

中国社会科学院大学《第二语言习得》课程大纲

课程基本信息 (Course Information)					
课程编号 (Course ID)	102092021224	*学时 (Credit Hours)	32	*学分 (Credits)	2
*课程名称 (Course Name)	第二语言习得				
	Second Language Acquisition				
先修课程 (Prerequisite Courses)	语言学导论 Introduction to Linguistics				
*课程简介 (Description)	<p>《第二语言习得》为英语专业本科生拓展课程之一，在第五学期开设。本课程旨在提供一个理解第二语言习得学科全貌的入门介绍，使学生能够了解第二语言习得的性质、过程、内容、特点、理论流派、热点问题以及二语习得与外语教学的关系等，帮助英语专业学生站在一定的理论高度上审视第二语言学习，为自己的终生外语学习与职业发展打下基础。</p> <p>课程内容包括：偏误分析、中介语系统、习得顺序；普遍语法与第二语言习得；监察模式；第二语言习得的认知模式；第二语言习得的社会文化模式；语言输入与互动研究；第二语言习得的个体差异因素等。</p> <p>本课程要求学生研读教材及相关文字及视听材料，结合第二语言学习理论观察第二语言学习现象，每次课前提出至少一个问题，提交到课程微信群或网上教学平台（如雨课堂），教师将在课堂讲授中回答这些问题。在课堂学习中鼓励学生随时提出疑问和质疑，教师会在适当时机插入课堂互动环节。课程进行的后半段，每位同学须选取自己感兴趣的话题做十分左右的课堂展示，以上任务的完成计入平时成绩。</p>				
*课程简介 (Description)	<p>Second Language Acquisition is one of the extended courses for English majors in the fifth semester. This course aims to provide an global understanding of second language acquisition field, so that the students can understand second language acquisition in terms of nature, process, contents, characteristics, theories, hot issues and the relationship between second language acquisition and foreign language teaching etc., to help English major students examine second language learning on the basis of theories, lay the foundation for lifelong foreign language learning and career development.</p> <p>The course contents include: error analysis, interlanguage system, acquisition sequence; Universal Grammar and Second Language Acquisition; Monitoring model; Cognitive models of second language acquisition; Sociocultural models of second language acquisition; Language input and interaction research; Individual differences in second language acquisition.</p> <p>This course requires students to read textbooks and related texts and watch audio-visual materials, observe the phenomenon of second language learning in combination with the theory of second language learning, and ask at least one question before each class and submit it to the course's Wechat group or online teaching platform (such as Rain Classroom). The teacher will answer these questions in class. In class learning, students are encouraged to raise questions and give comments at any time, and teachers will insert classroom interaction at appropriate time. In the second half of the course, each student is required to select topics he/she is interested in to make a 10-minute classroom presentation, the</p>				

	completion of the above tasks will be counted into the daily performance.						
*教材 (Textbooks)	《第二语言习得研究概况》，(英) 弗里曼 (Freeman, D.L.) , (英) 朗(Long, M.H.) 著, 外语教学与研究出版社, 2000 年出版, ISBN 978-7—5600-2010-5						
参考资料 (Other References)	《二语习得重点问题研究》，文秋芳 编著, 外语教学与研究出版社, 2010 年出版, ISBN: 978-7-5135-0249-8 《第二语言习得概论》，Rod Ellis 著, 1999 年出版, 上海外语教育出版社, ISBN: 978-7-8104-6578-6						
*课程类别 (Course Category)	<input type="checkbox"/> 公共基础课/全校公共必修课 <input type="checkbox"/> 通识教育课 <input type="checkbox"/> 专业基础课 <input type="checkbox"/> 专业核心课/专业必修课 <input checked="" type="checkbox"/> 专业拓展课/专业选修课 <input type="checkbox"/> 其他_____						
*授课对象 (Target Students)	英语专业本科生		*授课模式 (Mode of Instruction)		<input type="checkbox"/> 线上, 教学平台_____ <input checked="" type="checkbox"/> 线下 <input type="checkbox"/> 混合式 <input type="checkbox"/> 其他 <input type="checkbox"/> 实践类 (70%以上学时深入基层) _		
*开课院系 (School)	外国语学院		*授课语言 (Language of Instruction)		<input type="checkbox"/> 中文 <input checked="" type="checkbox"/> 全外语_英语_ <input type="checkbox"/> 双语: 中文+_____ (外语讲授不低于 50%)		
*授课教师信息 (Teacher Information)	课程负责人 姓名及简介		马玉学, 博士, 讲师, 研究方向: 应用语言学				
	团队成员 姓名及简介						
学习目标 (Learning Outcomes)	1. 了解语言学框架下第二语言习得研究的理论及相关研究; 2. 了解认知心理角度下第二语言的习得过程以及学习者个体差异对第二语言习得的影响; 3. 了解社会文化视角下第二语言习得研究的理论和研究实践。						
*考核方式 (Grading)	本课程考核方式分为平时成绩和期末闭卷考试两种形式, 平时成绩占 30%, 期末成绩占 70%。						
*课程教学计划 (Teaching Plan)							
周次 week	周学时 s	其中					教学内容摘要 (必含章节名称、讲述的内容提要、实验的名称、教学方法、课堂讨论的题目、阅读文献参考书目及作业等)
		讲授	实验课	习题课	课程讨论	其他环节	
第一周	2	2	0	0	0	0	Chapter 1 Introduction 1. 主要内容: The scope of second language acquisition; Why study second language acquisition; Development of second language acquisition 2. 教学重点: The scope of second language acquisition 3. 教学难点: Development of second language acquisition

							4. 教学方法: Lecture and discussion 5. 作业: Questions and tasks following the chapter
第二周	2	2	0	0	0	0	Chapter 2 Contrastive analysis 1. 主要内容: The contrastive analysis hypothesis; Language acquisition as habit formation 2. 教学重点: The contrastive analysis; behaviorism view 3. 教学难点: Limitations of two views on second language acquisition 4. 教学方法: Lecture and discussion 5. 作业: Questions and tasks following the chapter
第三周	2	2	0	0	0	0	Chapter 3 Error analysis 1. 主要内容: Language acquisition as rule formation; Interlingual versus intralingual errors; Interlanguage 2. 教学重点: Interlanguage 3. 教学难点: Limitations of Error analysis 4. 教学方法: Lecture and discussion 5. 作业: Questions and tasks following the chapter
第四周	2	2	0	0	0	0	Chapter 4 Performance analysis 1. 主要内容: Morpheme studies; Developmental sequence; Learner strategies; The acquisition of forms and functions 2. 教学重点: The acquisition of forms and functions 3. 教学难点: Developmental sequence 4. 教学方法: Lecture and discussion 5. 作业: Questions and tasks following the chapter
第五周	2	2	0	0	0	0	Chapter 5 Discourse analysis 1. 主要内容: Conversational analysis; Other applications of discourse analysis 2. 教学重点: Discourse analysis 3. 教学难点: Conversational analysis 4. 教学方法: Lecture and discussion 5. 作业: Questions and tasks following the chapter
第六周	2	2	0	0	0	0	Chapter 6 Interlanguage studies 1. 主要内容: Interlanguage vary systematically; Interlanguage exhibit common acquisition orders and developmental sequences; Interlanguage are influenced by the learner's L1 2. 教学重点: Acquisition orders and sequences in Interlanguage 3. 教学难点: Fossilization and stabilization 4. 教学方法: Lecture and discussion 5. 作业: Questions and tasks following the chapter
第七周	2	2	0	0	0	0	Chapter 7 The Linguistic environment for language acquisition 1. 主要内容: Social factors in second language acquisition; Input and interaction in second language acquisition 2. 教学重点: Input and interaction in second language acquisition 3. 教学难点: Input, Output and Interaction Hypothesis

							4. 教学方法: Lecture and discussion 5. 作业: Questions and tasks following the chapter
第八周	2	2	0	0	0	0	Chapter 8 Individual differences in second language acquisition 1. 主要内容: Age; Aptitude; Social-psychological factors: motivation and attitude; Personality 2. 教学重点: Social-psychological factors; Motivation and attitude 3. 教学难点: Social-psychological factors 4. 教学方法: Lecture and discussion 5. 作业: Questions and tasks following the chapter
第九周	2	2	0	0	0	0	Chapter 9 Cognitive accounts in second language acquisition 1. 主要内容: Cognitive style; Hemisphere specialization; Learning strategies; Other factors 2. 教学重点: Cognitive style; Learning strategies 3. 教学难点: Explicit learning and Implicit learning 4. 教学方法: Lecture and discussion 5. 作业: Questions and tasks following the chapter
第十周	2	2	0	0	0	0	Chapter 10 Nativist theories of second language acquisition 1. 主要内容: General characteristics; Chomsky's Universal Grammar and SLA; A critique of language-specific nativist theories 2. 教学重点: Universal grammar and second language acquisition 3. 教学难点: Preposition stranding and pied piping 4. 教学方法: Lecture and discussion 5. 作业: Questions and tasks following the chapter
第十一周	2	2	0	0	0	0	Chapter 11 Krashen's Monitor Theory 1. 主要内容: Acquisition-Learning Hypothesis; The Natural Order Hypothesis; The Monitor Hypothesis; The Input Hypothesis 2. 教学重点: The four Hypotheses 3. 教学难点: The evaluation of Krashen's Monitor Theory 4. 教学方法: Lecture and discussion 5. 作业: Questions and tasks following the chapter
第十二周	2	2	0	0	0	0	Chapter 12 Environmentalist theories of second language acquisition 1. 主要内容: General characteristics; Schumann's Pidginization Hypothesis; and Acculturation Model 2. 教学重点: Schumann's Pidginization Hypothesis; Acculturation Model 3. 教学难点: Acculturation Model 4. 教学方法: Lecture and discussion 5. 作业: Questions and tasks following the chapter

第十三周	2	2	0	0	0	0	<p>Chapter 13 Interactionist theories of second language acquisition</p> <p>1. 主要内容: Givon's Functional-Typological Theory and SLA; The ZISA's group's Multidimensional Model</p> <p>2. 教学重点: Givon's Functional-Typological Theory and SLA</p> <p>3. 教学难点: The ZISA's group's Multidimensional Model</p> <p>4. 教学方法: Lecture and discussion</p> <p>5. 作业: Questions and tasks following the chapter</p>
第十四周	2	2	0	0	0	0	<p>Chapter 14 Instructed second language acquisition</p> <p>1. 主要内容: Early research on the effect of instruction; The effect of instruction on accuracy orders and developmental sequences ; The effect of instruction on acquisition processes</p> <p>2. 教学重点: The effect of instruction on second language acquisition</p> <p>3. 教学难点: The effect of instruction on acquisition processes</p> <p>4. 教学方法: Lecture and discussion</p> <p>5. 作业: Questions and tasks following the chapter</p>
第十五周	2	2	0	0	0	0	<p>Chapter 15 Instructed second language acquisition</p> <p>1. 主要内容: The effect of instruction on rate of acquisition; The effect of instruction on the level of ultimate SL attainment; Explanations</p> <p>2. 教学重点: The effect of instruction on rate and attainment in second language acquisition</p> <p>3. 教学难点: The ultimate attainment</p> <p>4. 教学方法: Lecture and discussion</p> <p>5. 作业: Questions and tasks following the chapter</p>
第十六周	2	2	0	0	0	0	Review
总计	3 2	3 2					
备注 (Notes)							