

**City University of Hong Kong**

**Information on a Course  
offered by Department of English  
with effect from Semester B in 2008 / 2009**

This form is for completion by the *Course Co-ordinator/Examiner*. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the *Explanatory Notes* attached to this Form on the various items of information required.

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**Part I**

**Course Title:** How Languages Are Learned

**Course Code:** EN3306

**Course Duration:** 1 semester

**Credit Units:** 3

**Level:** B3

**Medium of Instruction:** English

**Prerequisites:** EN2302

**Precursors:** Nil

**Equivalent Courses:** From the old curriculum: EN0310 Introduction to Language Learning

**Exclusive Courses:** Nil

**Part II**

**1. Course Aims**

This course aims to identify and describe the nature and process of second language acquisition (SLA) and to assist prospective language teachers in understanding how research on language learning is relevant to the teaching of English, particularly in Asian contexts such as Hong Kong and the rest of China.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon successful completion of this course, students should be able to:*

No.	CILOs	Weighting (if applicable)
1.	Identify some basic theories proposed to account for second language acquisition	N/A
2.	Describe the impact of individual differences on the process of second language acquisition	N/A
3.	Analyse the development of learner language	N/A
4.	Analyse the dynamics of teaching and learning a second language in a classroom	N/A

## 3. Teaching and Learning Activities (TLAs)

*(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)*

CILO No.	TLAs	Hours/week (if applicable)
CILOs 1-4	<b>Reading the text book and additional readings</b>  The course book contains information related to ALL of the topics dealt with in the course. A set of questions will be provided for every chapter. Students are encouraged to have completed the reading assignment of the week before coming to class.	5 hours / week over 13 wks
CILOs 1-4	<b>Lectures</b>  There will be one three-hour lecture every week. In the lectures, concepts introduced in the reading materials will be discussed.	2 hours / week over 13 wks
CILOs 1-4	<b>In-class tasks and activities</b>  Problem-based tasks will be carried out in class which draw from content introduced in the readings and will frequently involve the analysis of second language data. Students will also be encouraged to synthesize material from the various readings and topics and consider applications to language teaching, particularly in Hong Kong and the rest of China.	1 hour / week over 13 wks

#### 4. Assessment Tasks/Activities

*(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)*

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
CILOs 1-4	<b>In-class test</b>  One two-hour test will be administered at the end of the semester. The test will be designed to assist students in learning and revising the material covered in the course. The test will also contain questions which require students to demonstrate their understanding through analysis and synthesis of the various topics introduced in the course and application of this knowledge to practical problems to generate effective solutions.	60%	Individual work; to be assessed individually
CILOs 1-4	<b>Individual assignment</b>  Students will complete one individual assignment in which they will describe and then analyse their own experience in learning a second language by completing various data collection instruments used in second language acquisition research and applying concepts on an individual basis that are introduced and discussed during the semester. The resulting paper (approximately 10 pages) will be a critical reflective analysis of their own experience as a second language learner.	40%	Individual work; to be assessed individually

**5. Grading of Student Achievement:** Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Grading pattern: Standard (A+, A, A- . . . F). Grading will be based on student performance in assessment tasks and activities.

<b>In-class test</b>	
<b>A</b>	<ul style="list-style-type: none"> <li>◆ Shows full understanding of main concepts and their application;</li> <li>◆ All relevant information is included in discussion and analysis of concepts;</li> <li>◆ The concepts are comprehensively analyzed and explained;</li> <li>◆ The purpose of the analysis of concepts is completely achieved.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>◆ The main concepts are competently discussed and applied;</li> <li>◆ The information included in discussion and analysis of concepts is sufficient;</li> <li>◆ The concepts sufficiently analyzed and explained;</li> <li>◆ The purpose of the conceptual analysis is achieved.</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>◆ The concepts selected for analysis are sufficient and partially applied;</li> <li>◆ Only partial information is included in discussion and analysis of concepts;</li> <li>◆ Only partial analysis of concepts provided;</li> <li>◆ The purpose of the conceptual analysis is partially achieved.</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>◆ The concepts selected for analysis are sketchy and inadequate;</li> <li>◆ Incomplete information is included in discussion and analysis of concepts;</li> <li>◆ The conceptual analysis is not informative or comprehensive;</li> <li>◆ The purpose of the conceptual analysis is not adequately achieved.</li> </ul>
<b>F</b>	<ul style="list-style-type: none"> <li>◆ The concepts selected for analysis are highly inadequate;</li> <li>◆ Very limited or inaccurate data is incorporated in conceptual analysis;</li> <li>◆ The analysis is not at all comprehensible;</li> <li>◆ The purpose of the conceptual analysis are not achieved in any way.</li> </ul>

<b>Individual Assignment</b>	
<b>A</b>	<ul style="list-style-type: none"> <li>◆ The argument is extremely well-presented and is extremely well analysed;</li> <li>◆ All relevant information is excellently covered and excellent use of illustrative examples;</li> <li>◆ The purpose of analysing and presenting the argument is completely achieved.</li> <li>◆ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with <b>80%-100%</b> accuracy;</li> <li>◆ Use of vocabulary is very concise, precise and varied;</li> <li>◆ Style is highly appropriate</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>◆ The argument is competently presented and is very well analysed;</li> <li>◆ The information is sufficiently covered with good, relevant examples;</li> <li>◆ The purpose of purpose of analysing and presenting the case material is achieved.</li> <li>◆ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is</li> </ul>

	<p>accurate, with <b>65%-79%</b> accuracy;</p> <ul style="list-style-type: none"> <li>◆ Use of vocabulary is concise, precise and varied;</li> <li>◆ Style is appropriate</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>◆ The argument is adequately presented and is analysed reasonably well;</li> <li>◆ Only part of the information and some examples are covered;</li> <li>◆ The purpose of analysing and presenting the case material is partially achieved.</li> <li>◆ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with <b>50%-64%</b> accuracy;</li> <li>◆ Use of vocabulary is somewhat concise, precise and varied;</li> <li>◆ Style is somewhat appropriate</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>◆ The argument is sketchily presented and analysis inadequately presented;</li> <li>◆ Only limited examples and information is included;</li> <li>◆ The purpose of analysing and presenting the case material is not fully achieved at all.</li> <li>◆ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is inaccurate, with <b>40%-49%</b> accuracy; exhibit a great deal of residual and editorial problems.</li> <li>◆ Use of vocabulary is limited and repetitive</li> <li>◆ Style is generally inappropriate</li> </ul>
<b>F</b>	<ul style="list-style-type: none"> <li>◆ The argument is highly inadequate and is very badly analysed;</li> <li>◆ Very limited or inaccurate data and examples included;</li> <li>◆ The purpose of analysing and presenting the case material is not achieved in any way.</li> <li>◆ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, <b>below 39%</b> accuracy; exhibit very serious of residual and editorial problems.</li> <li>◆ Use of vocabulary is not concise, varied, and incomprehensible;</li> <li>◆ Style is totally inappropriate</li> </ul>

## Part III

### Keyword Syllabus

First language acquisition, theories of second language acquisition, learner language, individual differences in second language acquisition, classroom second language learning, the effects of instruction on second language learning

### Course book

Lightbown, P., and Spada, N. (2006). *How languages are learned* (third edition). Oxford: Oxford University Press.

### Recommended Reading

Cook, V. (1996). *Second language learning and language teaching* (second ed.). London: Edward Arnold.

Cook, V. (1996). Second language learning and language teaching styles. In V. Cook *Second language learning and language teaching* (second ed., pp. 173-208). London: Arnold.

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, New Jersey: Lawrence Erlbaum.

Doughty, C., & Long, M. (2003). *The handbook of second language acquisition*. Oxford: Blackwell.

Doughty, C., & Williams, J. (1998). *Focus on form in classroom second language acquisition*. Cambridge: Cambridge University Press.

Ellis, R. (1994). Classroom second language acquisition. In R. Ellis *The study of second language acquisition* (pp. 561-663). Oxford: Oxford University Press.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Ellis, R. (1997). *Second language acquisition*. Oxford: Oxford University Press.

Ellis, R. (1997). *SLA research and language teaching*. Oxford: Oxford University Press.

Gass, S. (1997). *Input, interaction and the second language learner*. Mahwah, NJ: Lawrence Erlbaum.

Hinkel, E. (2005). *Handbook of research in second language learning and teaching*. Mahwah, New Jersey: Lawrence Erlbaum.

Lantolf, J. (2000). *Sociocultural theory and second language learning*. Oxford: Oxford University Press.

Mitchell, R., & Myles, F. (2004). *Second language learning theories* (second ed.). London: Arnold.

Oxford, R. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House.

Robinson, B., & Schacter, J. (1983). *Second language learning: Contrastive analysis*,

- error analysis, and related aspects*. Ann Arbor: The University of Michigan Press.
- Robinson, P. (2002). *Cognition and second language instruction*. Cambridge: Cambridge University Press.
- Robinson, P. (2002). *Individual differences and instructed language learning*. Amsterdam: John Benjamins.
- Rose, K., & Kasper, G. (2001). *Pragmatics in language teaching*. New York: Cambridge University Press.
- Skehan, P. (1989). *Individual differences in second-language learning*. London: Edward Arnold.
- Skehan, P. (1998). *A cognitive approach to second language learning*. Oxford : Oxford University Press.

**Returned by**

Name: Dr Kenneth R. Rose

Department: English

Tel: 2788-8883

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