

City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2017 / 2018

Part I Course Overview

Course Title:	Second Language Acquisition
Course Code:	EN5465
Course Duration:	1 semester
Credit Units:	3
Level:	P5
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

The course identifies and describes the nature and process of second language acquisition (SLA). Students will apply the findings of SLA research in their teaching of English as a second language (TESL), and relate SLA knowledge to TESL practice, with the ultimate aim to generate effective curricular materials and teaching strategies, particularly in Asian contexts such as Hong Kong and the rest of China.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

Upon successful completion of this course, students should be able to:

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	understand the theories proposed to account for (first and) second language acquisition;		√	√	√
2.	understand and evaluate the impact of individual differences on the process of second language acquisition;		√	√	√
3.	analyze the development of learner language;		√	√	√
4.	analyze and evaluate the dynamics of teaching and learning a second language in a classroom and apply this to teaching methods;		√	√	√
5.	analyze and evaluate the effects of instruction on second language acquisition;		√	√	√
6.	understand the effects of this relationship on the generation of effective classroom second language teaching.		√	√	√

* If weighting is assigned to CILOs, they should add up to 100%.

100%

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
1	<p>Reading the text book and additional readings</p> <p>The course book and additional readings contain information related to all the topics dealt with on the course. A set of questions will be provided for every reading. Students should complete the reading assignment for the week before coming to class.</p>	√	√	√	√	√	√	
2	<p>Lectures</p> <p>There will be one three-hour lecture every week. In the lectures, concepts introduced in the reading materials will be discussed.</p>	√	√	√	√	√	√	
3	<p>In-class tasks and activities</p> <p>Problem-based tasks will be carried out in class which draw from content covered in the readings. These will involve the analysis of second language data. Students will also synthesize material from the readings and topics, and consider applications to language teaching, particularly in Hong Kong and the rest of China.</p>	√	√	√	√	√	√	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: <u>100</u> %								
Individual Oral Presentation: Students give an individual presentation of about 8-10 minutes on ONE topic related to SLA	√	√	√	√	√	√	40%	Individual work
Individual Written Assignment: Students write an individual essay of about 2000 words on ONE topic related to SLA	√	√	√	√	√	√	60%	Individual work
Examination: <u>0</u> % (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Individual Oral Presentation	Content, Analysis, Organization, Language	<p>The topic is extremely well-presented and analysed;</p> <p>All relevant information is excellently covered;</p> <p>The purpose of analysing and presenting the material is completely achieved;</p> <p>Style and tone are highly appropriate.</p>	<p>The topic is competently presented and very well analysed;</p> <p>The information is sufficiently covered;</p> <p>The purpose of analysing and presenting the material is achieved;</p> <p>Style and tone are appropriate.</p>	<p>The topic is adequately presented and is analysed reasonably well;</p> <p>Only part of the information is covered;</p> <p>The purpose of analysing and presenting the material is partially achieved;</p> <p>Style and tone are somewhat appropriate.</p>	<p>The topic is sketchily presented and analysed inadequately presented;</p> <p>Only limited information is included;</p> <p>The purpose of analysing and presenting the material is not fully achieved at all;</p> <p>Style and tone are inappropriate.</p>	<p>The topic is highly inadequate in its presentation and is very badly analysed;</p> <p>Very limited or inaccurate information is included;</p> <p>The purpose of analysing and presenting the material is not achieved in any way;</p> <p>Style and tone are completely inappropriate.</p>
2. Individual Written Assignment	Content, Analysis, Organization, Language	<p>The topic is extremely well-presented and analysed;</p> <p>All relevant information is excellently covered;</p> <p>The purpose of analysing and presenting the material is completely achieved;</p> <p>Style and tone are highly appropriate.</p>	<p>The topic is competently presented and very well analysed;</p> <p>The information is sufficiently covered;</p> <p>The purpose of analysing and presenting the material is achieved;</p> <p>Style and tone are appropriate.</p>	<p>The topic is adequately presented and is analysed reasonably well;</p> <p>Only part of the information is covered;</p> <p>The purpose of analysing and presenting the material is partially achieved;</p> <p>Style and tone are somewhat appropriate.</p>	<p>The topic is sketchily presented and analysed inadequately presented;</p> <p>Only limited information is included;</p> <p>The purpose of analysing and presenting the material is minimally achieved;</p> <p>Style and tone are largely inappropriate.</p>	<p>The topic is highly inadequate in its presentation and is very badly analysed;</p> <p>Very limited or inaccurate information is included;</p> <p>The purpose of analysing and presenting the material is not achieved in any way;</p> <p>Style and tone are completely inappropriate.</p>

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

first language acquisition, second language acquisition, learner language, individual differences in second language acquisition, classroom second language learning, the effects of instruction on second language learning

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Lightbown, Patsy M., & Spada, N. (2013). <i>How languages are learned</i> (Fourth edition). Oxford: Oxford University Press.
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Brown, S. (2012). <i>Second language acquisition myths: Applying second language research to classroom teaching</i> . Ann Arbor, MI: University of Michigan Press.
2.	Cook, V., & Singleton, D. (2014). <i>Key topics in second language acquisition</i> . Bristol: Multilingual Matters.
3.	Dörnyei, Z. (2005). <i>The psychology of the language learner: Individual differences in second language acquisition</i> . Mahwah, New Jersey: Lawrence Erlbaum.
4.	Hinkel, E. (2005). <i>Handbook of research in second language learning and teaching</i> . Mahwah, New Jersey: Lawrence Erlbaum.
5.	Hummel, K. M. (2014). <i>Introducing second language acquisition: Perspectives and practices</i> . Malden, MA, USA: Wiley Blackwell.
6.	Loewen, S. (2015). <i>Introduction to instructed second language acquisition</i> . New York: Routledge.
7.	Long, M. H. (2015). <i>Second language acquisition and task-based language teaching</i> . Malden, MA, USA: Wiley Blackwell.
8.	Mayo, M. del P. G., Mangado, M. J. G., & Adrián, M. M. (eds.) (2013). <i>Contemporary approaches to second language acquisition</i> . Amsterdam: John Benjamins.
9.	Putz, M., & Sicola, L. (eds.) (2010). <i>Cognitive processing in second language acquisition: Inside the learner's mind</i> . Amsterdam: John Benjamins.
10.	Rose, K., & Kasper, G. (2001). <i>Pragmatics in language teaching</i> . New York: Cambridge University Press.
11.	Song, S. (2012). <i>Politeness and culture in second language acquisition</i> . Basingstoke: Palgrave Macmillan.