



**SECOND LANGUAGE ACQUISITION**

<b>1. GENERAL INFORMATION</b>			
1.1. Study programme (undergraduate, graduate, integrated)	graduate/ M.A. level	1.2. Type of instruction (number of hours L + S + E + e-learning)	15L + 15S
1.1. Year of the study programme	4 <sup>th</sup> & 5 <sup>th</sup> year	1.3. Expected enrolment in the course	30
1.2. Name of the course	Second language acquisition	1.4. Course teacher	Izv. prof. dr. sc. Marijana Kresić
1.3. Credits (ECTS)	4	1.5. Associate teachers	
1.4. Status of the course	elective	1.6. Language of instruction	English
<b>2. COURSE DESCRIPTION</b>			
2.1. Course objectives	<p>The course introduces students to early and current theories of second language acquisition (SLA) and foreign language learning. We will critically discuss the following approaches: behaviorism, contrastive hypothesis, interlanguage hypothesis, innatism, cognitive approaches (including connectionism), functional/pragmatic perspectives on foreign language learning, interactionist, sociocultural and sociolinguistic positions. The course also offers an introduction to key concepts, current issues and research methods in the field of second language acquisition research. The aim of the course is to introduce students to a broad range of theories and methods as a preparation for teaching languages as well as for researching the process of second language acquisition/ foreign language learning. Students will acquire specialized knowledge of selected theories and research methods while writing their seminar paper.</p>		
2.2. Course enrolment requirements and entry competences required for the course	No prerequisites.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>In the field of second language acquisition, students will be able to :</p> <ul style="list-style-type: none"> <li>- demonstrate the acquaintance with and evaluate contemporary theoretical approaches</li> <li>- identify and apply research methods</li> <li>- evaluate the adequacy of the results of empirical studies</li> </ul>		



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<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>At the end of the course student will be able to:</p> <ul style="list-style-type: none"><li>• define the field of <i>Second and Third language acquisition research (SLA)</i></li><li>• define all the key concepts of the research field taught in the course</li><li>• identify main topics and current research questions in the field of second language acquisition research</li><li>• explain and critically evaluate SLA theories</li><li>• explain and critically evaluate SLA research methods</li><li>• critically evaluate the possibilities of implementing the knowledge gained from SLA research in the area of second and third language teaching and learning</li></ul>
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"><li>1. Introduction to the course (28/10/15)</li><li>2. SLA: key concepts and current research questions (Mitchell/Myles, ch. 1; VanPatten/Benati, pp. 9-57)</li><li>3. The basic principles of theories &amp; research methods (VanPatten/Williams, ch. 1; Mackey/Gass, ch. 1)</li><li>4. Qualitative, quantitative and mixed methods (Mackey/Gass, ch. 5 &amp; 6)</li><li>5. Early theories of second language acquisition (Mitchell/Myles, ch. 2)</li><li>6. Interlanguage hypothesis (Ellis 1997, ch. 2 &amp; 3)</li><li>7. Crosslinguistic influence (Jarvis/Pavlenko ch. 3; Kresic/Gulan 2012)</li><li>8. Innatism and universal grammar (Mitchell/Myles, ch. 3)</li><li>9. Cognitive approaches to SLA, (Mitchell/Myles, ch. 4)</li><li>10. Functional and pragmatic perspectives on SLA (Mitchell/Myles, ch. 5)</li><li>11. Input and interaction in SLA (Mitchell/Myles, ch. 6)</li><li>12. Sociocultural perspectives on SLA (Mitchell/Myles, ch. 7)</li><li>13. Sociolinguistic approaches in SLA (Mitchell/Myles, ch. 8)</li><li>14. Construction and evaluation of theories of SLA (Gregg 2003)</li><li>15. Written exam</li></ol>



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2.6. Format of instruction:	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory X work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Student responsibilities are as follows: <ul style="list-style-type: none"> <li>• prepare assigned readings</li> <li>• active participation in classes and class discussions</li> <li>• pass a written exam</li> <li>• present a report on a chosen topic</li> <li>• write a seminar paper</li> </ul>				
2.9. Grading and evaluating student work in class and at the final exam	The students' work, i.e. is their active participation in classes and discussions, will be continuously evaluated. That part equals 10% of their final course grade. The main part of the knowledge acquired will be tested in the seminar paper written by the students in which they have to demonstrate that they have acquired the theoretical part of the chosen research field and that they are able to critically evaluate its research methods (40%). The oral report of the seminar topic contributes to 30% of the final course grade. The final written exam tests their acquired knowledge on key terms, research methods and theoretical perspectives in the field of SLA research. The final written exam equals 20% of the final course grade. It is possible that the teacher approves group work (up to two students) on a project if the proposed topic is complex enough. It is also possible that a student is obliged to do additional work assigned by the teacher to compensate for tasks that have not been fulfilled.				
2.10. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course )	Class attendance	1	Practical training		Tests
	Preparations for classes	0,5	Report	0,5	Written exam 0,5
	Homework		Seminar paper	1,5	Oral exam
	Research		Essay		(Other)
	Experimental work		Project		(Other)



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	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	Mitchell, R., Myles, F. 2004. <i>Second Language Learning Theories</i> . Oxford: Blackwell. 2nd ed., or more recent edition.	2	Available
	Van Patten, B., Williams, J. (eds.) 2007. <i>Theories in Second Language Acquisition: an Introduction</i> . Mahwah, NJ: Erlbaum, or more recent edition.	2	Available
	Doughty, C. J., Long, M. H. (ed.) 2003. <i>The Handbook of Second Language Acquisition</i> . Oxford: Blackwell, or more recent edition. (chosen chapters)	2	Available
	Mackey, A., Gass, S. M. 2005. <i>Second language research: methodology and design</i> , or more recent edition. (chosen chapters)	2	Available
2.12. Optional literature (at the time of submission of study programme proposal)	Brown, J. D., Rodgers, T. 2002. <i>Doing second language research</i> . Oxford: OUP, or more recent edition.		
	De Bot, K., Lowie, W., Verspoor, M. 2006. <i>Second language acquisition: an advanced resource book</i> . Reprint. Abingdon (etc.): Routledge, or more recent edition .		
	Ellis, R. 1997. <i>Second Language Acquisition</i> . Oxford: OUP, or more recent edition.		
	Ellis, R. 2008. <i>The study of second language acquisition</i> . Reprint. Oxford: OUP, or more recent edition.		
	Gass, S. M., Selinker, L. 2001. <i>Second language acquisition: an introductory course</i> . USA: Lawrence Erlbaum Associates, or more recent edition.		
	Jarvis, S., Pavlenko, A. 2008. <i>Crosslinguistic influence in language and cognition</i> . New York: Routledge.		
	Johnson, K. 2001. <i>An introduction to foreign language learning and teaching</i> . Reprint. Harlow (etc.): Longman. Mahwah, New Jersey/ London: Lawrence Erlbaum Associates, or more recent edition.		
	Medved Krajnovic, M. 2010. <i>Od jednojezicnosti do višejezicnosti. Uvod u istraživanja procesa ovladavanja inim jezikom</i> . Zagreb: Leykam international.		
VanPatten, Bill / Benati, Alessandro G. 2010. <i>Key terms in second language acquisition</i> . London/New York: Continuum.			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Student evaluation of teacher's and assistants' class performance.		



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2.14. Examples of questions/ tasks in the seminar paper and written exam with corresponding learning outcomes

1. Example 1 (seminar paper)

1.1. Example task: Compare a) the nativist /universal grammar approach and b) approaches emphasizing the role of input and interaction in language learning. Discuss both their advantages and disadvantages/limitations.

1.2 Learning outcome: Students' will be able to explain and critically evaluate SLA theories.

2. Example 2 (written exam)

2.1 Example question: Define the following central concepts from the field of Second language acquisition research: *awareness, communication strategies, developmental sequences, individual differences, learning style, markedness, overgeneralization, parameter setting*

2.2 Learning outcome: Students will be able to define all the key concepts of the research field taught in the course.

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