

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of English**  
**with effect from Semester A 2024/25**

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**Part I Course Overview**

<b>Course Title:</b>	Second Language Acquisition
<b>Course Code:</b>	EN5465
<b>Course Duration:</b>	1 semester
<b>Credit Units:</b>	3
<b>Level:</b>	P5
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

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.	apply relevant theories to account for students' own learning of first and second language acquisition;		√	√	√
2.	apply relevant theories to account for students' own teaching of English as a second language;		√	√	√
3.	analyze the development of learner language and apply relevant theories to analyze students' own learner language;		√	√	√
4.	analyze and evaluate the effects of different instructional methods on the teaching and learning of English as a second language;		√	√	√
		100%			

**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 real-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. Learning and Teaching Activities (LTAs)

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

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
1	<p><b>Reading the textbook and additional readings</b></p> <p>The course book and additional readings contain information related to all the topics dealt with on the course. Students will complete the reading assignments scheduled for the lessons.</p>	√	√	√	√			
2	<p><b>Lectures</b></p> <p>Students will engage in interactive lectures to acquire relevant concepts introduced in the reading materials.</p>	√	√	√	√			
3	<p><b>In-class tasks and activities</b></p> <p>Students will participate in problem-based tasks in class. They will analyze the given second language data and apply the SLA theories to their own teaching and learning experiences. Students will also synthesize material from the readings and apply relevant SLA theories to language teaching and learning, 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: 100 %								
Individual Oral Presentation:  Students give an individual presentation of about 8-10 minutes on topics related to SLA. They will apply their knowledge of SLA to the analysis of their own teaching and learning of English as a second language and to the analysis of their own learner language.	√	√	√	√			40%	Individual work
Individual Written Assignment:  Students write an individual essay of about 2000 words on topics related to SLA and apply their knowledge of SLA to their teaching and learning of English as a second language and to the analysis of their own learner language.	√	√	√	√			60%	Individual work
Examination: 0 % (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.)*

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

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</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</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</p>

		highly appropriate.		somewhat appropriate.		completely inappropriate.
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Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	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 just adequately presented and is acceptably analysed;</p> <p>Only part of the information is covered;</p> <p>The purpose of analysing and presenting the material is marginally achieved;</p> <p>Style and tone are sometimes 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>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>The topic is just adequately presented and is acceptably analysed;</p> <p>Only part of the information is covered;</p> <p>The purpose of analysing and presenting the material</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</p>

		Style and tone are highly appropriate.	Style and tone are appropriate.	is marginally achieved; Style and tone are sometimes inappropriate.	presenting the material is not achieved in any way; Style and tone are completely inappropriate.
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### 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. (2021). <i>How languages are learned</i> (Fifth 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.