



The Islamia University of Bahawalpur Pakistan

Tentative Course Plan Department of English

Class: BS(hons) Linguistics	Semester: 7th
Instructor: Ms. Aisha Ilyas	Email: Aisha.ilyass.bwp@gmail.com
Course Title: Second Language Acquisition	Credit hours: 03
Course Code: ELL421	Lecture: Friday(2:00-5:00)

Course Objectives

This course focuses on second language acquisition (SLA). It is divided into two parts. The first part outlines some general concepts concerning the field of SLA and the second part provides an overview of some of the most influential SLA theories. The aim of this course is to introduce participants to the major concepts and theories of SLA. By the end of the course participants will gain an understanding of basic concepts of SLA. They will be able to explore and evaluate SLA theories from the point of view of second language learners.

Grading:

Exams (as per University's annual calendar)

Attendance	5%
Assignments/ presentations	5%
Spot tests/ quizzes	5%
Class participation	5%
Mid term	30%
Final term	50%
TOTAL	100%

Methods of Teaching:

Assigned Readings, Group activities and discussions, Audiovisual aid assisted lectures, Web-assisted instructions, student-directed teaching.

Lecture Dates <i>As per university's academic calendar</i>	Week	Topics
28 February, 2020	1	Introductory (Warm-Up session)
6 March	2	Introduction of Basic Concepts <ul style="list-style-type: none"> • Key issues in second language acquisition • Language, acquisition and learning • Comparing and contrasting first and second language acquisition • Social factors and second language acquisition • Individual differences and second language acquisition • Cognitive factors and second language acquisition
13 March	3	Introduction of Basic Concepts <ul style="list-style-type: none"> • Formal instruction and second language acquisition • Classroom interaction and second language acquisition • Error analysis and second language acquisition
20 March	4	Introduction of Basic Concepts <ul style="list-style-type: none"> • Language Learning Strategies
27 March	5	Early Theories in Second Language Acquisition <ul style="list-style-type: none"> • Behaviorism & Structural Linguistics
3 rd April	6	The Monitor Model <ul style="list-style-type: none"> • The Acquisition versus Learning Hypothesis. • The Monitor Hypothesis. • The Natural Order Hypothesis. • The Input Hypothesis • The Affective Filter Hypothesis.
10 April	7	Presentations by the student
17 April	8	Revision week (pre-exam class test)
	9	MID TERM EXAMINATION (20-24 April 2020)
1 st May	10	Inter-language Theories <ul style="list-style-type: none"> • Overgeneralization • Transfer of Training • Strategies of Second Language Learning • Strategies of Second Language Communication • Language Transfer

		<ul style="list-style-type: none"> Stabilization and Fossilization in Inter-language
8 May	11	Language Socialization in SLA <ul style="list-style-type: none"> Acculturation/ Pidginization Theory Sociocultural Theory Processability Theory
15 May	12	Cognitive approaches to second language acquisition <ul style="list-style-type: none"> Cognitive Processes in Second Language Learners
22 May	13	<ul style="list-style-type: none"> Universal grammar Role of Universal Grammar in First and Second Language acquisition Principle and Parameter Theory Projection Principle
29 May	14	<ul style="list-style-type: none"> Language learning through association Connectionism
5 th June	15	Assessment Task : Case study report on a second language learner Goal: The goal of this task is to conduct a semi-structured interview on a bilingual case study subject and write up a report of that person's second language learning journey Product: Case study report on a second language learner Format: Interview a non-native speaker of English, who should have started to learn English after the age of 10, to produce a case study of the learner. The case should include the learner's socio-cultural and motivational factors, as well as personality traits and learning and teaching strategies developed/experienced by the learner. You will be given a set of interview questions based on aspects of second language learning theories, but you may ask other questions during the interview to pursue issues that are unique to the respondent's particular situation. You will also be provided with a template to scaffold your writing of the case study report.
12 June	16	Presentations by the students
19 June	17	Revision Week (Pre-Exam Class Test)
	18	FINAL TERM EXAMINATION (22-26 June 2020)

Suggested Readings

1. Cook, V. (1993). *Linguistics and Second Language Acquisition*. London: MacMillan Cook
2. Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford University Press.
3. Ellis, R. (1992). *Second language acquisition and language pedagogy*. Clevedon: n Multilingual Matters.
4. Ellis, R. (1994) *The Study of Second Language Acquisition*. Oxford University Press.
5. Ellis, R. (1997). *Second language acquisition*: Oxford University Press.
6. Gass, S. M. & Selinker, R. (2001) *Second Language Acquisition: An Introductory Course*. London: Routledge.
7. Johnson, K. (2001) *an Introduction to Foreign Language Learning and Teaching*. London: Longman.
8. McLaughlin, B. (1987) *Theories of Second-Language Learning*. London: Edward Arnold.

Students Responsibilities

- Attending the Course Orientation: Whether on-site or online, students must participate in a course orientation to become accustomed to the learning environment in which the course will operate.
- Reading Course Documents: It is important that students read all course documents (e.g., syllabus, assignments) to become familiar with course expectations. This will allow students the ability to properly plan for all course activities.
- “Attending” Class: Students must “attend” the online components of a course just as they would a traditional course. Class participation is essential to course success. In an online course, student attendance is considered to be defined as logging into the online/live session regularly and participating in all academic activities required by the instructor
- Staying in Contact: Student interaction with peers and the instructor is just as important in an online or blended course as it is in the traditional classroom. Students must take advantage of all the communication options that are available in the course (e.g., email, discussion boards, chat areas) to facilitate learning and complete projects.
- Students must attend class. Failure to attend class may result in failure in the course.
- Students are also responsible for doing all the assigned work on time.