

Department	International College of Liberal Arts		
Semester	Spring 2023	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	Class Methods	Face to face

(NOTE 1) Class Methods are subject to change

(NOTE 2) 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.

Learning Goals	Students will... 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
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iCLA Diploma Policy	DP1
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## 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/Group Work/Presentation
Use of ICT in Class	UNIPA functions
Use of ICT outside Class	UNIPA functions
Expected study hours outside class	Plan to spend at least two hours of preparation for each hour spent in class. This is when most learning takes place. The instructor's role is mainly to guide students, introduce new material, and answer questions.
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 <i>How Languages are Learned</i> , by Patsy M. Lightbown & Nina Spada (2013), ISBN 9780194541268.
Other Reading Materials/URL	Other Second Language Acquisition books.
Plagiarism Policy	Plagiarism is the dishonest presentation of the work of others as if it were one's own. Duplicate submission is also treated as plagiarism. Depending on the nature of plagiarism, you may fail the assignment or the course. The repeated act of plagiarism will be reported to the University, which may apply additional penalties.
Other Additional Notes	This course aims to promote diploma policy 1 of iCLA – Diploma Policy Goal 1 –To Value Knowledge. To achieve this diploma policy goal, iCLA offers English courses to students providing mastery of idea development and expression in both written and verbal forms. In addition, throughout the curriculum, iCLA offers interactive experiences through writing and presentation assignments.

(NOTE 3) 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
Class 16	Chapter 3: Individual Differences in Second Language Learning Submission of Mid-term Assignment
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