

Identification	Subject (code, title, credits)	LING 502 Second language Acquisition-3KU/6ECTS
	Department	English Language and Literature
	Program (undergraduate, graduate)	Undergraduate
	Term	Spring, 2022
	Instructor	Dr. Davud Kuhi
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	Phone:	989143144339
	Classroom/hours	
	Office hours	
Prerequisites		
Language	English	
Compulsory/Elective		
Required textbooks and course materials	<p>Ellis, R. (1997). <i>Second language acquisition</i>. Oxford University Press.</p> <p>Lightbown, P. & Spada, N. (1999). <i>How languages are learned</i>. Oxford University Press.</p> <p>Brown, D. (2000). <i>Principles of language learning and teaching (4th edition)</i>. Longman.</p>	
Course website		
Course outline	<p>The present course is theoretical in nature. It aims at developing a theoretical understanding of how second languages are acquired and how this process has been differently characterized within multiple theories of second language acquisition.</p>	
Course objectives	<p>The major objectives of the current course are:</p> <p>Introducing the key questions and concerns of second language acquisition</p> <p>Reviewing the major theories of second language acquisition and the different ways the above-mentioned questions are answered in each theory</p> <p>Outlining the key variables which play a role in second language acquisition and understanding how such variables interact with others in the process of L2 acquisition</p>	
Learning outcomes	<p>By the end of this semester, the participants are expected to have developed:</p> <p>An understanding of the key questions and concerns of second language acquisition</p> <p>A clear understanding of the major theories of second language acquisition and the different ways the above-mentioned questions are answered in each theory</p> <p>Identifying the key variables which play a role in second language acquisition and understanding how such variables interact with others in the process of L2 acquisition</p>	

Teaching methods	Lecture		X
	Group discussion		X
	Weekly summaries		X
Evaluation	Methods	Date/deadlines	Percentage (%)
	Active involvement in classroom tasks		10
	Presentations		20
	Midterm exam		30
	Final exam		40
	Total		100
Assessment	It should be understood that in a course like this the assessment system is not a one-shot summative paper and pencil test conventionally uses at the end of a semester. The assessment system here would comprise of a combination of subjective, dynamic, longitudinal assessment (achieved through presentations, summaries, questions and answers and feedbacks) and two macro-test (including the midterm and final exam). It should be remembered that even these macro-tests would no focus on local understanding of the type we expect in multiple-choice exams. What is expected is deep understanding and being able to express that understanding with fluent academic English in essay-type exams.		
Policy	<p>Attendance (Lateness): Attendance is important. Absences can be detrimental to one's grade due to the number of class activities (presentations and class participation) and complexity of the subject. For every three unexcused absences one (1) point will be deducted from the grade point average. More than 10 unexcused absences are excessive. Free participation is discouraged.</p> <p>Missed exams or assignments: Advance notification should be given if the student is unable to attend a scheduled presentation or test. Full class participation and completion of assigned homework are necessary.</p> <p>Academic Dishonesty: Any plagiarism while studying will be severely penalized, including the possibility of receiving a non-pass for the course. Reference should be given to the sources used in one's work. However, any research paper consisting of references and citations only, without further analysis by the student, will not be acceptable either.</p> <p>Cheating during the tests will be penalized including the possibility of a zero mark on the test.</p> <p>Topics of presentations / project papers will be pre-determined by the instructor. Free presentations / paper topics are not allowed. Presentation in cooperation with other students is allowed if pre-agreed with the instructor.</p>		

Weekly Readings and Discussions:

Week	Activity
1	Introduction to the course, objectives of the course and basic tasks and requirements
2	Theoretical approaches to explaining second language acquisition (1) Spada & Lightbown (chapter 2)
3	Theoretical approaches to explaining second language learning (2) Brown (Chapter 1)
4	Theoretical approaches to explaining second language learning (3) Brown (Chapter 10)
5	Factors affecting second language acquisition (linguistic aspects of interlanguage) Ellis (Chapter 7) Brown (Chapter 8)
6	Factors affecting second language acquisition (psycholinguistic aspects of interlanguage) Ellis (chapter 6)
7	Factors affecting second language acquisition (discourse aspects of interlanguage) Ellis (chapter 5)
8	Midterm Exam
9	Factors affecting second language acquisition (social aspects of interlanguage) Ellis (chapter 4) Brown (chapter 7)
10	Second language acquisition and learner characteristics (1) Ellis (chapter 8); Spada & Lightbown (chapter 3)
11	Second language acquisition and learner characteristics (2) Brown (chapter 3)
12	Second language acquisition and learner characteristics (3) Brown (chapter 6)
13	The concept of interlanguage Ellis (chapter 3); Spada & Lightbown (chapter 4)
14	The concept of communicative competence Brown (chapter 9)
15	Popular ideas about language learning Spada & Lightbown (chapter 7)
16	Conclusions