Tamkang University Academic Year 107, 2nd Semester Course Syllabus

Course Title	SECOND LANGUAGE ACQUISITION AND TEACHING	Instructor	YING-HSUEH MOELLER
Course Class	TFLXM1A MASTER'S PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	◆ Selective ◆ One Semester ◆ 2 Credits

Departmental Aim of Education

Ⅰ. Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.

Ⅱ. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.

Ⅲ. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.

Ⅳ. Strategies

1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.

2. Promote technologicalization and internationalization.

3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.

4. Launch a common English Proficiency Test and enhance students' competiveness in the job market.

5. Enrich international video conferencing.

6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.

Departmental core competences

A. Establish a foundation for academic specilization in literature, translation, language teaching and linguistics.

B. Act on the global digital trend and train teaching competency that combines computer technology and internet research.

C. Cultivate professinal ethics and social responsibility.

	Course Introduction	The course will cover theories and research in SLA and Applied Linguistics that have been applied to the practices of teaching in the past three to four decades. Course syllabus is of course subject to change depending on the interest and expertise of the participants to this course.

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I.Objective Levels (select applicable ones) :
 (i) Cognitive Domain   : C1-Remembering,   C2-Understanding,   C3-Applying,
                                 C4-Analyzing,   C5-Evaluating,   C6-Creating
 (ii) Psychomotor Domain : P1-Imitation,   P2-Mechanism,   P3-Independent Operation,
                                 P4-Linked Operation, P5-Automation,   P6-Origination
 (iii) Affective Domain   : A1-Receiving,   A2-Responding,   A3-Valuing,
                                 A4-Organizing,   A5-Charaterizing,   A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :
 (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
 (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
 (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	To understand what language is and what that means to language acquisition (both L1 and L2). Students should also have an overview of the history and development of language teaching theories and practices. After that, they need to have a critical mind to distinguish good theories and practices from poor ones.	C4	ABC

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment

1	To understand what language is and what that means to language acquisition (both L1 and L2). Students should also have an overview of the history and development of language teaching theories and practices. After that, they need to have a critical mind to distinguish good theories and practices from poor ones.	Lecture, Discussion, Problem solving	Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◆ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◆ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	108/02/18 ~ 108/02/24	Introduction: Language learning theories	
2	108/02/25 ~ 108/03/03	Language learning thories	
3	108/03/04 ~ 108/03/10	Explicit or implicit teaching of grammar	
4	108/03/11 ~ 108/03/17	Teaching vocabulary	
5	108/03/18 ~ 108/03/24	Teaching speaking and listening	
6	108/03/25 ~ 108/03/31	Teaching reading and writing	
7	108/04/01 ~ 108/04/07	Teaching communication	

8	108/04/08 ~ 108/04/14	Teaching culture	
9	108/04/15 ~ 108/04/21	Mid-term; New technologies in language classrooms	
10	108/04/22 ~ 108/04/28	Learning strategies	
11	108/04/29 ~ 108/05/05	Individual differences in L2 learners and speakers	
12	108/05/06 ~ 108/05/12	Individual differences in L2 learners and speakers	
13	108/05/13 ~ 108/05/19	"native speaker" revisit	
14	108/05/20 ~ 108/05/26	Global English and SLA	
15	108/05/27 ~ 108/06/02	EAP and ESP	
16	108/06/03 ~ 108/06/09	Future trends in SLA	
17	108/06/10 ~ 108/06/16	Discussion of project works	
18	108/06/17 ~ 108/06/23	Finals	

Requirement	
Teaching Facility	Computer, Projector
Textbook(s)	Cook, V. (4th ed. 2008). Second Language Learning and Language Teaching. London: Hodder Education Myles, F. and Mitchell, R. (2nd ed. 2004). Second Language Theories. London: Hodder Education
Reference(s)	.Krashen, S. (1982), Principles and Practice in Second Language Acquisition, Pergamon Oxford, R. (Ed.). (1996). Language Learning Strategies Around the World: Cross-cultural Perspectives. Honolulu: University of Hawai&amp;#39;i, Second Language Teaching and Curriculum Centre. Major, Roy C. 2004. Gender and stylistic variation in second language phonology. Language Variation and Change 16, 169-188 Tarone, Elaine and Merrill Swain. 1995. A sociolinguistic perspective on second language use in immersion classrooms. Modern Language Journal 79, 166-178. Dörnyei, Z. (2007). Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies. Oxford: Oxford University Press Journal of Applied Linguistics, TESOL Quarterly Wen, Z., Mota, M. B., & McNeill, A. (2015) (eds), Working memory in second language acquisition and processing. Bristol, U.K.: Multilingual Matters Hardwood, N. (2010). English language teaching materials: Theory and practice. New York; Cambridge: Cambridge University Press Ellis, R. & Shintani, N. (2014). Exploring language pedagogz through second language acquisition research. London; New York: Routledge/Taylor & Francis Group

Number of Assignment(s)	2 (Filled in by assignment instructor only)
Grading Policy	◆ Attendance： 40.0 % ◆ Mark of Usual： % ◆ Midterm Exam： % ◆ Final Exam： % ◆ Other〈reports and paper〉：60.0 %
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ **Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.**