

**ENGE 2620: Acquisition of English as a Second Language
First Term 2022-2023**

Professor: Jookyong Jung, PhD
Course Time: TBA
Location: TBA
Teaching mode: Face-to-face

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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 how an additional language is acquired;
- 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 second/foreign language learning and teaching experiences;
- 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.
Full text available at:
https://julac.hosted.exlibrisgroup.com/permalink/f/1iv15ah/CUHK_IZ511046052680003407
- Lecture slides, lecture recordings, handouts, reading materials (articles and chapters), and tutorial materials will be uploaded in the Blackboard.

Recommended Readings

- Gass, S., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). Routledge.
- Lightbown, P. M., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford University Press.
- VanPatten, B., & Williams, J. (2007). *Theories in second language acquisition: An introduction*. Lawrence Erlbaum.

Course Syllabus/Schedule

	Topics	Chapters	Tutor session
1 st	Key issues and concepts	Chapter 1. Introduction (Ortega)	
2 nd	<i>Chinese midterm festival</i>		
3 rd	Child language acquisition	Chapter 1. Language learning in early childhood (Lightbown & Spada)	
4 th	Age effects & theoretical approaches to SLA	Chapter 2. Age (Ortega)	Tutorial 1: Age
5 th	Cross-linguistic influence in SLA	Chapter 3. Crosslinguistic Influences (Ortega)	Tutorial 2: CLI
6 th	Formal approaches to SLA	Chapter 6. Formal approaches to SLA (Gass & Selinker)	Tutorial 3: UG
7 th	Sociocultural approach to SLA	Chapter 10. Social Dimensions of L2 Learning (Ortega)	Q & A (optional)
8 th	In-class midterm exam		
9 th	Cognitive-interactionist perspective on SLA	Chapter 4. Linguistic Environment (Ortega)	Tutorial 4: Interaction
10 th	Cognitive approaches to SLA	Chapter 5. Cognition (Ortega)	Tutorial 5: Cognition
11 th	Learner language	Chapter 4. Learner Language (Lightbown & Spada)	Tutorial 6: Learner lg
12 th	Individual differences in SLA (Ability factors)	Individual differences in Second Language Learning (Ellis, 2004)	Tutorial 7: ID factors
13 th	Individual differences in SLA (Personality factors)	Chapter 3. Individual differences in Second Language Learning (Lightbown & Spada)	Q & A (optional)
14 th	In-class final exam		

Teaching and Learning Activities

Most sessions will involve a combination of lectures and pair/group discussions (2 hours) and tutorials that are designed to reinforce students' understanding about the key concepts and theories covered in the previous lecture (1 hour). Tutorial sessions will also include problem-solving activities and peer discussions.

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%):** Attendance will be strictly checked and recorded regardless of the mode of teaching and learning. UReply will be used for attendance check.

- **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. All forms of participation (e.g., volunteering, answering the instructor's questions, asking questions about SLA, participating in group discussions actively, active participation in the TA-led tutorial sessions, etc.) will be closely monitored, recorded, and reflected in the grade.
- **Short essays (20%):** Students will receive two topics and present their thoughts and opinions for each of the topics with relevant theories and their pedagogical implications. (A4, 1-inch margin, 12-size Times New Roman font, double-space, left text-alignment, indent the first sentence of each paragraph, length limit: 1,000 words per topic)
- **Midterm exam (35%):** The exam is to assess students' understanding of key concepts, theories, and findings covered from 1st week to 6th week.
- **Final-term exam (35%):** The exam is to assess their understanding of key concepts, theories, and findings covered from 8th week to 12th week.

Nota Bene

- Cell-phones must be turned off and removed from the desk during the entire class hours (except for attendance check and the break time).
- Each assigned reading per week must be completed BEFORE each class.
- 1 or 2 absences → A or A- not allowed (exempted absences not counted)
- 3 or more absences → B or B- not allowed (exempted absences not counted)
- Late submissions will not be accepted → 0 point.
- Cheating on any of the exams → F
- Plagiarism → F (for more information, <http://www.cuhk.edu.hk/policy/academichonesty/>)
- All submissions to *VeriGuide*.
- Your grade will be determined following the Course Grade Descriptors below.

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.