

## ENGE 2620: Acquisition of English as a Second Language

First Term 2020-2021

**Professor:** Jookyong Jung, PhD

**Course Time:** TBA

**Location:** TBA

**Teaching mode:** Mixed

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**Office Hours:** By appointment

### Course Description

The aims of this course are to help students..

- Gain familiarity with key concepts in second language acquisition (SLA) theories, as a basis for understanding and developing professional practices;
- Develop an expert and personally relevant understanding of theoretical and empirical issues in the field, including cognitive-interactionist and frequency-based perspectives of SLA and the roles of learner factors such as age, first language, and individual differences; and
- Understand the relationship between theory, research, and classroom applications.

### Learning Outcomes

By the end of this course, students are expected to be able to..

- Apply their theoretical understanding about SLA into their own professional practices;
- Guide colleagues and others towards similar understandings;
- Continuously update their knowledge by engaging in relevant academic discourse;
- Critically reflect on and improve their own professional practices; and
- Contribute to the further development and current discussion of issues in SLA.

### Required Textbook

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Arnold.

### Recommended Readings

Gass, S., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3<sup>rd</sup> ed.). Routledge.

Lightbown, P. M., & Spada, N. (2006). *How languages are learned* (3<sup>rd</sup> ed.). Oxford University Press.

VanPatten, B., & Williams, J. (2007). *Theories in second language acquisition: An introduction*. Lawrence Erlbaum.

**Course Syllabus/Schedule**

<b>Topics</b>	<b>Chapters</b>	<b>Tutor session</b>
1 <sup>st</sup> Week: Key issues and concepts	Chapter 1. Introduction	
2 <sup>nd</sup> Week: Child language acquisition	Chapter 1. Language learning in early childhood (Lightbown & Spada)	
3 <sup>rd</sup> Week: Age effects & theoretical approaches to SLA	Chapter 2. Age	Tutorial I
4 <sup>th</sup> Week: Cross-linguistic influence in SLA	Chapter 3. Crosslinguistic Influences	Tutorial II
5 <sup>th</sup> Week: Cognitive-interactionist perspective on SLA	Chapter 4. Linguistic Environment	Tutorial III
6 <sup>th</sup> Week: Cognitive approach to SLA	Chapter 5. Cognition	Tutorial IV
7 <sup>th</sup> Week: <b>In-class midterm exam</b>		
8 <sup>th</sup> Week: Linguistic approach to SLA	Chapter 7. Typological and functional approaches (Gass & Selinker)	Tutorial V
9 <sup>th</sup> Week: Learner language	Chapter 4. Learner Language (Lightbown & Spada)	Tutorial VI
10 <sup>th</sup> Week: Individual differences in SLA (Ability factors)	Individual differences in Second Language Learning (Ellis, 2004)	Tutorial VII
11 <sup>th</sup> Week: Individual differences in SLA (Personality factors)	Chapter 3. Individual differences in Second Language Learning (Lightbown & Spada)	Tutorial VIII
12 <sup>th</sup> Week: Sociocultural approach to SLA	Chapter 10. Social Dimensions of L2 Learning	
13 <sup>th</sup> <b>In-class final-term exam</b>		

**Teaching and Learning Activities**

Most sessions will involve a combination of lectures and pair/group discussions (2 hours) and a combination of students' group presentations and follow-up discussions (1 hour). In some cases, students will be asked to carry out problem-solving tasks.

→ In case when in-class face-to-face teaching and learning becomes unavailable, lectures and tutorials will be done in an online mode via Zoom.

**Feedback for Evaluation**

Students can contact the instructor via diverse channels, such as face-to-face mini-conferences, e-mail correspondences, office-hour meetings, to name a few. Plus, students will receive feedback and comments on their performance on their essay and exams.

## Assessment methods

- **Attendance (5%):** Regular attendance will be strictly evaluated.  
→ Attendance will be strictly checked and recorded in both face-to-face and online modes of teaching and learning.
- **Participation (5%):** A major component of this course is pair, group, and whole class discussion. Thus, active participation in class is the most important aspect of this course.  
→ Participation will be monitored closely in both face-to-face and online modes of teaching and learning.
- **Midterm exam (30%):** Students will take an in-class paper-and-pencil exam. The exam is to assess their understanding of key concepts, theories, and findings covered from 1<sup>st</sup> week to 6<sup>th</sup> week. → In case when face-to-face in-class exam becomes unavailable, mid-term exam will be administered in a take-home and open-book mode.
- **Short essay writing (30%):** Students will receive two topics and present their thoughts and opinions for each of the topics with relevant theories and research findings. (A4, 1-inch (2.54cm) margin, 12-size Times New Roman font, double-space, left text-alignment, indent the first sentence of each paragraph, length limit: 500 words per topic)
- **Final-term exam (30%):** Students will take an in-class paper-and-pencil exam (Exact date, time, and place to be announced). The exam is to assess their understanding of key concepts, theories, and findings covered from 8<sup>th</sup> week to 12<sup>th</sup> week. → In case when face-to-face in-class exam becomes unavailable, final-term exam will be administered in a take-home and open-book mode.

## Grading Scale

Attendance:	5 points
Participation:	5 points
Midterm exam:	30 points
Short essays:	30 points
Final exam:	30 points
	100 points

## Nota Bene

- Each assigned reading per week must be completed BEFORE each class.
- Laptop note-taking is not allowed; only longhand note-taking is allowed (Theoretical and empirical rationale for this policy will be shared by the instructor).
- Cell-phones and electronic devices must be turned off or put into bag.
- 1 or 2 absences → A or A- not allowed
- 3 or more absences → B or B- not allowed
- Plagiarism → F (for more information, <http://www.cuhk.edu.hk/policy/academichonesty/>)

## Course Grade Descriptors

Grade A / Excellent: Outstanding performance on ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work

that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Adequate (Plus): VERY ADEQUATE performance on the majority of learning outcomes. Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Adequate: ADEQUATE performance on the majority of learning outcomes. Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Adequate (Minus): SOMEWHAT ADEQUATE performance on A NUMBER OF learning outcomes. Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY SATISFACTORY performance on VERY FEW learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.