

National Tsing Hua University, Department of Foreign Languages and Literature
Fall Semester 2019

10810FL 310100 第二語言習得 Second Language Acquisition

Monday 10:10 AM – 13:00 PM, Room 人社 C511

Instructor: Viphavee Vongpumivitch (張寶玉), viphavee@mx.nthu.edu.tw

Course Descriptions:

This course aims to provide college students majoring in Foreign Languages and Literature (FLL) a broad overview of theories and research issues in the field of Second Language Acquisition (SLA). Topics covered include issues in first and second language learning, evidence of second language development, the impact of individual differences on learning, different theoretical perspectives on SLA, bilingualism, and second-language learning in the classrooms. The course is mandatory for students who are interested in becoming language teachers, as the knowledge gained from this course can enable such students to formulate ideas about how languages are learned and how to teach languages. The course is also suitable for students who are interested in learning foreign languages, as the knowledge gained from this course can enable such students to improve their own language-learning capabilities. It is strongly recommended that students take this course as a prerequisite to another FLL core course – *Introduction to Foreign Language Teaching and Learning* (語言教學導論), which is usually offered in the Spring semester.

FLL Department's Core Capabilities to Be Cultivated by this Course:

- The ability to communicate and express oneself in the English language 10%
- The ability to look for problems and conduct research (including conducting linguistic analysis through scientific methods) 70%
- The ability to think creatively 10%
- The ability to examine issues through global and multicultural perspectives 10%

Textbooks:

[REQUIRED]

Lightbown, P.M. & Spada, N. (2013). *How Languages are Learned* (4th edition). Oxford, UK: Oxford University Press.

[SUPPLEMENTARY]

Hummel, K.M. (2014). *Introducing Second Language Acquisition: Perspectives and Practices*. West Sussex, UK: Wiley Blackwell.

Saville-Troike, M. & Barto, K. (2017). *Introducing Second Language Acquisition* (3rd edition). Cambridge, UK: Cambridge University Press.

Teaching Methods:

Lecture, class discussion, group activities, writing assignments, final exams, final oral presentation

Evaluations:

Written assignments on iLMS 30%

Final Exam (closed-book) 30%

Final Oral Presentation 15%

- A 10-minute TED talk about language learning (You choose the topic yourself.)

Final Paper 15%

- A letter to Premier Lai and everyone in Taiwan who cares about English learning – Why Making English as Taiwan’s Official Language Won’t Solve Taiwanese People’s English Proficiency Problems

Attendance & Participation 10%

Course Rules:

- Active participation is expected from all students. **Please complete the Reading Assignments before coming to class.**
- You are allowed only **three absences** in one semester, regardless of reasons. Students who take a sick leave must present a doctor’s note at the beginning of the next class. Relevant letters/notes must be presented to the teacher for other reasons of absence.
- At least one classmate must know your reason for being absence and inform the teacher at the beginning of each class.
- **Homework are submitted on the iLMS system.** You must put your name and a title of your work on the first page and include a page number on each page. Use ***Times New Roman* font size 12, double spaced.** Save your work as a Microsoft Word file, NOT a PDF file. **Homework that does not follow these formats will not be graded.**

- Please take the initiative to contact the teacher whenever you have problems/questions about the course. It is unwise to guess or ask classmates without a confirmation from the teacher.
- **Emails written to the teacher must be written in English.**

Class Schedule

Dates	Course contents
(1) Sep 9	Course introduction Textbook “Before We Begin” Chapter 1: Language Learning in Early Childhood
(2) Sep 16	Chapter 1 (continued)
(3) Sep 23	Chapter 1 (continued) Chapter 2: Second Language Learning
(4) Sep 30	Chapter 2 (continued)
(5) Oct 7	Chapter 3: Individual Differences in Second Language Learning
(6) Oct 14	(NO CLASS – <i>The teacher is not in Taiwan</i>)
(7) Oct 21	Chapter 3 (continued)
(8) Oct 28	Chapter 4: Explaining Second Language Learning
(9) Nov 4	Chapter 4 (continued)
(10) Nov 11	Chapter 5: Observing Learning and Teaching in the Second Language Classroom
(11) Nov 18	Chapter 5 (continued)
(12) Nov 25	Chapter 6: Second Language Learning in the Classroom
(13) Dec 2	Chapter 6 (continued)
(14) Dec 9	Chapter 7: Popular Ideas about Language Learning Revisited
(15) Dec 16	FINAL EXAM (closed-book)
(16) Dec 23	TED Talks (Day 1)
(17) Dec 30	TED Talks (Day 2)
(18) Jan 6	DUE: Final Paper (both iLMS and paper-version) Returning Final Exam & Final Course Reflection