

**City University of Hong Kong
Course Syllabus**

**offered by Department of Linguistics and Translation
with effect from Semester A 2017 / 18**

Part I Course Overview

Course Title: Studies of Second Language Acquisition

Course Code: LT5460

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to provide an overview of the history and current state of second language acquisition studies. Through discussion and review of theoretical studies on human minds and the nature of language, as well as those on pedagogical practices and language education, students will become research literate and be equipped with tools to understanding and evaluating related research regarding the scope, methodology, findings, and implications in various aspects. Moreover, the course reviews principles and processes involved in researching in second language acquisition, so that students will be able to design and conduct their own studies on topics and issues of relevance.

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.)

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate) | | |
|-----|--|------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1. | To describe and evaluate major theories and models in second language acquisition. | | ✓ | ✓ | |
| 2. | To explain and criticize the methodology and findings of studies in the field. | | ✓ | ✓ | |
| 3. | To identify and analyse issues relevant to second language learning and therefore to conduct research on their own. | | ✓ | ✓ | ✓ |
| 4. | To relate theoretical research with practical issues in language education and therefore to develop effective pedagogical materials. | | ✓ | ✓ | ✓ |
| | | 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 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 | | | |
| 1 | Lectures on theories relating to second language acquisition; as well as on the implications of the research findings to language education. | ✓ | ✓ | ✓ | ✓ | | | |
| 2 | Tutorials: hands-on exercises and take-home assignments on linguistic issues in second language acquisition; discussion of research and article review. | ✓ | ✓ | ✓ | ✓ | | | |

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 | | | | |
| Continuous Assessment: 100% | | | | | | | | |
| Quizzes: in-class quizzes that comprise a combination of multiple-choice, data-set and short-answer questions. | ✓ | ✓ | ✓ | ✓ | | | 40% | |
| Final Project (written report and oral presentation): literature review of a research topic in issue in second language acquisition, and a proposal on how it can be further investigated or examined from a new perspective; as well as a discussion on potential implications to language pedagogy. | ✓ | ✓ | ✓ | ✓ | | | 50% | |
| Participation in tutorial exercises, class discussion, and presentation. | ✓ | ✓ | ✓ | ✓ | | | 10% | |
| Examination: % (duration: , if applicable) | | | | | | | | |
| | | | | | | | 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. Quizzes | Accuracy and clarity in analysis and organization | Excellent grades in each quiz. | Overall, good grades in quizzes. | Overall, average grades in quizzes. | Well below-average grades in quizzes. | Unable to fulfil any requirements above; unable to complete or fail most or all assessments. |
| 2. Final Project | Project relevance, originality, and contribution to the field, as well as academic writing skills shown in written report and oral presentation. | Highly relevant and original project ideas, outstanding grasp of the nature of theories and understanding of the pedagogical implications. In the written report, demonstration of outstanding definition and discussion on theoretical issues and well-supported solutions in practice. In the oral presentation of the project, demonstration of well-organized and fluent presentation of one's ideas; analytical discussion on others' | Quite relevant and original project ideas, good grasp of the nature of theories and understanding of the pedagogical implications. In the written report, demonstration of good definition and discussion on theoretical issues and well-supported solutions in practice. In the oral presentation of the project, demonstration of well-organized and fluent presentation of one's ideas; analytical discussion on others' | Somewhat relevant and marginally original project ideas, clear grasp of the nature of theories and understanding of the pedagogical implications. In the written report, demonstration of clear definition and discussion on theoretical issues and supported solutions in practice. In the oral presentation of the project, demonstration of organized and fluent presentation of one's ideas; analytical discussion on others' viewpoints and presentations. | Lack of clear ideas and grasp of the nature of theories and poor understanding of the pedagogical implications. In the written report, lack of demonstration of definition and discussion on theoretical issues and few supported solutions in practice. In the oral presentation of the project, lack of demonstration of organized and fluent presentation of one's ideas; analytical discussion on others' viewpoints and presentations. | Unable to fulfil any requirements above; unable to complete or fail most or all assessments. |

| | | | | | | |
|------------------|--|--|---|--|---|--|
| | | viewpoints and presentations. | viewpoints and presentations. | | | |
| 3. Participation | Imitateness, interaction, and quality in tutorial exercises, class discussion, and presentation. | Highly proactive with high-quality responses in all activities that call for oral and verbal participation, Demonstration of well-organized and fluent presentation of one's ideas; analytical discussion on others' viewpoints and presentations. | Proactive with good-quality responses in all activities that call for oral and verbal participation, Demonstration of well-organized and fluent presentation of one's ideas; analytical discussion on others' viewpoints and presentations. | Able to provide quality responses in most activities that call for oral and verbal participation, Demonstration of organized and fluent presentation of one's ideas; clear discussion on others' viewpoints and presentations. | Lack quality responses in most activities that call for oral and verbal participation, Lack of demonstration of organized and fluent presentation of one's ideas; clear discussion on others' viewpoints and presentations. | Unable to fulfil any requirements above; unable to complete or fail most or all assessments. |

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.)

Second language acquisition, research methodology, language development, language education

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. | Gass, S., and Selinker, L., (2008). <i>Second language acquisition: an introductory course</i> . Routledge. |
|----|---|

2.2 Additional Readings

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

| | |
|----|---|
| 1. | Brown, J. D., (1995). <i>Understanding research in second language learning</i> . CUP. |
| 2. | Gass, S., and Schachter, J., (2008). <i>Linguistic perspectives on second language acquisition</i> . CUP. |