



Department of General Education

University of Cihan- Sulaimaniya

Subject: Second Language Acquisition

Course Book – Year 2025-2026

Lecturer's name Diyar Jamal Mohammed

Academic Year: 2025 - 2026

Course Book

1. Course name	Second Language Acquisition
2. Lecturer in charge	Diyar Jamal Mohammed
3. Department	General Education
4. Time (in hours) per week	3 (4th-year students)
5. Office hours	Available all working hours except for lecture hours
6. Course code	
7. Teacher's academic profile	<p>Diyar Jamal Mohammed</p> <p>B.A. in English Language 2010–2014</p> <p>M.A. in English Literature 2015–2016, Cyprus International University</p> <p>PhD in English Language Teaching 2019–2023</p>
8. Keywords	<p>second language acquisition; input; interaction; output; noticing; interlanguage; developmental sequences; fossilization; transfer; aptitude; motivation; age effects; corrective feedback; focus on form; task-based learning</p>
9. Course overview:	<p>This course surveys how additional languages are learned. It introduces core concepts and findings that explain development in comprehension, speaking, reading, and writing. Students examine input, interaction, output, and the role of attention; track interlanguage growth and common trajectories; and evaluate effects of instruction, feedback, age, aptitude, and motivation. Sessions combine short lectures, data analysis labs using learner corpora and transcripts, seminar discussion, and brief writing tasks that connect theory to classroom practice for general education contexts.</p>

<p>10. Course objective:</p>	<ol style="list-style-type: none"> 1) Explain major theoretical perspectives on SLA and their classroom implications. 2) Analyze learner data to identify interlanguage patterns and developmental sequences. 3) Evaluate the roles of input, interaction, output, and feedback in acquisition. 4) Compare individual-difference factors such as age, aptitude, motivation, and anxiety. 5) Apply focus-on-form principles and task-based options to lesson design. 6) Communicate evidence-based recommendations for general education learners.
<p>11. Student's obligation</p>	<ul style="list-style-type: none"> - Attend every class and participate in activities and discussions. - Complete weekly readings before class and bring written notes/questions. - Submit tasks on time; revise when asked based on feedback. - Keep a brief learning log connecting theory to classroom examples. - Follow academic integrity and proper citation of sources.
<p>12. Forms of teaching</p>	<ul style="list-style-type: none"> - Mini-lectures and guided concept checks - Data workshops (learner speech/transcript analysis) - Seminar discussions and debates - Micro-teaching and feedback demonstrations

<p>13. Assessment scheme</p>	<p>Midterm Examination 30%</p> <p>Quiz / Presentation 10%</p> <p>Final Examination (theory + data analysis) 60%</p>
<p>14. Student learning outcome:</p>	<ul style="list-style-type: none"> - Use SLA terminology accurately in oral and written work. - Identify developmental sequences and common interlanguage features. - Relate input, interaction, output, and attention to observable learning outcomes. - Judge when and how to use corrective feedback and focus on form. - Weigh effects of age, aptitude, and motivation on learning and instruction. - Design small classroom tasks that align with SLA insights.
<p>15. Course Reading List and References:</p>	<p>Core texts (selected chapters):</p> <p>Ortega, L. Understanding Second Language Acquisition.</p> <p>Gass, S. & Selinker, L. Second Language Acquisition: An Introductory Course.</p> <p>Ellis, R. The Study of Second Language Acquisition.</p> <p>Lightbown, P. & Spada, N. How Languages are Learned.</p> <p>VanPatten, B. & Williams, J. Theories in Second Language Acquisition.</p> <p>Selected journal articles will be provided in class for specific topics.</p>
<p>16. The Topics:</p>	

Week	Topic
1	Course overview; what SLA studies; research methods; linking theory to general education.
2	Theories of SLA I: behaviorist, innatist, and emergentist ideas; input and internal mechanisms.
3	Theories of SLA II: interaction, output, attention, and the noticing hypothesis; roles of input and feedback.
4	Interlanguage and developmental sequences; morpheme orders; U-shaped learning; variability.
5	Form–meaning mappings: morphosyntax and lexicon; formulaic sequences; processing constraints.
6	Individual differences I: aptitude, working memory, motivation, anxiety; classroom implications.
7	Individual differences II: age effects, the critical period debate, literacy background, L1 influence/transfer.
8	Midterm exam; short data analysis task with brief written rationale.
9	Input, interaction, and tasks: comprehensible input, negotiation, pushed output; task-based learning.
10	Focus on form and corrective feedback: recasts, prompts, explicit correction; timing and uptake.
11	Vocabulary and pronunciation development; frequency, salience, and phonological categories.

12	Assessment and classroom research: washback, alignment with outcomes; small-scale action research.
13	Design workshop: building task sequences for general education learners; peer review and revision.
— Final Examination	
17. Peer review	
Main Lecturer in charge	Head of The Department
Diyar Jamal Mohammed	Diyar Jamal Mohammed
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