

Course Title	: Second Language Acquisition and Teaching
Course Code	: ENG3013
Recommended Study Year	: 3 rd or 4 th Year
No. of Credits/Term	: 3
Mode of Tuition	: Lecture-tutorial mode with Compulsory Service-Learning
Class Contact Hours	: 2-hour lecture per week 1-hour tutorial per week
Category	: Discipline Elective
Prerequisite(s)	: Nil
Co-requisite(s)	: Nil
Exclusion(s)	: Nil
Exemption Requirement(s)	: Nil

Brief Course Description

This course is an introduction to second language acquisition and second language teaching, with English as the main language of study. It explores the characteristics and mechanism of acquiring or learning a second language and the various major approaches to and theories of second language acquisition. It also covers traditional and contemporary language teaching approaches and methods informed by key second language acquisition theories and research. Students will practice teaching English through service-learning and apply their pedagogical knowledge to supporting learners' English language learning within selected local contexts.

Aims

The course aims:

1. To introduce students to the central concepts and theories in second language acquisition;
2. To study different aspects of second language learning and teaching across contexts;
3. To provide a foundation for students interested in pursuing a career in teaching English.

This course does **not** pre-empt the need for students to receive teacher training and undertake supervised teaching practice(s) required for teaching in local primary and secondary schools.

Learning Outcomes

On completion of the course, students will be able to:

- Describe the major approaches to and theories of second language acquisition; (LO1)
- Analyze the characteristics and learning needs of second language learners; (LO2)
- Compare various teaching approaches and methods in second language teaching; (LO3)
- Develop lesson plans and teaching materials for second language teaching; (LO4)
- Explain how second language teaching methods are used in teaching English to speakers of other languages in specific contexts of English language learning. (LO5)

Indicative Contents

- First versus Second Language Acquisition
- Approaches to Second Language Acquisition
- Theories in Second Language Acquisition
- Instructed Second Language Acquisition

- Language Teaching Approaches and Teaching Methods
- Teaching of Language Skills, Grammar, and Vocabulary
- Second Language Curriculum Design and Lesson Planning
- Research in Second Language Acquisition and Teaching

Teaching Method

The course will consist of a lecture in which the key concepts and skills are introduced and a one-hour tutorial in which the students apply the concepts and skills to discuss key topics in second language acquisition and teaching and analyze related phenomena (LO1, LO2, LO3, LO4, LO5). Through compulsory service-learning, students will have the opportunity to work individually and in groups. Individual tasks (LO2, LO3, LO4) enable students to think and reflect critically on the concepts, and group tasks (LO1, LO2, LO3, LO4, LO5) allow students to work together to apply the skills to address issues and problems in real life.

Measurement of Learning Outcomes

1. Two individual assignments will measure students' understanding of the key concepts of second language acquisition and teaching in the first half of the course. (LO2 LO3, LO4)
2. A group project will measure the extent to which students understand and can apply the concepts of second language acquisition and teaching to teaching English to local English language learners through service-learning practicum. (LO2, LO4, LO5)
3. A final test will measure the extent to which students demonstrate their knowledge of the theories and practice of second language acquisition and teaching. (LO1, LO2, LO3)

Assessment

Assessment Task	Percentage	Learning Outcome				
		LO1	LO2	LO3	LO4	LO5
Class Attendance and Participation	10%	X	X	X	X	
Individual Assignments (10% × 2)	20%		X	X	X	
Group Project reporting on the planning/designing, implementation, and outcomes of teaching English as a second language in local contexts through service-learning • Group Presentation (15%) • Group Portfolio (25%)	40%		X		X	X
Final Test	30%	X	X	X		

Required Readings

1. Saville-Troike, M., & Barto, K. (2017). *Introducing Second Language Acquisition* (3rd ed.). Cambridge: Cambridge University Press.
2. Brown, H. D., & Lee, H. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4th ed.). New York, NY: Pearson Education.

Recommended/Supplementary Readings

- Brown, H. D. (2007). *Principles of Language Learning and Teaching: A Course in Second Language Acquisition* (6th ed.). New York, NY: Pearson.
- Celce-Murcia, M., Brinton, D., & Snow, M. A. (2014). *Teaching English as a Second or Foreign Language* (4th ed.). Boston, MA: National Geographic Learning.
- Christison, M., & Murray, D. E. (2022). *What English Teachers Need to Know Volume III: Designing Curriculum* (2nd ed.). New York, NY: Routledge.
- Doughty, C., & Long, M. H. (Eds.) (2003). *The Handbook of Second Language Acquisition*. Malden, MA: Blackwell Publishing Ltd.
- Ellis, R. (2015a). *The Study of Second Language Acquisition* (2nd ed.). Oxford: Oxford University Press.
- Ellis, R. (2015b). *Understanding Second Language Acquisition* (2nd ed.). Oxford: Oxford University Press.
- Gass, S. M., Behney, J., & Plonsky, K. (2020). *Second Language Acquisition: An Introductory Course* (5th ed.). New York, NY: Routledge.
- Gass, S. M., & Mackey, A. (Eds.) (2012). *The Routledge Handbook of Second Language Acquisition*. New York, NY: Routledge.
- Lightbown, P. M., & Spada, N. (2021). *How Languages are Learned* (5th ed.). Oxford: Oxford University Press.
- Murray, D. E., & Christison, M. (2019). *What English Teachers Need to Know Volume I: Understanding Learning* (2nd ed.). New York, NY: Routledge.
- Murray, D. E., & Christison, M. (2020). *What English Teachers Need to Know Volume II: Facilitating Learning* (2nd ed.). New York, NY: Routledge.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>
- (5) Students must adhere to the University’s guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents “Guidelines for Using GAI Tools at Lingnan University” and “Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments” can be found here: <https://www.ln.edu.hk/tlc/generative-artificialintelligence/gai-guidelines-best-practices>.