Module/Course Title: Second Language Acquisition					
Module/ course code	**Student workload**	**Credits (ECTS)**	**Semester**	**Frequency**	**Duration**
SBI 4135	8,5 hours per week	3 CU x 1.58 = 4.74 ECTS	1st	3 CU x16 = 48	16 meetings

1	**Types of courses**	**Contact hours**	**Independent study**	**Class size**
	Elective coursework	3 CU x 50 minutes = 510 = 2.5 hours per week	3 CU x 120 minutes = 360 minutes = 6 hours	Max. 30 students

2	**Prerequisites for participation (if applicable)** -

3	**Learning Outcomes (PLO + CLO)**

Course Description:
This course provides an overview of the differing theories of how someone acquires a second language and the implication of these theories for language teaching and learning. The first and second language acquisition will be compared and some internal and external factors involved in second language learning will be considered. The roles of individual learner differences and learning strategies are also investigated
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Programme Learning Outcomes (PLO):
PLO1: Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works
1. Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society
2. Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism

Intended Learning Outcomes (ILO)
ILO1: A1. Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics
ILO2: A2. Students are able to uphold entrepreneurship values in cooperating with the society and environment
ILO3: MK1. Students are able to demonstrate language skills by using proper English
ILO4: MK2. Students are able to analyse the development of linguistic, literary and cultural phenomena in the global and digital era
ILO5: GS1. Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts
ILO6: GS2. Students are able to use media and technology into their learning and research activities
ILO7: SS1. Students are able to analyse various scientific texts in the fields of language, literature and culture in English

	Course Learning Outcomes (CLO)
	On completion of this course, the students will be able to:
	1. demonstrate an understanding of the major theories in the field of second language acquisition
	2. evaluate the role of internal and external factors in language learning,
	3. be able to analyze the interlanguage of a learner, to design and to conduct a small research study in second language acquisition contexts.
4	**Subject aims/Content**
	Meeting 1: **Introduction to course and Overview of SLA**
	Students are able to:
	a. Understand the course profile
	b. Demonstrate an understanding of the major theories in the field of second language acquisition (SLA, Scope and goals)
	Meeting 2: **Describing and Explaining L1 Acquisition**
	Students are able to demonstrate an understanding of the major theories in the field of second language acquisition, namely behaviorism, innatism, interactionism
	Meeting 3: **Theories in L2 learning**
	Students are able to
	a. Demonstrate an understanding of theories in L2 learning from behaviorist, innatist, cognitivist and socioculturalist perspectives.
	b. Identify the differences in L1 and L2 learning theories
	Meeting 4-5: **Individual differences in learning**
	Students are able to
	a. Identify learner characteristics which affect the second language learning.
	b. Analyze studies investigating learner characteristics
	Meeting 6-7: **Studying the language of second language learning**
	Students are able to
	a. Demonstrate an understanding of approaches in studying interlanguage i.e. contrastive analysis, error analysis
	b. Identify the developmental stages in second language learning
	c. Analyse the influence of first language on second language learner
	Meeting 8: **Mid-Term Project**
	Meeting 9-10: **Explaining Second Language Acquisition: External Factor**
	Students are able to
	a. Demonstrate an understanding of social factors and second language acquisition.
	b. Demonstrate an understanding of input & interaction and second language acquisition.
	Meeting 11-12: Explaining Second Language Acquisition: Internal Factor

	Students are able to a. Demonstrate an understanding of language transfer. b. Demonstrate an understanding of cognitive accounts and second language acquisition. c. Demonstrate an understanding of linguistics universal and second language acquisition **Meeting 13: Second language learning in the classroom** Students are able to demonstrate an understanding of multiple perspectives in L2 teaching and relate those theories with their second language learning experiences. **Meeting 14: Conducting research in Second language acquisition** Students are able to a. demonstrate an understanding of various topics, research methodology and research instruments in conducting SLA research. b. Identify their research interest in SLA topics **Meeting 15: Project Discussion** Students are able to a. Share and discuss their research idea and design to their classmates. b. Give feedback to their friends' research plan. c. Improve their research plan based on the feedback given during classroom discussion **Meeting 16: Final Project**
5	**Teaching methods** Lectures, discussions, case method, collaborative learning
6	**Assessment methods** 1. Class Participation To maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary tasks but they are also expected to interact with peers and the topics as directed in class discussions and activities. 2. Presentation Students collaboratively will present their understanding of particular theories in Second Language Acquisition based on their readings. 3. Written assignment Students are required to do some written assignments after the class to reflect the theories learned and relate it to their second language learning experiences. In addition they are also required to analyse language learner data using the related theories that they have learned. 4. Critical Review Project Students will be grouped in which one group consists of three students. They will

select a journal article written in English from a reputable international journal on a given topic. They will, then, write a critical review of the selected journal article. The students have to include all aspects of critical review, namely introduction, summary, critique, conclusion and references. The critical review which is written in English will be submitted in Google Classroom on Week 8. In addition, they have to present their work on Week 8.. The presentation will be carried out in English. Students are required to read the task guideline in their Google Classroom for detailed information.

5. Mini Research Project
Starting from Week 9, students will be grouped based on their research interest in the area of second language acquisition. Each group consists of four students. Each group will be assigned to design and conduct a mini research in the area of second language acquisition discussed in classroom. Then, they will write a research report based on the results of their research. The report is written in English and it is due on Week 16. Moreover, they are also required to present their mini research in class on Week 16. The presentation will be carried out in English. Students are required to read the task guideline in their Google Classroom for detailed information.

What follows is summary of the Assessment:

Assessment Task	Task Type	Due	Weighting
Attendance and participation	Formative	Through the semester	10%
Presentation	Formative	Week 10, 12, 13	15%
Written Assignments	Formative	Week 2, 3, 5, 7, 10	20%
Midterm project	Formative	Week 8	25%
Final project (mini research)	Formative	Week 16	30%
TOTAL			100%

7	**This module/course is used in the following study programme/s as well**
	Not Available
8	**Teacher**
	Fatimah, M.Appl.Ling. & Sahiruddin, PhD
9	**Resources**

9. Resources
1. Lightbown, P & Spada, N. (2013). *How languages are learned* (4th Ed). Oxford: Oxford University Press
2. Ellis, R. (1997). *Second language acquisition.* Oxford: Oxford University Press
3. Gass, S.M. & Selinker , L. (2008). *Second language acquisition: An introductory course.* (3rd Ed). Mahwah, NJ: Lawrence Erlbaum.

		4. Saville-Troike. M. (2012). *Introducing second language acquisition*. UK: University Cambridge Press..