Identification	Subject(code, title, credits)	LING 502 Second Language Acquisition 3KU/6ECTS
	Department	English Language and Literature Department
	Program	MA graduate
	Term	Fall, 2022
	Instructor	Davud Kuhi
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	Phone:	989143144339
	Office hours	
Prerequisites		
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	- Atkinson, D. (2011). *Alternative approaches to second language acquisition.* London & New York: Routledge. - Johnson, M. (2004). *A philosophy of second language acquisition*. New haven & London: Yale University Press. - Mitchell, R. & Myles, F. (2004). Second language learning theories (2nd edn.). Hodder Arnold.	
Course outline	The current course is divided into a number of major blocks: 1. A comprehensive introduction to the nature of theorizing in second language learning/acquisition 2. A comprehensive review of major theories of second language acquisition including behavioristic, cognitive, universalist, functional, sociocultural theories of second language acquisition	
Course objectives	The course has a number of main objectives: - Familiarizing the participants with the nature of theorizing in SLA - Familiarizing the participants with different approaches to SLA - Discussing the major distinctions between the major theoretical approaches to SLA - Outlining the major implications of the different SLA theories for second/foreign language education	
Learning outcomes	- The participants are expected to develop some basic criteria for evaluation, comparing and contrasting the different theoretical approaches to SLA - The participants are expected to develop a working terminology by which they can distinguish the different SLA theories - The participants are expected to have a clear knowledge of the origins, major influential figures and the metaphors of each SLA theory.	

Teaching methods		
	Classroom lectures	+
	Student presentations	+
	Weekly summaries	+
	Group discussions	+

Evaluation	Methods	Date/deadlines	Percentage (%)

	Active class participation		5
	Weekly summaries		5
	Presentations		10
	Engagement in group discussions		5
	Term project		5
	Midterm exam		30
	Final exam		40
	Total		100

Policy	**Assessment** The course participants are expected to understand that the assessment system of this program is made up of both *formative* and *summative* components. This means that the overall score you will get at the end of this program would not be based upon your performance in exams perse (mid-term and final). The quality of your classroom participation, the way you will deal with your weekly assignments (including summaries, presentations, group work, etc.) will also make 25 percent of your overall score. Hence, it is expected that all participants pay due attention to each component of the assessment fairly and do their best in fulfilment of the expectations. If you feel that any of these requirements sounds vague and you are not sure of what you are expected to do, do not hesitate to ask for clarification from the course instructor as soon as possible. Full-time students are expected to attend all elements of their courses unless they are sick or have permission of their School Dean. In general, to be eligible for taking exams students should not miss more than 30% of the class hours. In addition, the students are expected to be in the classroom ready to work at the appointed hour. It is the students' responsibility to be on time, ready and attentive. Continuing and unexcused absence or lack of participation may lead to withdrawal from the course. All forms of cheating and plagiarism are strictly banned. If 25% plagiarism is found in a submitted assignment, the student gets no point for it. If the student submits the assignment later than due time, 20% of the grade for that assignment is subtracted. The student whose behavior is disruptive either to the instructor or other students will be removed from the team.

	Tentative Schedule	
Week	**Topics**	**Textbook/Assignments/Reading**
1	- *Introduction to the course*	*Mitchell & Myles (1)*
2	- *Three Major Scientific Research Traditions* - *Behaviorism and Second Language Learning*	*Johnson (1-2)*
3	- *The Cognitive Tradition and Second Language Acquisition* - *Information Processing Models*	*Johnson (3-4)*

4	- *Communicative Competence Versus Interactional Competence (Johnson 5)* - *A review*	*Jonson (5)*
5	- *Fundamental Principles of Vygotsky's Sociocultural Theory*	*Johnson (6)*
6	- *Bakhtin's Dialogized Heteroglossia*	*Johnson (7)*
7	*Vygotsky's Sociocultural Theory and Second Language Learning*	*Johnson (8)*
8	*Review* **Midterm exam**	
9	- *Building a New Model of Second Language Acquisition*	*Johnson (9)*
10	- *Alternative approaches: The Sociocultural Approach to Second Language Acquisition: Sociocultural theory, second language acquisition, and artificial L2 development*	*- James P. Lantolf*
11	- *Alternative approaches: An Identity Approach to Second Language Acquisition*	- *Bonny Norton and Carolyn McKinney*
12	- *Alternative approaches: Language Socialization Approaches to Second Language Acquisition: Social, cultural, and linguistic development in additional languages*	- *Patricia A. Duff and Steven Talmy*
13	- *Alternative approaches: A Conversation-analytic*	

	Approach to Second Language Acquisition		- *Gabriele Kasper and Johannes Wagner*
14	- *- Alternative approaches: A Sociocognitive Approach to Second Language Acquisition: How mind, body, and world work together in learning additional languages*		- *Dwight Atkinson*
15	- *- Alternative approaches: SLA after the Social Turn: Where cognitivism and its alternatives stand*		- *Lourdes Ortega*
16		***Final exam***	