



UNIVERSITI TEKNOLOGI MARA

TSL515: SECOND LANGUAGE ACQUISITION

Course Name (English)	SECOND LANGUAGE ACQUISITION APPROVED
Course Code	TSL515
MQF Credit	3
Course Description	The course will provide a survey of theoretical approaches to and practical issues in Second Language Acquisition. Students will read and discuss a variety of texts in the field and will be expected to become familiar with the outlines of recent research.
Transferable Skills	The ability to: 1. lead group discussions 2. use the internet to scour for information 3. read and analyze research articles in SLA
Teaching Methodologies	Lectures, Web Based Learning, Reading Into Writing Task, Reading Activity, Discussion, Computer Aided Learning, Journal/Article Critique
CLO	CLO1 Demonstrate their understanding of the theories and trends of Second Language Acquisition (SLA) CLO2 be able to apply the knowledge of SLA in language teaching CLO3 be able to write a paper on SLA using a range of secondary sources. CLO4 be able to discuss SLA research critically and analytically in class and online forums
Pre-Requisite Courses	No course recommendations
Topics	
1. First Language Acquisition 1.1) a. Behavioral Approaches 1.2) b. The Nativist Approach 1.3) c. Functional Approaches 1.4) d. Issues in First Language Acquisition	
2. Age and Acquisition 2.1) a. The Critical Period Hypothesis 2.2) b. Issues in First Language Acquisition Revisited	
3. Human Learning 3.1) a) Learning and Training 3.2) b) Pavlov's Classical Behaviorism 3.3) c) Skinner's Operant Conditioning 3.4) d) Ausubel's Subsumption Theory 3.5) a. Rote vs. Meaningful Learning 3.6) b. Systematic Forgetting 3.7) e) Rogers's Humanistic Psychology 3.8) f) Types of Learning 3.9) g) Transfer, Interference, and Overgeneralization 3.10) h) Inductive and Deductive Reasoning 3.11) i) Language Aptitude 3.12) j) Intelligence and Language Learning 3.13) k) Learning Theories in Action: Two Language Teaching Methods in Contrast 3.14) a. The Audiolingual Method 3.15) b. Community Language Learning	

4. Styles and Strategies

- 4.1) Learning Styles
- 4.2) a. Field Independence
- 4.3) b. Left- and Right-Brain Dominance
- 4.4) c. Ambiguity Tolerance
- 4.5) d. Reflectivity and Impulsivity
- 4.6) e. Visual, Auditory and Kinesthetic Styles

5. Personality Factors

- 5.1) Affective Factors in Second Language Acquisition
- 5.2) a. Self-Esteem
- 5.3) b. Attribution Theory and Self-Efficacy
- 5.4) c. Willingness to Communicate
- 5.5) d. Inhibition
- 5.6) e. Risk-Taking
- 5.7) f. Anxiety
- 5.8) g. Empathy
- 5.9) h. Extroversion
- 5.10) Motivation
- 5.11) a. Theories of Motivation
- 5.12) b. Instrumental and Integrative Orientations
- 5.13) c. Intrinsic and Extrinsic Motivation

6. Sociocultural Factors

- 6.1) a. Second Culture Acquisition
- 6.2) b. World Englishes
- 6.3) c. ESL and EFL
- 6.4) Language, Thought, and Culture
- 6.5) a. Framing Our Conceptual Universe
- 6.6) b. The Whorfian Hypothesis
- 6.7) c. Culture in the Language Classroom

7. Communicative Competence

- 7.1) Language Functions
- 7.2) a. Halliday's Seven Functions of Language
- 7.3) b. Functional Approaches to Language Teaching
- 7.4) Discourse Analysis
- 7.5) a. Conversation Analysis
- 7.6) b. Corpus Linguistics
- 7.7) c. Contrastive Rhetoric
- 7.8) Pragmatics
- 7.9) a. Sociopragmatics and Pragmalinguistics
- 7.10) b. Language and Gender
- 7.11) Nonverbal Communication
- 7.12) a. Kinesics
- 7.13) b. Eye Contact
- 7.14) c. Proxemics
- 7.15) d. Artifacts
- 7.16) e. Kinesthetics
- 7.17) f. Olfactory Dimensions
- 7.18) CC in the Classroom
- 7.19) a. Communicative Language Teaching
- 7.20) b. Task-Based Teaching

8. Cross-Linguistic Influential and Learner Language

- 8.1) a. The Contrastive Analysis Hypothesis
- 8.2) b. Markedness and Universal Grammar
- 8.3) c. Learner Language
- 8.4) d. Error Analysis
- 8.5) e. Mistakes and Errors
- 8.6) f. Errors in Error Analysis
- 8.7) g. Identifying and Describing Errors
- 8.8) h. Sources of Error
- 8.9) i. Fossilization or Stabilization?
- 8.10) j. Errors in the Classroom

9. Toward a Theory of Second Language Acquisition

- 9.1) Hot Topics in SLA Research
- 9.2) a. Explicit and Implicit Learning
- 9.3) b. Awareness
- 9.4) c. Input and Output
- 9.5) d. Frequency
- 9.6) An Innatist Model: Krashen's Input Hypothesis
- 9.7) a. Five Hypotheses
- 9.8) b. Evaluations of the Five Hypotheses
- 9.9) c. The Output Hypothesis

Assessment Breakdown	%
Continuous Assessment	60.00%
Final Assessment	40.00%

Details of Continuous Assessment	Assessment Type	Assessment Description	% of Total Mark	CLO
	Assignment	Prepare a full lesson plan based on the current secondary school syllabus. It should be based on the foundation of learning styles and learning theories. The lesson should incorporate at least three activities, one of which should be a self developed online activity. Attach a one page write up on the learning styles and theories that impact the lesson plan.	20%	CLO2
	Group Project	Identify a problem or issue regarding the teaching of ESL in Malaysia and write a research proposal. The proposal should contain a clear outline of the problem, background, objectives, literature review and methodology.	20%	CLO4
	Online Quiz	Test 1	10%	CLO1
	Test	Test 2	10%	CLO3

Reading List	Recommended Text	<ul style="list-style-type: none"> • Brown, H.D. 2007, <i>Principles of Language Learning and Teaching</i>, Ed., , Pearson Education New York [ISBN:] • Patsy Lightbown and Nina Spada 2006, <i>How Languages are Learned</i>, Oxford University Press UK • Ellis 1994, <i>The Study of Second Language Acquisition</i>, Oxford University Press UK
Article/Paper List	This Course does not have any article/paper resources	
Other References	This Course does not have any other resources	