

<b>Subject Code</b>	ENGL523
<b>Subject Title</b>	Second Language Learning
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre-requisite / Co-requisite/ Exclusion</b>	N/A
<b>Objectives</b>	<p>The subject provides structured opportunities for participants to explore:</p> <ul style="list-style-type: none"> <li>a) fundamental aspects of psycholinguistics and first and second language acquisition, with emphasis on the latter;</li> <li>b) learner factors that affect language learning and the nature of the learning process, with particular reference to adolescent second language learning in Hong Kong; and</li> <li>c) implications of the resulting insights for students' own professional practice.</li> </ul>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>a) understand main theories of first and second language learning and how these have influenced theories of language teaching</li> <li>b) understand main stages and processes of second language development</li> <li>c) understand various socio-psychological factors that affect second language learning</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>This subject surveys the main theories of first and second language acquisition in relative depth with a focus on English language learning.</p> <ul style="list-style-type: none"> <li>a) Language development and bilingualism</li> <li>b) Influential models of language acquisition</li> <li>c) Stages and processes of first and second language acquisition</li> <li>d) Factors affecting second language acquisition</li> <li>e) Interlanguage/Learner language</li> <li>f) Second language learning in the classroom</li> </ul>
<b>Teaching/Learning Methodology</b>	<p>Teaching and learning will take the form of themed lectures followed by interactive seminars.</p>

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
			a	b	c		
	1. Take home test	30%	✓	✓	✓		
	2. Term paper	40%	✓	✓	✓		
	3. Group presentation	30%	✓	✓	✓		
Total	100%						
<p>The in-class assessment evaluates students' understanding of main concepts and theories of second language acquisition; the Term Paper assesses the depth of students' knowledge with which they can critically understand certain important issues in second language acquisition that relate to their own professional practice.</p>							
<b>Student Study Effort Required</b>	Class contact:						
	▪ Lectures		39 Hrs.				
	▪ seminar		0 Hrs.				
	Other student study effort:						
	▪ private study		45 Hrs.				
	▪ assignments		28 Hrs.				
	Total student study effort		112 Hrs.				
<b>Reading List and References</b>	<b><u>Required Textbook</u></b>						
	Lightbown, P. M. & Spada, N. (2013). <i>How languages are learned (4th Ed)</i> . Oxford: Oxford University Press.						
<b><u>Recommended Readings</u></b>							
Brown, H. D. (2007). <i>Principles of language learning and teaching</i> . 5 <sup>th</sup> ed. White Plains, NY: Pearson Education.							
Caroll, D. (2008). <i>Psychology of Language</i> . 5 <sup>th</sup> ed. Belmont, CA. Thomson.							
De Bot, K. Lowie, W. & Verspoor, M. (2005). <i>Second language acquisition: An advanced resource book</i> . London: Routledge.							
Dornyei, Z. (2001). <i>Motivational strategies in the language classroom</i> . Cambridge: CUP.							
Doughty, C. J. & Long, M. (Eds.). (2005). <i>The handbook of second language acquisition</i> . Blackwell.							
Ellis, R. (1994). <i>The study of second language acquisition</i> . Oxford: Oxford University Press.							
Field, J. (2003). <i>Psycholinguistics: A resource book for students</i> . New York: Routledge.							

Mitchell, R. & Myles, F. (1998). *Second language learning theories*. London: Edward Arnold.

Saville-Troike, M. (2006). *Introducing second language acquisition*. Cambridge: CUP.

***Recommended journals:***

*Language Learning*

*Language Teaching Research*

*Modern Language Journal*

*Studies in Second Language Acquisition*

*TESOL Quarterly*

Revised as of August 2017