

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

**offered by Department of Linguistics and Translation**  
**with effect from Semester B 2022-2023**

---

---

**Part I Course Overview**

**Course Title:** Second Language Acquisition

**Course Code:** LT4226

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B4

Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** LT2201 Introduction to Linguistics,  
*(Course Code and Title)* LT2229 Fundamental of Linguistics, LT2290 Introduction to Language Studies

**Precursors:** LT2204 Language and Mind  
*(Course Code and Title)*

**Equivalent Courses:** CTL4226 Second Language Acquisition  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course offers an introduction to the main issues of second language acquisition. We will look at the various research questions that are addressed in second language (L2) research and what methods are used by L2 researchers to answer them. At the same time, the course will cover a variety of phenomena that have been documented in second language development and will investigate what these observable facts tell us about the underlying linguistic system that L2 learners employ.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Describe phenomena that have been documented in studies on second language acquisition (SLA).			✓	
2.	Apply related linguistic knowledge and theories to SLA research			✓	
3.	Compare linguistic and cognitive approaches to SLA.			✓	✓
4.	Evaluate major models and theories in SLA.		✓	✓	✓
5.	Discover and formulate hypotheses relating to issues of SLA in Hong Kong based on models and theories discussed.		✓	✓	✓
6.	Discover hypotheses and implement a project on SLA.		✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 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	<b>Readings</b> – Textbooks chapters, articles, and supplementary materials on SLA.	✓	✓	✓	✓	✓	✓	
2	<b>Lectures</b> – Presenting, explaining, and discussing concepts, theories and methodologies in SLA research.	✓	✓	✓	✓	✓	✓	
3	In-class assignments, exercises, and or activities	✓	✓	✓	✓	✓	✓	

### 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 %								
<b>Take-home assignment.</b> Problem solving or brief reading report.	✓	✓	✓	✓	✓	✓	10%	
<b>Final project</b> To apply what they have acquired from class to real language data analysis and also to discover testify their hypotheses on SLA, and to present their findings and write up an academic report.	✓			✓	✓	✓	40%	
<b>Quizzes:</b> short and long questions, in the middle and at the end of a semester, will be set to assess students' mastery of key concepts and ability to analyse and evaluate.	✓	✓	✓	✓	✓	✓	50%	
							100%	

\* The weightings should add up to 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. Take-home assignment	Accuracy and clarity in analysis, organization and fluency in writing and/or in oral discussion	1. Demonstration of excellent command of subject matter taught in the course. 2. Excellent application of concepts and theories taught in class. 3. Excellent analyses of data collected or provided. 4. Demonstration of excellent analytical, problem solving and evaluative abilities and creativity.	1. Demonstration of good command of subject matter taught in the course. 2. Good application of concepts and theories taught in class. 3. Good analyses of data collected or provided. 4. Demonstration of good analytical, problem solving and evaluative abilities and creativity.	1. Demonstration of adequate command of subject matter taught in the course. 2. Adequate application of concepts and theories taught in class. 3. Adequate analyses of data collected or provided. 4. Demonstration of Adequate analytical, problem solving and evaluative abilities and creativity.	1. Demonstration of marginal command of subject matter taught in the course. 2. Marginal application of concepts and theories taught in class. 3. Marginal analyses of data collected or provided. 4. Demonstration of marginal analytical, problem solving and evaluative abilities and creativity.	Fail to meet most or all the criterion.

2. Final project	Originality, relevance, accuracy and clarity, fluency in writing.	<ol style="list-style-type: none"> <li>1. Demonstration of excellent command of subject matter taught in the course related to second language acquisition.</li> <li>2. Excellent application of concepts and theories taught in class.</li> <li>3. Excellent analyses of speech data collected or provided.</li> <li>4. Demonstration of excellent analytical, problem solving and evaluative abilities and creativity.</li> <li>5. Excellent content, presentation, organisation and style in writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of good command of subject matter taught in the course related to the area of second language acquisition.</li> <li>2. Good application of concepts and theories taught in class.</li> <li>3. Good analyses of speech data collected or provided.</li> <li>4. Demonstration of good analytical, problem solving and evaluative abilities and creativity.</li> <li>5. Good content, presentation, organisation and style in writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of adequate command of subject matter taught in the course related to the area of second language acquisition.</li> <li>2. Adequate application of concepts and theories taught in class.</li> <li>3. Adequate analyses of speech data collected or provided.</li> <li>4. Demonstration of Adequate analytical, problem solving and evaluative abilities and creativity.</li> <li>5. Adequate content, presentation, organisation and style in writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of marginal command of subject matter taught in the course related to the area of second language acquisition</li> <li>2. Marginal application of concepts and theories taught in class.</li> <li>3. Marginal analyses of speech data collected or provided.</li> <li>4. Demonstration of marginal analytical, problem solving and evaluative abilities and creativity.</li> <li>5. Marginal content, presentation, organisation and style in writing.</li> </ol>	Fail to meet most or all the criterion.
------------------	---	---	--	--	---	---

3. Quizzes	Accuracy and clarity, organization and fluency in writing	<ol style="list-style-type: none"> <li>1. Demonstration of excellent command of subject matter taught in the course.</li> <li>2. Excellent application of concepts and theories taught in class.</li> <li>3. Excellent analyses of speech data collected or provided.</li> <li>4. Demonstration of excellent analytical, problem solving and evaluative abilities and creativity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of good command of subject matter taught in the course.</li> <li>2. Good application of concepts and theories taught in class.</li> <li>3. Good analyses of speech data collected or provided.</li> <li>4. Demonstration of good analytical, problem solving and evaluative abilities and creativity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of adequate command of subject matter taught in the course.</li> <li>2. Adequate application of concepts and theories taught in class.</li> <li>3. Adequate analyses of speech data collected or provided.</li> <li>4. Demonstration of Adequate analytical, problem solving and evaluative abilities and creativity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of marginal command of subject matter taught in the course.</li> <li>2. Marginal application of concepts and theories taught in class.</li> <li>3. Marginal analyses of speech data collected or provided.</li> <li>4. Demonstration of marginal analytical, problem solving and evaluative abilities and creativity.</li> </ol>	Fail to meet most or all the criterion.
------------	---	--	--	--	--	---

**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.)

Linguistic approaches to SLA; cognitive approaches to SLA; variability in SLA; differences in first language acquisition and SLA.

**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.	Ellis, Rod, (2000) <i>Second Language Acquisition</i> . Oxford: Oxford University Press.
----	--

**2.2 Additional Readings**

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

1.	Gass, Susan M. and Selinker, Larry (Ed.) (2008) <i>Second language acquisition- an introductory course</i> . Hillsdale: Lawrence Erlbaum Associates.
2.	Ritchie, William C. and Bhatia, Tej K. (ed.) (1996) <i>Handbook of second language acquisition</i> . San Diego: Academic Press.
3.	Krashen, Stephen D.,(1988) <i>Second language acquisition and second language learning</i> . London: Prentice Hall.
4.	Selinger, Herbert W. and Shohamy, Elana (1997) <i>Second language research methods</i> . Shanghai: Shanghai Foreign Language Education Press.