

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Arts (Honours) in Language Studies (Four-year Full Time)
Programme QF Level	: 5
Course Title	: Theories of Language Learning: Cognition and Context
Course Code	: ENG4342
Department	: Department of English Language Education (ELE)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course will consider how the mind acquires a first and second language and will look at the types of socio-cultural and instructional context that can be shown to facilitate or impede this. It will begin with a brief survey of the brain and what we know about how language is located within it. It will then consider the issue of bi- and tri-lingualism and how this has been seen to impact learning. Whilst reminding students of the FLA focus of much psycholinguistic theory, it will look largely at behaviourist, generative, functional, socio-cultural and cognitivist theories of SLA whilst plotting how each theoretical perspective constructs the relationship between the two. Finally, it will model SLA as a cognitive process that can be facilitated or impeded by different social contexts and instructional approaches.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Evaluate language learning theories according to informed psycholinguistic, social and instructional criteria (ESLOs_{1, 3 & 4});
- CILO₂ Contextualise theories of learning within a familiar social environment (ESLOs_{3 & 4});
- CILO₃ Appraise language teaching and learning practice according to reasoned, evidence supported frameworks (ESLO₁); and
- CILO₄ Make a principled application of theoretical frameworks to evidence-based enquiries (ESLO₄).

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

- CILLO₁ Use appropriate language in academic writing.

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Presentation of the core approaches in FLA and SLA as Behaviourist, Generative, Cognitivist, Functional/Social and Socio-Cultural.	CILO ₁ CILLO ₁	Lecture, seminar discussion and reading.
● Summary of theories of bilingualism, of the issue of a socio-cognitively based acquisition and learning distinction and of the mutually constitutive relationship of mind and society.	CILO ₂ CILLO ₁	Lecture and tutorials.

● An examination of the relationship between theories of second language teaching and theories of second language learning.	<i>CILO₃</i> <i>CILLO₁</i>	Lecture, reading and seminar discussion, presentation of lesson plans, analysis of textbooks.
● Designing and implementing small SLA research projects.	<i>CILO₄</i> <i>CILLO₁</i>	Tutorials and lecture presentation of research processes.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) 4 short quizzes on basic concepts	20%	<i>CILO₁</i>
(b) Group presentation on the research project	20%	<i>CILO_{S2 & 3}</i>
(c) Mini research individual project	60%	<i>CILO₄</i> <i>CILLO₁</i>

6. Required Text(s)

Nil

7. Recommended Readings

- Bloom, P. (Ed.) (1996). *Language acquisition: Core readings*. Cambridge: MIT Press.
- Chomsky, N. (1959). A review of B. F. Skinner's verbal behavior. In *Language*, 35, 26-58.
- Clark, E. (2008). *First language acquisition*. Cambridge: Cambridge University Press.
- De Guerrero, M. C. M. (2000). Form and functions of inner speech in second language learning. In J. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 83-116). Norwood, NJ: Ablex.
- Deacon, T. (1997). *The symbolic species*. London: Penguin.
- Ellis, R. (1984). *Classroom second language development: A study of classroom interaction and language acquisition*. Oxford: Pergamon Press.
- Ellis, R. (1995). *Instructed second language acquisition*. Oxford: Blackwell.
- Ellis, R., & Barkhuizen, G. (2005). *Analyzing learner language*. Oxford: Oxford University Press.
- Fletcher, P. & MacWhinney, B. (Eds.) (1995). *The handbook of child language*. Cambridge, MA.: Blackwell.
- Fodor, J. (1985). *The modularity of mind*. Cambridge, MA. and London: MIT Press.
- Goodman, Y. M., & Goodman, K. S. (1990). Vygotsky in a whole language perspective. In L. C. Moll (Ed.), *Vygotsky and education: Instructional implications and applications of sociohistorical psychology* (pp. 223-250). Cambridge: Cambridge University Press.
- Hakuta, K. (1986). *Mirror of language: The debate on bilingualism*. New York: Basic Books.
- Heath, S. B. (1983). *Ways with words: Language, life and work in communities and classrooms*. Cambridge: Cambridge University Press.

- Holme, R. (2009). *Cognitive linguistics and language teaching*. Houndmills: Palgrave Macmillan.
- Holme, R. (2004). *Mind metaphor and language teaching*. Houndmills: Palgrave Macmillan.
- Kaplan, R. (Ed.) (2002). *The Oxford handbook of applied linguistics*. Oxford: Oxford University Press.
- Karmiloff-Smith, A. (1987). Function and process in comparing language and cognition. In M. Hickman (Ed.), *Social and functional approaches to language and thought*. Orlando: Academic Press.
- Kennedy, G. (1973). Conditions for language learning. In J. Oller & R. C. Richards (Eds.), *Focus on the learner: Pragmatic perspectives for the language teacher*. Rowley, MA: Newbury House.
- Krashen, S. D. (1985). *The input hypothesis*. London: Longman.
- Lantolf, J. P. (2002). Sociocultural theory and second language acquisition. In R. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (pp. 104-114). Oxford: Oxford University Press.
- Lantolf, J. P., & Thorn, S. L. (2006). *Socio-cultural theory and the genesis of second language development*. Oxford: Oxford University Press.
- Lantolf, J.P. & Appel, G. (2000). Theoretical framework: An introduction to Vygotskian approaches to second language research. In J. P. Lantolf and G. Appel (Eds) *Vygotskian approaches to second language research* (pp. 2-32). New Jersey: Ablex.
- Larsen Freeman, D., & Long, M. (1991). *An introduction to second language acquisition research*. London and New York: Longman.
- Long, M. (1988). *Maturational constraints on language development*. Mimeograph, University of Hawaii.
- MacWhinney, B. (1991). *The CHILDES project: Tools for analyzing talk* (2nd Ed.). Hillsdale, N.J. Lawrence Erlbaum.
- McLaughlin, B. (1987). *Theories of second language learning*. London: Edward Arnold.
- Ochs, E. (1988). *Culture and language development*. Cambridge, Cambridge University Press.
- Robbins, D. (2003). *Vygotsky's and A. A. Leontiev's semiotics and psycholinguistics: Applications for education, second language acquisition, and theories of language*. Westport CT: Praeger.
- Schiefflin, B., & Ochs, E. (1986). *Language socialisation across cultures*. Cambridge: Cambridge University Press.
- Slobin, D. (1982). Universal and particular in the acquisition of language. In L. R. Gleitman & E. Warner (Eds.), *Language acquisition. The State of the Art*. Cambridge: Cambridge University Press.
- Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *The Modern Language Journal*, 83, 320-338.
- Swain, M., & Lapkin, S. (2001). Focus on form through collaborative dialogue: Exploring task effects. In M. Bygate, P. Skehan & M. Swain (Eds.), *Researching pedagogic tasks: Second language learning, teaching and testing*. London: Addison-Wesley Longman.
- Vygotsky, L. S. (1978). *Mind in society. The development of higher psychological processes*. In M. Cole, V. J. Steiner, S. Scribner & E. Souberman (Eds.), Cambridge Mass. Harvard University Press.
- Vygotsky, L. S. (1981). The genesis of higher mental functions. In J. V. Wertsch (Ed.), *The concept of activity in Soviet psychology*. Armonk, NY: Sharpe.

Wells, G. (1999). *Dialogic inquiry: Toward a sociocultural practice and theory of education*. Cambridge: Cambridge University Press.

Wong-Fillmore, L. (1979). Individual differences in second language acquisition. In C. J. Fillmore, D. Kempler & W. S. Y. Wang (Eds.), *Individual differences in language ability and language behaviour*. Chicago: Academic Press.

8. Related Web Resources

<http://faculty.washington.edu/chudler/lang.html>

Scientific organisation set up to provide a worldwide forum for the development of SLA research. Provides archive and links to online resources

www.hw.ac.uk/langWWW/icsla/

Short description of Krashen's 5 main hypotheses on second language acquisition (ignore the Portuguese!)

www.sk.com.br/sk-krash.html

[Stages of Second Language Acquisition](#)

www.everythingsl.net/in-services/language_stages.php

[The International Commission on Second Language Acquisition](#)

9. Related Journals

Modern Language Journal

Second Language Acquisition

Studies in Second Language Acquisition

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

11. Others

- Students might want to watch out for articles about language published in popular science journals just as the New Scientist and Scientific American.
- This course is only offered to undergraduate students in their 3rd year of study or beyond.

7 May 2018