

Title of the Course: <i>Language Acquisition</i>	Course-No: 208	Semester: <i>4th Semester /2nd Year - Spring</i>	
Course type: <i>Lecture & Microteaching</i>	Hours-Practice/Week: 3-0	Credits	
		Local	ECTS
Status: <i>Compulsory</i>	Language of Instruction: <i>English</i>	3	4
Lecturer:	<i>Instructor Dr. Salim RAZI</i>		
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Course description:

This course aims to introduce theories of the first and second language acquisition. It focuses on educational psychology and its implications for language learning and teaching, factors affecting the process of language acquisition.

Week / Date	Discussion Topics	Readings
Week 1 21-25.02.2011	Introduction to the course: Content, aims, structure and expectation.	-----
Week 2 28.02-04.03.2011	What is language -Language behaviour -Linguistics & Applied Linguistics -Communicative Competence -Learning a first Language -Theories of first language acquisition	Alptekin (2000); Chastain (1988), Chapter, 3; Fromkin, & Rodman (1997), Chapter 8(2); Hedge (2000), Chapter 2(2); Lightbown & Spada (1999), Chapter 1; Lyons (1981), Chapter 1; Yule (1996), Chapters 1, 16 & 17; Field (2003)
Week 3 07-11.03.2011	-Theories of Second Language Acquisition -The Positivist (Behaviourist) School -Cognitive Psychology	Brown (2000), Chapter 10(3); Lightbown & Spada (1999), Chapter 2; Randall (2007), Chapter, 7; Williams & Burden (1997), Chapter 1
Week 4 14-18.03.2011	-The acquisition-learning hypothesis -The monitor hypothesis -The natural order hypothesis -The input hypothesis -The affective filter hypothesis	Lightbown & Spada (1999), Chapter 2
Week 5 21-26.03.2011	-Humanistic approaches -Social Interactionism	Lightbown & Spada (1999), Chapters 1 & 2; Williams & Burden (1997), Chapter 2
Week 6 28.03-01.04.2011	Learner Language -Developmental patterns	Lightbown & Spada (1999); Chapter 4
Week 7 04-08.04.2011	Factors affecting second language acquisition -The good language learner -Learning strategies -Learning styles	Lightbown & Spada (1999); Chapter 3; Brown (2001), Chapter 14; Chastain (1988), Chapter, 5; Cook (1991), Chapter 5; Harmer (1998), Chapter 2; Hedge (2000), Chapter 3(2); Williams & Burden (1997), Chapter 2
Week 8 11-15.04.2011	Factors affecting second language acquisition: Learning styles -Personality introversion vs. extraversion -Tolerance of ambiguity	Brown (2000), Chapter 5; Hedge (2000), Chapter 1(3)
Week 9 18-22.04.2011	Midterm Exam	-----
Week 10 25-29.04.2011	Factors affecting second language acquisition: -Intelligence & Aptitude -Multiple Intelligences	Lightbown & Spada (1999); Chapter 3
Week 11 02-06.05.2011	Factors affecting second language acquisition: -Age -Gender	Brown (2000), Chapter 3; Brown (2001), Chapter 6; Dörnyei (2009), Chapter 6; Hinkel (2005), Lightbown & Spada (1999); Chapter 3; Chapter 23; Ur (1996), Module 20
Week 12	Factors affecting second language acquisition:	Brown (2001), Chapter 5; Cook (1991),

09-13.05.2011	-Motivation and Attitudes -Learner beliefs	Chapter 5; Lightbown & Spada (1999); Chapter 3; Ur (1996), Module 19; Williams & Burden (1997), Chapters 6 & 7
Week 13 16-20.05.2011	What can teachers do to promote language learning Second Language Learning in the classroom	Williams & Burden (1997), Chapter 4; Cook (1991), Chapter 6
Week 14 23-27.05.2011	Wrap it up: Overall assessment of the term	-----
30.05-10.06.2011	Final Exam	-----

Teaching method: Lectures, class discussion, and group work.

Prerequisites: None.

Teaching aids: OHP transparencies, PowerPoint presentations, lecture notes, and reference books.

Assessment method: Midterm exam constitutes 40% of the final mark while final exam accounts for 60%. Attendance is compulsory and those who exceed 30% absence will automatically fail.

Learning outcomes: Students will understand basic concepts related to the process of language acquisition.

Attendance policy: Students cannot learn without consistent effort throughout the semester. Attendance will be expected in all sessions. Students are required to read the related chapters before the class. Attendance will be taken and recorded in all class sessions. The final grade will be lowered in case of excessive absences. Since this class meets once a week only 14 times this semester, more than one absence is considered excessive. Your final grade will be lowered in accordance with the following scale.

- Two classes : 3 points
- Three classes : 6 points
- Four classes : 10 points
- Five and more classes : Fail

Registration for course: Required.

Registration for examination: No.

Remarks: This lecture is suitable for trainee teachers.

Main reading:

Alptekin, C. (2000). Communicative competence revisited: Aiming at intercultural communicative competence in ELT. In D. Köksal & İ. H. Erten (Eds.), *Conference proceedings: First international ELT research conference*. Çanakkale: Çanakkale Onsekiz Mart University Press.

Berman, M. (1998). *A multiple intelligences road to an ELT classroom*. Bancyfelin: Crown House Publishing.

Cephe, P. T. (2001). Making use of the theory of Multiple Intelligences with ELT students. In D. Köksal & İ. H. Erten (Eds.), *Conference proceedings: First international ELT conference*. Çanakkale: Çanakkale Onsekiz Mart University Press.

Kinsella, K. (1995). Understanding and empowering diverse learners in ESL classrooms. In J. M. Reid (Ed.), *Learning styles in the ESL/EFL classroom*. New York: Newbury House.

Köksal, D. & Erten İ. H. (Eds.) (2001). *Conference proceedings: First international ELT conference*. Çanakkale: Çanakkale Onsekiz Mart University Press.

Lightbown, P. M. & Spada, N. (1999). *How languages are learned* (Revised Ed.). Oxford: Oxford University Press.

Williams, M. & Burden, R. L. (1997). *Psychology for language teachers*. Cambridge: Cambridge University Press.

Supplementary reading:

Brown, H. D. (2000). *Teaching by principles: An interactive approach to language pedagogy*. Longman.

Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). New York: Longman.

Chastain, K. (1988). *Developing second-language skills: Theory and practice* (3rd ed.). Florida: Harcourt Brace Jovanovich.

Cook, V. (1991). *Second language learning and language teaching*. New York: Routledge.

Dörnyei, Z. (2009). *The psychology of second language acquisition*. Oxford: Oxford University Press.

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

Field, J. (2003). *Psycholinguistics: A resource book for students*. New York: Routledge.

Fromkin, V. & Rodman, R. (1997). *An introduction to language* (6th ed.). Fort Worth: Harcourt Brace College Publishers.

Harmer, J. (1998). *How to teach English*. Essex: Longman.

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

Lyons, J. (1981). *Language and linguistics: An introduction*. Cambridge: Cambridge University Press.

Randall, M. (2007). *Memory, psychology and second language learning*. Amsterdam: John Benjamins.

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.

Yule, G. (1996). *The study of language* (2nd ed.). Cambridge: Cambridge University Press.