

Identification	Subject(code, title, credits)	LING 502 Second language Acquisition-3KU/6ECTS	
	Department	English Language and Literature Department	
	Program(undergraduate, graduate)	undergraduate	
	Term	Spring 2023	
	Instructor	Davud Kuhi	
	E-mail:	Davoud.kuhi@khazar.org	
	Phone:	989143144339	
	Office hours	As scheduled	
Prerequisites	none		
Language	English		
Compulsory/Elective	Compulsory		
Required textbooks and course materials	Saville-Troike, M. (2005). <i>Introducing Second Language Acquisition</i> . Cambridge: Cambridge University Press. Ellis, R. (1997). <i>Second Language Acquisition</i> . Oxford: Oxford University press.		
Course outline	This course is organized around a number of key theoretical issues related to second language acquisition. It reviews the possible perspectives from which second language acquisition can be conceptualized and looks at a number of variables which play a role in the development of second language competence and performance.		
Course objectives	This course aims at: <ul style="list-style-type: none">- Developing a comprehensive understanding of the theoretical perspectives through which SLA can understood- Developing a comprehensive understanding of social, discursive, psycholinguistic and linguistic variables which play a role in SLA process- Developing pedagogical perspectives on the basis of SLA theories		
Learning outcomes	<ul style="list-style-type: none">- 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	Till final exam	5
	Weekly summaries	Till final exam	5
	Presentations	Till final exam	5
	Engagement in group discussions	Till final exam	5
	Midterm exam	April	30
	Final exam	June	50
	Total		100
Policy/Assessment	Assessment		

<p>The course participants are expected to understand that the assessment system of this program is made up of both <i>formative</i> and <i>summative</i> 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 30 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.</p> <p>Course policies 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.</p>			
Tentative Schedule			
We ek	Date/Day (tentative)	Topics	Textbook/Assignments/R eading
1		Introduction to the course	Saville-Troike (1)
2		Describing and explaining SLA	Ellis (1)
3		Foundations of SLA	Saville-Troike (2)
4		The nature of learner language	Ellis (2)
5		Interlanguage	Ellis (3)
6		The linguistics of SLA	Saville-Troike (3)
7		Linguistic aspects of SLA	Ellis (7)
8		Midterm exam	
9		Psychology of SLA	Saville-Troike (4)
10		Psycholinguistic aspects of interlanguage	Ellis (6)
11		Social context of SLA	Saville-Troike (5)
12		Social aspects of interlanguage	Ellis (4)
13		Discourse aspects of interlanguage	Ellis (5)
14		Acquiring knowledge for L2 use	Saville-Troike (6)

15	L2 learning and teaching		Saville-Troike (7)
16		<i>Final exam</i>	