Once you are officially registered for a course, your name will appear on the instructor's roster in CANVAS, which then permits a student to access the course content and submit projects. Check with each SLA instructor about the required uses of CANVAS for any particular course.

C. Facebook Group: UMD SLA Terps

<https://www.facebook.com/groups/SLATERPS/>

Please feel free to join our Facebook group. A lot of current students can be found in the group, and you are welcome to post questions or share information on upcoming conferences, research/job opportunities, or anything SLA!

D. Linguistics and Language Behavior Abstracts (LLBA)

<https://www.lib.umd.edu/dbfinder/id/UMD08121>

LLBA indexes and summarizes journal articles, books, book chapters, dissertations, selected conference proceedings, and book reviews on linguistics and its sub-disciplines. It covers all aspects of the study of language including phonetics, phonology, morphology, syntax and semantics. Complete coverage is also given to various fields of linguistics including descriptive, historical, comparative, theoretical and geographical linguistics.

E. Non-SLLC GAships and Other Jobs on Campus

<https://ejobs.umd.edu>.

Graduate assistantships and summer employment opportunities on campus are often advertised through a jobs list at UMD. SLA students seeking such opportunities should check the listing at the end of each term, or before the very beginning of the next term.

F. Library Research Resources can also be found at <https://lib.guides.umd.edu/sla>. This link gives access to databases, handbooks, and other SLA resources.

Second Language Acquisition

This is a guide to selected sources for research in second language acquisitions. For additional information consult the subject librarian, Patricia Herron at herron@umd.edu or 301-405-9280.

| | |
|---|--|
| Home | Introduction |
| Encyclopedias and Handbooks | This is a guide to important print and electronic reference sources in the field of second language acquisition. Email or phone the subject specialist for more information and assistance. |
| Finding Books | |
| Finding Articles | |
| Electronic Journals | |
| Finnding Dissertations | |
| Off Campus Access to E-Journals | |
| Citing & Preparing Annotated Bibliography | Research Commons Workshops and Videos |
| | The Libraries Research Commons offers a number of videos about organizing your research, using citation managers, writing a literature review, and more. They also offer Common Quandries Workshops and Related Events throughout the semester which include introductions to a variety of skills, tools, and concepts to researchers on campus. |
| | The Basics |

Questions or comments about the handbook should be directed to Prof. Kira Gor (kiragor@umd.edu)

If you need to update some information please contact Tetiana Tytko (tetianatytko@gmail.com).

V. Appendices

A. Links to Corpora Databases

| | |
|---|--|
| A | American National Corpus (ANC) http://www.anc.org |
| B | British National Corpus (BYU-BNC) http://corpus.byu.edu/bnc/ |
| | Business Letter Corpus (BLC) http://www.someya-net.com/concordancer/ |
| | Bookmarks for Corpus-Based Linguistics http://martinweisser.org/corpora_site/corpuslinksHOME.html |
| | Brown Corpus http://111.200.194.212/cqp/ |
| | 北语 HSK 动态作文语料库 http://202.112.195.192:8060/hsk/login.asp |
| | Brown for Psycholinguistics http://websites.psychology.uwa.edu.au/school/MRCDatabase/uwa_mrc.htm |
| | BCC (Beijing Language & Culture University Centre of Corpus) http://bcc.blcu.edu.cn |
| | Business English Corpus http://biz.yulk.org |
| C | Claws Trial http://ucrel.lancs.ac.uk/claws/trial.html |

| | |
|---|--|
| | CASS (ESRC Centre for Corpus Approaches to Social Science) http://cass.lancs.ac.uk |
| | CCTFC (The Contemporary Chinese Translated Fiction Corpus) http://www.bfsu-corpus.org/static/cctfc/ |
| | Cncorpus http://www.cncorpus.org |
| | Corpus of Contemporary American English (COCA) http://corpus.byu.edu/coca/ |
| | Corpus Finder http://www.helsinki.fi/varieng/CoRD/corpora/index.html |
| | CQPweb at Beijing Foreign Studies University http://111.200.194.212/cqp (Admin: test/ Pw: test) |
| D | DCC http://dcc.blcu.edu.cn/main.action |
| E | EmoBase http://emolex.u-grenoble3.fr/emoProf/index.php |
| G | German Learner Corpus https://korpling.german.hu-berlin.de/falko-suche/search.html |
| H | 华中师范大学汉语复句语料库 http://218.199.196.96:8080/jiansuo/TestFuju.jsp |
| J | JTW (Just the Word) http://www.just-the-word.com |
| L | Introduction of LIVAC Synchronous Corpus http://www.livac.org |
| | A Collection of Chinese Corpora and Frequency Lists http://corpus.leeds.ac.uk/query-zh.html |
| | Level Test on-line http://www.er.uqam.ca/nobel/r21270/levels/ http://www.test-your-english-now.net |
| M | Media Language Corpus (MLC) http://ling.cuc.edu.cn/RawPub/ |
| N | Noun Phrase Search http://npcorpus.bu.edu/cgi-bin/search.pl |
| R | Russian Error- Annotated Learner English Corpus http://realec.org |
| S | Scientext http://scientext.msh-alpes.fr/scientext-site-en/spip.php?article9 |
| | StringNet http://nav4.stringnet.org |

| | |
|---|---|
| V | Varitext http://syrah.uni-koeln.de/varitext/ |
| | VOICE (Vienna- Oxford International Corpus of English) http://www.univie.ac.at/voice/ |
| | VerbNet http://verbs.colorado.edu/verb-index/index.php |
| W | Word Neighbor http://wordneighbors.ust.hk |
| | Word Frequency Data http://www.wordfrequency.info |

B.**Qualifying Paper Titles from 2010 to 2018****(Compiled by Yoonjee Hong and Kyoko Kobayashi-Hillman; updates by Eunsoo Kang)**

| | |
|---|---|
| 1 | Phonological levels of representation in second language learners |
| 2 | The effects of linguistic properties and inhibitory control on native spoken word recognition |
| 1 | Morphological Processing in Non-Native Speakers of Arabic: Evidence from Masked Priming |
| 2 | Reaching Automatization through Practice: The Effect of Form-focused Maze Practice on the Acquisition of the Arabic Past Tense |
| 1 | Aptitude as a predictor of individual differences in language proficiency growth |
| 1 | The Processing of Inflected Arabic Plurals by Native and Non-native Speakers of Arabic: Is There a Room for Full-Form Word Recognition |
| 2 | Can Measures of Multidimensional Second/Foreign Language Ability Exhibit Both Convergent and Discriminant Validity? A Multi-Trait Multi-Method Analysis of Three Measures of Foreign Language Proficiency |
| 1 | Bilingual Word Recognition: The Processing of Inter-lingual Homographs |
| 1 | Advanced Second Language Learners' Perception of Lexical Tone Contrasts |
| 2 | Accented tones: the perception and processing of foreign accented speech in Mandarin Chinese |
| 1 | Representation and processing of lexical bundles |
| 2 | The effects of frequency, L2 exposure, and phonological short-term memory on L2 collocation learning |
| 1 | How Far Can L2 Implicit Learning Go? Reexamining the Power of L2 Implicit Learning |
| 1 | Recasts and Target Structure Salience |
| 2 | Task Complexity, Cognitive Load, and L1 Speech |
| 1 | Incidental vocabulary learning in SLA: Effects of frequency and aural enhancement |
| 1 | Language Aptitude and Implicit Learning Ability in Longitudinal Associative Learning |
| 2 | Syntactic Parsing as Learning: Short-Term Memory for L1 and L2 Syntactic Units |
| 1 | Needs analysis for U.S. Foreign Service Officers |
| 2 | Negotiations during instruction delivery and reaction-time data in psycholinguistic experiments |
| 1 | L1 and L2 processing of compound words: Evidence from masked priming experiments in English |

- 2 The comparative effectiveness of perception and production practice in Mandarin tone-word learning by native English-speaking adults
- 1 Self-assessment in Second Language Testing: an Updated Statistical Meta-analysis
- 2 Pathways to Proficiency: An Exploration of How Cognitive and Non-Cognitive variables Contribute to the Development of Achievement and Proficiency Outcomes
- 1 L1 and L2 processing of morphologically "Extra" complex words: Masked priming in Turkish compounds
- 1 Re-examining the Role of Explicit Information in Processing Instruction: Bridging a Methodological Gap
- 2 Validating Grammaticality Judgement Tests: Evidence from Two New Psycholinguistic Measures
- 2 Exploring Grammatical Gender Acquisition with Recurrent Neural Networks
- 1 Exploring the influence of L1 Phono-tactics, Perception, and Memory Consolidation on Newly Formed Lexical Representations
- 1 Fast automatic translation activation revisited: Evidence from masked priming Experiments
- 2 An investigation of the construct validity of Chinese language proficiency: A multi-trait-multimethod approach
- 1 Investigating the relationship between working memory capacity and the sub-skills of second language listening
- 2 Exploring the effect of the noun phrase environment on English article use by Japanese L1 speakers
- 1 The cross-language activation of Korean and English in a monolingual setting
- 1 TBLT: An Empirical Study of Task Transfer
- 2 Focus on Meaning and Form in Second Language Vocabulary Learning
- 2 Aptitude and Achievement Measures as Predictors of Growth in Second Language Proficiency
- 1 Statistical sensitivity, cognitive aptitudes and processing of collocations
- 1 An Investigation of Aptitude-by-Treatment Interactions in Distributed and Massed practice Optimal Timing of Task Repetition for Proceduralization
- 2 Deconstructing Elicited Imitation: Evidence from the Word-Monitoring Task
- 1 Effects of task complexity and task closure on the speech of L2 learners of Spanish
- 2 The effects of frequency, L2 exposure and use, and phonological short-term memory on L2 collocation learning
- 1 An eye-tracking investigation of selective attention and the role of salience in incidental vocabulary learning

C. Form 1: Specimen for Qualifying Paper

<https://drive.google.com/file/d/12N6lzUVZpu6FIB0Y5Y9LUYv72VTTybOM/view>

| | |
|--|-------------------------------|
| <p>Title (Make the title clear and concise. Limit it to a maximum of 12 words)</p> | |
| <p>Proposal for Qualifying Paper I (Be sure to label the document as either a proposal or a defense, denoting I or II)</p> | |
| <p>Your Name</p> | |
| <p>University of Maryland</p> | |
| <p>Date (Don't forget the date)</p> | |
| <p>Committee: (If the student wishes to nominate a member who is not an SLA faculty member, check with the advisor and program director first, as the Graduate School has regulations about committee members)</p> | |
| Dr. Thomas Smith (Advisor) | I approve this proposal _____ |
| Dr. Richard Jones | I approve this proposal _____ |
| Dr. Harry Adams | I approve this proposal _____ |

D. Form 2: Thesis and Dissertation Documents

https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/nomination_of_thesis_or_dissertation_committee_form.pdf



UNIVERSITY OF MARYLAND, COLLEGE PARK
Office of the Registrar



NOMINATION OF THESIS OR DISSERTATION COMMITTEE

This form must be submitted to the Office of the Registrar at least 6 weeks before the examination and before the established deadline dates

Date: _____

Print Full Name (Last, First, Middle) _____

Student University ID Number (UID) _____

Address _____

Graduate Program Code _____

City, State, Zip _____

Degree Sought: _____

(Area Code) Telephone _____

Email Address _____

Title of Thesis or Dissertation: _____

Are Human Subjects involved in the research? Yes No (If yes, please attach a copy of the approval from University Institutional Review Board (IRB))

Are vertebrate species (birds, mammals, fish, etc.) involved in this research? Yes No (If yes, please attach the UMCP Animal Care and Use Committee (UMCP-ACUC) form, showing protocol number and approval date)

Is recombinant DNA/RNA involved in this research? Yes No (If yes, please attach a copy of the approval from the UM Institutional Biosafety Committee).

Publication of a thesis or dissertation (in part or entirely) may compromise certain intellectual property rights. Contact the Office of Technology Commercialization (www.otc.umd.edu) if you envision eventual commercialization of your work.

Expected Oral Examination Date _____ (Please note that an oral examination may not be held until the Office of the Registrar approves the recommended committee.)

List all nominees on the table provided on the reverse of this form.

Is this a New Committee Revised Committee?

If this is a revised committee, did the original committee ever meet? Yes No (If yes, please explain using a separate sheet. If the candidate failed before the original committee, please attach a letter of explanation from the Director of Graduate Studies.)

Advisor (Print Name then Sign) _____ Date _____

Telephone Extension/Email Address _____

Director of Graduate Program (Print Name then Sign) _____ Date _____

Telephone Extension/Email Address _____

For the Registrar or Designee _____

Date _____

Note: Nomination for Graduate Faculty Members is available online at www.gradschool.umd.edu

Please return this form to:

The Office of the Registrar
1113 Mitchell Building • University of Maryland
College Park, Maryland 20742-5121
Email: registrar-graduate@umd.edu
Fax: 301-314-9568

Revised 07/2015

E. Form 3: External Dissertation Committee Member Nomination

[https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/Forms/nomination to graduate faculty form.pdf](https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/Forms/nomination%20to%20graduate%20faculty%20form.pdf)



Nomination for Membership on the Graduate Faculty

See the reverse side of this form for an explanation of the different categories and the procedure necessary to have individuals added to the Graduate Faculty. **For Special members, there is no UMCP appointment. Instead, the department/unit's PHR Creator inputs personal information and education information in the PHR Graduate Faculty Module. This will generate a UID.**

| | |
|---|--|
| Candidates Name (Last, First, Middle) | University ID Number - Required |
| Academic Rank at Home institution (if applicable) | Nominating Program |
| Tenure Home (Dept.) if at UM, College Park | Primary Place Employed if Not UM, College Park |

Is this a renewal of prior status? YES NO

Does faculty hold appointment at other institutions in the University System of Maryland? YES NO

Recommended Membership Level (select one): *(see reverse side of this form for description of categories)*

- Special *(Not affiliated with the University, no UMCP appointment required, 5 year term)*
- Adjunct *(UMCP appointment in PHR required, 5 year term)*
- Full, Emeriti *(Emeriti renewal, 5 year term)*
- Full, intercampus *(Grad School approved exceptions, 5 year term)*

Department Faculty Approval Vote? YES Date _____

Current CV included? YES

Nominated by Department DGS or Chair

| | | |
|---|------|---------------|
| Director of Graduate Studies or Chair: Name / Signature | Date | Email Address |
|---|------|---------------|

Name of Program PHR Creator _____
(Must route form to PHR Creator for Special and Adjunct Member nominations)

Graduate School Approval _____
 Dean of the Graduate School Date

Please submit this Nomination Form, Chair's letter, and Nominee's CV to:
 The Graduate School, 2123 Lee Building, University of Maryland at College Park, College Park, MD
 20742-5121 Phone 301-405-3644 / Fax: 301-314-9305 / gradschool@umd.edu

F. Form 4: Employee Data Collection Form

<http://www.ipst.umd.edu/employment/employee-data-form.pdf>

Employee Data Collection Form

| 1. Employee Information | | | |
|---|---|---|--|
| Social Security #: | Last Name: | First Name: | Middle Name: |
| Suffix Name (circle one) II III IV V Jr. Sr. None | Birth Date: | Racial Identity: <input type="checkbox"/> Not Reported <input type="checkbox"/> Amer Indian/Alaska Nat <input type="checkbox"/> Black/African American <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Hispanic <input type="checkbox"/> White | Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male |
| Citizenship/Visa Status: | Citizenship Country: | Visa or Perm Res #: | Check Distribution: |
| Military Status (check one): <input type="checkbox"/> Non-Veteran <input type="checkbox"/> Veteran <input type="checkbox"/> Vietnam Veteran <input type="checkbox"/> Active Reserve <input type="checkbox"/> Inactive Reserve <input type="checkbox"/> Retired <input type="checkbox"/> Special Disability | Highest Education Level (check one): <input type="checkbox"/> Less Than 7 th Grade <input type="checkbox"/> 7 th , 8 th , 9 th Grade Completed <input type="checkbox"/> 10 th , 11 th Grade Completed <input type="checkbox"/> High School Grad or GED <input type="checkbox"/> Some Bus Coll Trade (HS Grad) <input type="checkbox"/> Associate Degree Earned <input type="checkbox"/> Bachelor's Degree Earned <input type="checkbox"/> Some Graduate Study <input type="checkbox"/> Advanced Grad Specialist (AGS) <input type="checkbox"/> Master's Degree Earned <input type="checkbox"/> Doctoral Degree Earned <input type="checkbox"/> First Professional Degree Earned | Phone Directory (check one): <input type="checkbox"/> All information <input type="checkbox"/> Blank <input type="checkbox"/> No Permanent Address/Phone <input type="checkbox"/> No Permanent Address <input type="checkbox"/> No Permanent Phone | Retired from State (check one): <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2. Employee Address Information | | | |
| Business/Office Address: | | Phone: | |
| Permanent Address: | County: | State: | Phone: |
| 3. Employee Email Address Information | | | |
| Primary Email Address: | | | |
| 4. Employee Education Information | | | |
| Institution: | Degree: | Degree Date (yyyy/mm): | |

G. Dissertation Proposal Cover Page

Title

(Make the title clear and concise. Limit it to a maximum of 12 words)

Dissertation Proposal

Your Name

University of Maryland

Date

(Don't forget the date)

Committee:

| | | |
|------------------------------|-------------------------|-------|
| Dr. Seymour Komars (Advisor) | I approve this proposal | _____ |
| Dr. Shirley Pasyah | I approve this proposal | _____ |
| Dr. Wai Yu Krai | I approve this proposal | _____ |
| Dr. Ken B. Small | I approve this proposal | _____ |
| Dean's Representative | | |
| Dr. Hardy Reddit* | I approve this proposal | _____ |

* The Dean's Representative may choose not to attend the proposal defense, but must be present for the actual Ph.D. oral defense.

