

LT4226: SECOND LANGUAGE ACQUISITION

Effective Term

Semester B 2022/23

Part I Course Overview

Course Title

Second Language Acquisition

Subject Code

LT - Linguistics and Translation

Course Number

4226

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

LT2201 Introduction to Linguistics, LT2229 Fundamental of Linguistics, LT2290 Introduction to Language Studies

Precursors

LT2204 Language and Mind

Equivalent Courses

CTL4226 Second Language Acquisition

Exclusive Courses

Nil

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe phenomena that have been documented in studies on second language acquisition (SLA).		x	
2	Apply related linguistic knowledge and theories to SLA research		x	
3	Compare linguistic and cognitive approaches to SLA.		x	x
4	Evaluate major models and theories in SLA.	x	x	x
5	Discover and formulate hypotheses relating to issues of SLA in Hong Kong based on models and theories discussed.	x	x	x
6	Discover hypotheses and implement a project on SLA.	x	x	x

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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Readings – Textbooks chapters, articles, and supplementary materials on SLA.	1, 2, 3, 4, 5, 6	
2	Lectures – Presenting, explaining, and discussing concepts, theories and methodologies in SLA research.	1, 2, 3, 4, 5, 6	
3	In-class assignments, exercises, and or activities	1, 2, 3, 4, 5, 6	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Take-home assignment. Problem solving or brief reading report.	1, 2, 3, 4, 5, 6	10	
2	Final project 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.	1, 4, 5, 6	40	
3	Quizzes: 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 analyze and evaluate.	1, 2, 3, 4, 5, 6	50	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Take-home assignment

Criterion

Accuracy and clarity in analysis, organization and fluency in writing and/or in oral discussion

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

Fail to meet most or all the criterion.

Assessment Task

2. Final project

Criterion

Originality, relevance, accuracy and clarity, fluency in writing.

Excellent (A+, A, A-)

1. Demonstration of excellent command of subject matter taught in the course related to second language acquisition.
2. Excellent application of concepts and theories taught in class.
3. Excellent analyses of speech data collected or provided.
4. Demonstration of excellent analytical, problem solving and evaluative abilities and creativity.
5. Excellent content, presentation, organisation and style in writing.

Good (B+, B, B-)

1. Demonstration of good command of subject matter taught in the course related to the area of second language acquisition.
2. Good application of concepts and theories taught in class.
3. Good analyses of speech data collected or provided.
4. Demonstration of good analytical, problem solving and evaluative abilities and creativity.
5. Good content, presentation, organisation and style in writing.

Fair (C+, C, C-)

1. Demonstration of adequate command of subject matter taught in the course related to the area of second language acquisition.
2. Adequate application of concepts and theories taught in class.
3. Adequate analyses of speech data collected or provided.
4. Demonstration of Adequate analytical, problem solving and evaluative abilities and creativity.
5. Adequate content, presentation, organisation and style in writing.

Marginal (D)

1. Demonstration of marginal command of subject matter taught in the course related to the area of second language acquisition
2. Marginal application of concepts and theories taught in class.
3. Marginal analyses of speech data collected or provided.
4. Demonstration of marginal analytical, problem solving and evaluative abilities and creativity.
5. Marginal content, presentation, organisation and style in writing.

Failure (F)

Fail to meet most or all the criterion.

Assessment Task

3. Quizzes

Criterion

Accuracy and clarity, organization and fluency in writing

Excellent (A+, A, A-)

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 speech data collected or provided.
4. Demonstration of excellent analytical, problem solving and evaluative abilities and creativity.

Good (B+, B, B-)

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 speech data collected or provided.
4. Demonstration of good analytical, problem solving and evaluative abilities and creativity.

Fair (C+, C, C-)

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 speech data collected or provided.
4. Demonstration of Adequate analytical, problem solving and evaluative abilities and creativity.

Marginal (D)

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 speech data collected or provided.
4. Demonstration of marginal analytical, problem solving and evaluative abilities and creativity.

Failure (F)

Fail to meet most or all the criterion.

Part III Other Information**Keyword Syllabus**

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

Reading List**Compulsory Readings**

Title	
1	Ellis, Rod, (2000) Second Language Acquisition. Oxford: Oxford University Press.

Additional Readings

Title	
1	Gass, Susan M. and Selinker, Larry (Ed.) (2008) Second language acquisition- an introductory course. Hillside: Lawrence Erlbaum Associates.
2	Ritchie, William C. and Bhatia, Tej K. (ed.) (1996) Handbook of second language acquisition. San Diego: Academic Press.
3	Krashen, Stephen D.,(1988) Second language acquisition and second language learning. London: Prentice Hall.

4	Selinger, Herbert W. and Shohamy, Elana (1997) Second language research methods. Shanghai: Shanghai Foreign Language Education Press.
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