

Foreign Language Acquisition

Fall 2009

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COURSE OBJECTIVES:

This course is designed to introduce students to the theories of second language acquisition and an analysis of the ways in which these theories have been applied to methods for classroom foreign language teaching. The knowledge about how languages are learned will help students evaluate claims made by textbook writers and proponents of various language teaching methods.

REQUIRED TEXT:

How Languages are learned, Third Edition by Patsy M. Lightbown and Nina Spada, 2006. Oxford University Press. 敦煌代理 Tel: (05) 278-5798

Articles

1. Guan, Ying-Hua., & Lin, Pei-Chen. (2009). Can learning a foreign language shape our thought? *The Proceedings of the 2009 International Conference on Applied Linguistics & Language Teaching* (pp. 87-97). Taipei: Crane Publishing Co., LTD.
2. Lin, Hui-Chin. (2008). Pedagogies Proving Krashen's Theory of Affective Filter. *Hwa Kang Journal of English Language & Literature*, 14, 117-136.
3. Huang, Hsuan-Hua. (2008). The Earlier, the Better? Age Effect on second Language Phonology and Grammar. *NCYU Inquiry of Applied Linguistics* (pp. 137-156). Chiayi: National Chiayi University.
4. Wang, Wei-Pei. (2008). Young Learners of a Foreign Language: Theoretical Considerations. *Wen Tzao Journal*, 15, 345-354.

5. Taman, Hassan. , & Dina, El-Dakhs. (2009). Inter-word connections in the second language mental lexicon. *The Proceedings of the 2009 International Conference on Applied Linguistics & Language Teaching* (pp. 435-442). Taipei: Crane Publishing Co., LTD.
6. Ho, Hsin-Yi, & Huang, Chuen-Teng. (2008). EFL Students' Acquisition of English Verbal Construction. *The Seventeenth International Symposium on English Teaching* (pp.354-363). Taipei: Crane Publishing Co., LTD.
7. Peter, M., Dennis,W. (2006). HOW MUCH IS ENOUGH? A Study of the Mother Tongue in Second Language Instruction. *Hwa Kang Journal of English Language & Literature*, 12, 1-26.

COURSE REQUIREMENTS:

1. Midterm exam	30%
2. Final Exam	30%
3. One Group project	25%
4. Article presentation	10%
5. Participation	5%

There will be “surprise” in-class assignments or quizzes that will measure participation.

ASSIGNMENT DESCRIPTIONS

● Article Presentation

Students will work in groups of SEVEN. Each group will select an article relevant to a chapter and lead a group discussion. The presenters will bring 3-5 discussion questions (in writing) based on the reading and will lead a 20-30 minutes group discussion based on the questions. Subsequently, the discussion leaders will debrief the discussion with the entire class and provide an overview of the main points of the reading. Copies of the article and discussion questions should be given to the instructor and other students at least a week ahead. Students are supposed to read the article before class and be ready for discussion.

- Language acquisition project

Students will work in groups of SEVEN each group will select an aspect of second language phonology, morphology or syntax they would like to study. The group will design a language elicitation task to be used with a second language learner. After the data has been collected, you will work together to analyze the data and write a paper describe the aspect of the learner's language that you are examining.

Organize your paper as follows:

Describe the aspect of the learner's language that you are examining. Describe the learner in terms of age and any other information relevant to language (e.g., parents' languages). Do not reveal the learner's identity. Indicate the context in which you gathered the data and any tasks you used. Then, present your analysis of the data in an organized manner, describing the patterns and exceptions. Draw appropriate conclusions, keeping in mind the limited amount of data. Connect what you have found to class readings and discussion. Your paper should be around 5 double-spaced typed pages. A transcript of all the data may be included in as appendix, but should not be part of the main body of the paper. You should, however, include enough examples to support your analysis and conclusions. A brief report of the work shared by each group member needs to be turned in with the paper.

Learner background (1page) 5%

Plan for data collection (including tasks to be used) 5%

Oral presentation (20 minutes) 5%

Written report 10%

COURSE SCHEDULE (subject to change)

Date	Topic	Assignment
Sept. 24	Introduction	
Oct. 1	Learning a first language	Ch. 1
Oct. 8	Learning a first language	Ch. 1 Group 1 presentation
Oct. 15	Second language learning theories and SLA	Ch. 2
Oct. 22	Second language learning theories and SLA	Ch. 2 Group 2 presentation
Oct. 29	Factors affecting SLA	Ch. 3
Nov. 5	Factors affecting SLA	Ch. 3 Group 3 presentation ※Learner background due※
Nov. 12	Midterm Exam	Ch. 1-3 and articles
Nov. 19	Learner language	Ch. 4
Nov. 26	Learner language	Ch. 4. Group 4 presentation ※Plan for data collection due
Dec. 3	Second language teaching	Ch. 5
Dec. 10	Second language teaching	Ch. 5 Group 5 presentation
Dec. 17	Second language learning in the classroom	Ch. 6
Dec. 24	Second language learning in the classroom	Ch. 6 Group 6 presentation
Dec. 31	Popular ideas in language learning	Ch. 7
Jan. 7	Popular ideas in language learning	Group 7 presentation
Jan. 14	Project presentations	※Paper due
Jan. 21	Final Exam	Ch. 4-6 and articles