



NEAR EAST UNIVERSITY - FACULTY OF EDUCATION								
		Department of English Language Teaching SYLLABUS 2015-2016 Fall Semester						
Course Code	Course Name	Classroom	Weekly Course Hours			Credits	ECTS	Weekly Time Schedule
ELT 506	Language Transfer	R10	T	A	L			Thursday: 4.30-7.30
Prerequisite:			0	0	0			
Language of instruction: English		Course Type:			Year: 2015-2016		Semester: Fall	
Instructor: E-mail: hanife.bensen@neu.edu.tr				Office Hours: Office / Room No: D-H 113 Office / Room Phone:				
Learning Outcomes	After the completion of this course, the student will be able to ► understand and carry out an error analysis ► understand and give corrective feedback ► differentiate the sources of errors ► familirize intralingual and interlingual errors ► understand language learning strategies ► familirize the terms language transfer: contrastive analysis/error analysis							
Course Description	Language transfer, as the psychological cornerstone of Contrastive Analysis Hypothesis, has been one of the central, and at the same time, controversial issues in Applied Linguistics, Second-Language Acquisition, and Language Teaching for quite a long time.							
Course Objectives	The course will cover all aspects of language transfer including phonological, syntactic, semantic, and pragmatic transfer. Also different aspects of the two related disciplines namely Contrastive Analysis and Error Analysis will be dealt with.							
Recommended Textbooks and/or References	<ol style="list-style-type: none">Odlin, T. (1989). Language Transfer: Cross-linguistic influence in language acquisition. CUP.----- (2005). Cross-linguistic influence. In C. J. Doughty & M.H. Long (eds.), The handbook of second language acquisition (pp. 436-486). Oxford: Blackwell.Selinker, L. (1969). Language transfer. <i>General Linguistics</i>, 9(2), 67-92.Gass, S. M. & Selinker, L. (1993). Language transfer in language learning. Amsterdam: John Benjamins.Kasper, G. (1992). Pragmatic transfer. <i>Second Language Research</i>, 8, 203-231.Kasper, G. & Schmidt, R. (1996). Developmental issues in interlanguage pragmatics. <i>Studies in Second Language Acquisition</i>, 18, 149-169.Keshavarz, M. H. (2015). Contrastive Analysis, Error Analysis, and Interlanguage. (Revised Ed.) Tehran: Rahnama Press.DeCapua, A. (1998). The transfer of native language speech behavior into a second language: A basis for cultural stereotypes. <i>Applied Linguistics</i>, 9, 21-35.Ellis, R., & Barkhuizen, G. (2005). <i>Analyzing learner language</i>. Oxford: Oxford University Press.Fisiak, J. (ed.) (1985). <i>Contrastive linguistics and the language teacher</i>. Oxford: Pergamon Press.James, C. (1980). <i>Contrastive Analysis</i>. London: Longman.Kellerman, E., & Smith, M. S. (1986). <i>Crosslinguistic influence in second language acquisition</i>. NY: Pergamon Press.							
WEEKLY OUTLINE								
Week	Date	Activities				Notes		Reference
1	5 Oct – 9 Oct	Introduction to the course						
2	12 Oct – 16 Oct	Contrastive Analysis <ul style="list-style-type: none">Fundamental issues in contrastive analysisHistorical backgroundPedagogical constrastive analysis and its psychological basisDifferent versions of conststrastive analysis hypothesis<ul style="list-style-type: none">= the strong version=the weak version=the moderate version				Choose a topic		
3	19 Oct – 23 Oct	- Analysis of different linguistic				Assignment 1:		

		<ul style="list-style-type: none"> components - Procedures for comparing 2/3 languages - Hierarchy of difficulty - Markedness theory - Drawbacks and merits of contrastive analysis 	<ul style="list-style-type: none"> - What are the differences between theoretical and applied contrastive analysis? - What was the psychological basis of CA? - What were the major shortcomings of the strong version of CAH? - Explain the two types of transfer? - Explain the main steps of comparing two or more languages? 	
4	26 Oct – 30 Oct	Error correction-Corrective feedback Treatment of learners' errors Should learners' errors be corrected? When should learners' errors be corrected? Which errors should enjoy priority in error correction? Who should correct learners' errors? How should learners' errors be corrected?	Assignment 2: -What are the advantages and disadvantages of peer correction? - Who should provide the corrective feedback?	
5	2 Nov – 7 Nov	Types of Oral Corrective Feedback Strategies <ul style="list-style-type: none"> - Recasts - Elicitation - Clarification request - Repetition - Metalinguistic feedback - Explicit corrective feedback - Uptake: repair/repetition 	Assignment 3: -When is the appropriate time for providing corrective feedback? -What factors should be taken into consideration with regard to the timing of error correction? - what are the differences between recasts and metalinguistic feedback?	
6	9 Nov – 13 Nov	Written Corrective Feedback <ul style="list-style-type: none"> - Direct corrective feedback - Indirect corrective feedback - Metalinguistic corrective feedback - Focused/unfocused corrective feedback - Electronic feedback - Reformulation 	Assignment 4: - Explain which corrective feedback strategy you prefer and why?	
7	16 Nov – 20 Nov	Error Analysis <ul style="list-style-type: none"> - Errors vs. Mistakes - Significance of learners' errors - Receptive vs. Productive errors - Theoretical and applied error analysis 	Assignment 5: <ul style="list-style-type: none"> - How can learners benefit from their own errors? - What is the main difference between receptive and productive errors? - What is the day-to-day value of errors for the teacher? - How were errors viewed before the emergence of EA? 	
8	23 Nov – 27 Nov	Techniques and procedures for doing error analysis <ul style="list-style-type: none"> - Data collection procedures: spontaneous procedures/elicited procedures - Methodology for the identification and interpretation of errors 	Assignment 6: <ul style="list-style-type: none"> - What are the two main types of data collection procedures? - What are the common procedures for collecting spontaneous data from written language? - What are some of the common topics used for collecting natural spontaneous data? - What are the differences between authoritative and plausible interpretations of errors? 	
9	30 Nov – 4 Dec	Linguistic classification of Errors <ul style="list-style-type: none"> - Orthographic errors - Phonological errors - Lexical errors - Morphological errors - Syntactic errors Process based classification <ul style="list-style-type: none"> - Omission - Addition 	Assignment 7: <ul style="list-style-type: none"> - What are the differences between category-based and sample-based classifications of errors? - Explain the four main processes of making errors? - What is meant by the spelling pronunciation of words? - Explain the major linguistic 	

		<ul style="list-style-type: none"> - Substitution - permutation 	categories of errors?	
10	7 Dec – 11 Dec	Sources of Errors <ul style="list-style-type: none"> - Taxonomy of the sources of errors - Interlingual errors: transfer of phonological/morphological/grammatical/ sociocultural elements of L1 	Assignment 8: <ul style="list-style-type: none"> - What was wrong with traditional error counts? 	
11	14 Dec – 18 Dec	Intralingual and developmental errors <ul style="list-style-type: none"> - Overgeneralization - Ignorance of rule restriction - False analogy - Hyperextension - Hypercorrection - Faulty categorization - Teacher-induced errors 	Assignment 9: <ul style="list-style-type: none"> - What is the difference between interlingual and intralingual errors? - What does redundancy reduction refer to? - What are the characteristics of teacher-induced errors? RESEARCH PAPER SUBMISSION: PEER WRITTEN CORRECTIVE FEEDBACK ONLINE	
12	21 Dec – 31 Dec	Language learning strategies <ul style="list-style-type: none"> - Avoidance strategy: topic avoidance/message abandonment - Use of native language discourse fillers - Circumlocution - Adjusting or approximating the message - Coining words - Appeal for assistance - Literal translation - Using mime or gesture 	Assignment 10: <ul style="list-style-type: none"> - What are the main categories of language learning strategies? - What are the main types of communication strategies? FINAL RESEARCH PAPER SUBMISSION	

Attendance: Minimum 70 %

Assessment Breakdown:	Type		Date	%	Reference
	1	Research Paper		25	
	2	Presentation		30	
	3	Assignments		45	

Learning Programme					
Educational Tool	Quantity	Student Workload Hours	Educational Tool	Quantity	Student Workload Hours
Assignments	8	8*5=40			
lectures	30	30*1=30			
Research Paper	15	15*1=15			
Presentations & Preparation	30	30*2=60			
Preparation of assignments	2	2*2=4			
			Total		149
		Recommended ECTS Credit (Total Hours / 30) :			149/30 =150~5