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| Identification | Subject (code, title,credits) | LING 402 Second language Acquisition-3KU/6ECTS | |
| | Department | English Language and Literature Department | |
| | Program (undergraduate, graduate) | undergraduate | |
| | Term | Spring 2024 | |
| | Instructor | Eynur Mehdiyev | |
| | E-mail: | eynur.mehdiyev@gmail.com | |
| | Phone: | | |
| | 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 designed to raise students’ awareness of the 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 rolein the development of second language competence and performance. | | |
| Course objectives | This course aims at: - Introducing the main Second Language Acquisition theories - Raising awareness of social, psycholinguistic and linguistic variables which play a role in SLA process - Understanding teaching methodologies based on different SLA theories. | | |
| 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 be able to distinguish the different SLA theories and consider them when teaching - 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 |
| | Assignments | Till final exam | 20 |
| | Presentations | Till final exam | 10 |
| | Engagement in group discussions | Till final exam | 5 |
| | Midterm exam | April | 30 |
| | Final exam | June | 30 |
| | Total | | 100 |
| Policy/Assessment | Assessment | | |

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| | <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</p> <p>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> |
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| Tentative Schedule | | | |
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| Week | Date/Day (tentative) | Topics | Textbook/Assignments/ Reading |
| 1 | | Introducing SLA | Saville-Troike |
| 2 | | Describing and explaining SLA | Rod Ellis |
| 3 | | Foundations of SLA | Saville-Troike |
| 4 | | The nature of learner language | Rod Ellis |
| 5 | | Interlanguage | Rod Ellis |
| 6 | | The linguistics of SLA | Saville-Troike |
| 7 | | Linguistic aspects of SLA | Rod Ellis |
| 8 | | Midterm exam | |
| 9 | | Psychology of SLA | Saville-Troike |
| 10 | | Psycholinguistic aspects of interlanguage | Rod Ellis |
| 11 | | Social context of SLA | Saville-Troike |
| 12 | | Social aspects of interlanguage | Rod Ellis |
| 13 | | Discourse aspects of interlanguage | Rod Ellis |
| 14 | | Acquiring knowledge for L2 use | Saville-Troike |

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| 15 | L2 learning and teaching | | Saville-Troike |
| | Revision of SLA theories and their application to teaching | | |
| 16 | | <i>Final exam</i> | |