

| | | | |
|-------------------|---------------------------------------|------------------------------------|------------|
| Department | International College of Liberal Arts | | |
| Semester | Spring 2024 | Year Offered (Odd/Even/Every Year) | Every Year |
| Course Number | LANG360 | | |
| Course Title | Second Language Acquisition | | |
| Prerequisites | None | | |
| Course Instructor | RAFIEYAN Vahid | Year Available (Grade Level) | 3 |
| Subject Area | Interdisciplinary Arts: Language Arts | Number of Credits | 3 |
| Class Style | Lecture | Language of instruction | English |

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

| | |
|---|--|
| Course Description | This course is designed with an emphasis on how first and second languages are learned and how this understanding informs teaching practices. Students understand the historical development of language acquisition theories, how they lead to modern hypotheses on language learning, and what this means for the pedagogical decisions teachers make. Theories will be approached from both student (learning) and teacher (pedagogical) perspectives. Students will learn to synthesize theories and concepts in ways that make them practical for their teaching and conduct an action research project informed by second language acquisition (SLA) research. |
| Class plan based on course evaluation from previous academic year | The course will be supplemented with educational videos and collaborative activities in order to enhance motivation and learning. |

| | |
|---|--|
| Course related to the instructor's practical experience (Summary of experience) | My main practical experience concerning this course is Task-Based Language Teaching (TBLT). Task-based language teaching involves engaging students in activities that optimize their understanding of the instruction materials. I will apply the know-how I have gained to the course. I also share my own experiences of learning several languages. |
| Learning Goals | <p>Students will....</p> <ol style="list-style-type: none"> 1) Become familiar with Second Language Acquisition (SLA) theories 2) Survey strategies for learning another language 3) Be introduced to the complex interdisciplinary basis of SLA 4) Be aware of individual learner differences and reasons for them 5) Gain familiarity with L2 learner developmental sequences 6) Develop practical approaches to SLA teaching informed by theory 7) Develop a personal teaching philosophy and pedagogical strategy for successful language teaching 8) Collect classroom discourse data to analyze in light of SLA theories |

| | |
|---------------------|-----|
| iCLA Diploma Policy | DP1 |
|---------------------|-----|

iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

| | |
|--|--|
| Active Learning Methods | Problem-Based Learning/ Discussion, Debate/ Group Work/ Presentation |
| More details/supplemental information on Active Learning Methods | None |
| Use of ICT | UNIPA Functions |

| | | | | | |
|--|--|---|---------|---|---------|
| Contents of class preparation and review | Before and after each class, students are expected to review instructional materials specified for each session to enhance their understanding. | Hours expected to be spent preparing for class (hours per week) | 2 hours | Hours expected to be spent on class review (hours per week) | 4 hours |
| Feedback Methods | Each assignment will be graded and returned based on a grading rubric. Credit will be given for: 1) clear and convincing arguments; 2) clear understanding of the facts and issues relevant to the chosen essay prompt; 3) appropriate use of academic sources to support your arguments; 4) clear and logical progression through the essay; 5) use of academic writing style. | | | | |

| Grading Criteria | | |
|---------------------------------------|-----------------|-----------------|
| Grading Methods | Grading Weights | Grading Content |
| Class Activity | 30% | |
| Mid-term Assignment | 30% | |
| Final Project: Paper and presentation | 40% | |

| | |
|-----------------------------|---|
| Required Textbook(s) | The required textbook for this course is How Languages are Learned, by Patsy M. Lightbown & Nina Spada (2013), ISBN 9780194541268. |
| Other Reading Materials/URL | Other Second Language Acquisition books. |
| Plagiarism Policy | Plagiarism is when someone presents someone else's work as their own, which is dishonest and unacceptable. Submitting the same work for multiple assignments is also considered plagiarism. The consequences of plagiarism can be severe, including failing the assignment or the entire course. If someone is found to repeatedly commit plagiarism, the University may take further action, which could result in additional penalties. |

| | |
|---|---|
| Other Additional Notes (Outline crucial policies and info not mentioned above) | To achieve a good grade, attending classes regularly, participating actively in class activities, and paying attention to lectures are important. |
|---|---|

(NOTE 2) Class schedule is subject to change

| Class Schedule | |
|----------------|---|
| Class Number | Content |
| Class 1 | Introduction to Second Language Acquisition / Course Chapter 1: Language Learning in Early Childhood |
| Class 2 | Chapter 1: Language Learning in Early Childhood |
| Class 3 | Chapter 1: Language Learning in Early Childhood |
| Class 4 | Chapter 1: Language Learning in Early Childhood |
| Class 5 | Chapter 1: Language Learning in Early Childhood |
| Class 6 | Chapter 1: Language Learning in Early Childhood |

| | |
|----------|--|
| Class 7 | Chapter 1: Language Learning in Early Childhood |
| Class 8 | Chapter 2: Second Language Learning |
| Class 9 | Chapter 2: Second Language Learning |
| Class 10 | Chapter 2: Second Language Learning |
| Class 11 | Chapter 2: Second Language Learning |
| Class 12 | Chapter 2: Second Language Learning |
| Class 13 | Chapter 2: Second Language Learning |
| Class 14 | Chapter 3: Individual Differences in Second Language Learning |
| Class 15 | Chapter 3: Individual Differences in Second Language Learning Submission of Mid-term Assignment |

| | |
|----------|---|
| Class 16 | Chapter 3: Individual Differences in Second Language Learning |
| Class 17 | Chapter 3: Individual Differences in Second Language Learning |
| Class 18 | Chapter 3: Individual Differences in Second Language Learning |
| Class 19 | Chapter 3: Individual Differences in Second Language Learning |
| Class 20 | Chapter 3: Individual Differences in Second Language Learning |
| Class 21 | Chapter 4: Explaining Second Language Learning |
| Class 22 | Chapter 4: Explaining Second Language Learning |
| Class 23 | Chapter 4: Explaining Second Language Learning |
| Class 24 | Chapter 4: Explaining Second Language Learning |

| | |
|----------|--|
| Class 25 | Chapter 4: Explaining Second Language Learning |
| Class 26 | Chapter 4: Explaining Second Language Learning |
| Class 27 | Chapter 4: Explaining Second Language Learning |
| Class 28 | Presentations |
| Class 29 | Presentations |
| Class 30 | Presentations |