UNIVERSITY OF ZADAR

**SYLLABUS**

**2018/2019**

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| **Study programme** | English Language and Literature - Graduate Study Teacher Education Programme |
| **Course** | **Second Language Acquisition** |
| **Status of the course** | Compulsory |
| **Year** | 2018/2019 | **Semester** | I. (Graduate level) |
| **ECTS points** | 4 |
| **Teacher** | Anna Martinović, PhD, Assistant Professor |
| **e-mail** | amartino@unizd.hr |
| **Consultation hours** | Wednesdays, 13:30-14:30h and by appointment |
| **Associate/assistant** | Dino Dumančić, prof. |
| **e-mail** | ddumancic@unizd.hr |
| **Consultation hours** | Thursdays, 16:00-17:00h and by appointment |
| **Location** | SK- Room 131 |
| **Mode of teaching** | Lectures, seminars, consultations |
| **Teaching Workload****Lectures + Seminars + Exercises** | (30+30+0) |
| **Assessment Criteria and Exams**  | During the semester students are required to write a mid-term test, and a seminar paper. At the end of the semester students are required to write a final written exam. Once students pass the final written exam they are eligible to attend the oral exam which is also obligatory. Students are expected to actively participate in class. All grades will be given as percentages.  |
| **First day of classes** | 3.10.2018. | **Last day of classes** | 23.1.2019. |
| **Mid-term test** |  |  |  |  |
| 28.11. |  |  |  |
| **Final Exams**  | **1st exam period** | **2nd exam period** | **3rd exam period** | **4th exam period** |
| 28.1.2019. | 11.2.2019. | 2.9.2019. | 16.9.2019. |
| **Course objectives** | The major goal of the course is to introduce students to the main areas of second language acquisition research, as well as to the influences of other disciplines on the theory of the process of second language acquisition that contribute to its interdisciplinary nature.  |
| **Learning outcomes** | At the end of the course students will:* Understand the basic content and goals of second language acquisition research
* Gain insight into the development of second language acquisition theories and influences which have shaped these theories
* Understand the relationship between intra- and extra-linguistic factors which influence the language acquisition process
* Be able to explain the characteristics of the cognitive and affective factors involved in the second language learning process
* Be able to identify the characteristics of learner language
* Be able to plan and conduct a small scale investigation in the field of second language acquisition
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| **Enrolment Requirements**  | Enrolment in the 1st semester of Graduate studies in the Teacher Education Programme |
| **Course Content** | The major goal of the course is to introduce students to the main areas of second language acquisition research, as well as to the influences of other disciplines and interdisciplines on the theory of the process of second language acquisition. Accordingly, students will be introduced to the basic factors which influence the second language acquisition process, including intra- and extra-linguistic factors, individual differences, and characteristics of language learners. In addition, students will become familiarized with contemporary approaches to second language acquisition research, as well as the relationship between language acquisition, learning and teaching.Topics closely related to the course content will be discussed during the seminars. |
| **Required Reading** | Saville-Troike, M., & Barto, K. (2017). *Introducing second language acquisition* (3rd ed.)*.* Cambridge: Cambridge University Press. |
| **Additional Reading** | Doughty, C. J. & Long, M. H. (Ed.) (2012). *The Handbook of Second Language Acquisition*. Malden, MA, Oxford, Melbourne, Berlin: Blackwell Publishing (Selected chapters)Ellis, R. (2008). *The study of second language acquisition*. Oxford: Oxford University Press. (Selected chapters)Ellis, R. (2015). Understanding Second Language Acquisition (2nd edition). Oxford: Oxford University Press. (Selected chapters)Gass, S. and Selinker, L. (2008). *Second Language Acquisition: An Introductory Course (Topics in Applied Psycholinguistics)* Routledge. 3rd ed. (Selected chapters)Lightbown, P. M., Spada, N. (2006). *How Languages are Learned*. Revised ed. Oxford: OUP.Mackey, A. and Gass, S.M. (2005). *Second Language Research. Methodology and Design*. Mahwah, New Jersey: Lawrence Erlbaum Associates. (Selected chapters)Medved Krajnović, M. (2010). *Od jednojezičnosti do višejezičnosti: Uvod u istraživanja procesa ovladavanja inim jezikom.* Zagreb: Leykam international.Journals: *Language Learning, Modern Language Journal, English Language Teaching Journal.* |
| **Internet sources** | <http://moodle.srce.hr> (additional materials) |
| **Course Evaluation Procedures** | Self-evaluation, internal and external evaluation |
| **Conditions for Obtaining Signatures** | Students are required to regularly attend classes (lectures and seminars), and are entitled to a maximum of three absences. Students are obligated to take the mid-term test, complete the seminar paper, and not have more than 3 absences in order to obtain a signature.  |
| **Assessment** | Mid-term test (T) + Seminar (S) + Final written exam (FW) +Oral exam (OE)

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| --- | --- | --- | --- | --- |
| Assessment | T | S | FW | Total result |
| % | 25 | 20 | 55 | 100 |

Seminar:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Seminar paper | Participation  | Total result |
| % | 15 | 5 | 20 |

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| **Calculation of Final Grade and Grading scale** | Final grade

|  |  |  |
| --- | --- | --- |
| Exams and assignments during the semester  | Written exam  | Final grade |
| 45% | 55% | 100% |

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| --- | --- | --- | --- | --- | --- |
| Grades | **1**(Nedovoljan) | **2**(Dovoljan) | **3**(Dobar) | **4**(Vrlo dobar) | **5**(Izvrstan) |
| % | 0 - 59 | 60 - 69 | 70 - 79 | 80 - 89 | 90 - 100 |

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| **Please note** | Lectures and seminars will be carried out in English. The course demands a high level of student activity. Students will be required to: a) read previously assigned readings with an understanding of basic questions, b) prepare seminar papers based on the required and additional readings, and be prepared to discuss selected topics, c) actively participate during lectures and seminars.The results of the tests, exams, extra material, and notices will be posted on the ‘Merlin’ e-learning webpage. |

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| **Topics – Lectures and seminars** |
| **No.** | **Date** | **Title** | **Literature** |
| 1. | 3.10.2018. | Introduction to the course. |  |
| 2. | 10.10.2018. | Introducing Second Language Acquisition | Saville-Troike (2012). Chapter 1. |
| 3. | 17.10.2018. | Foundations of Second Language Acquisition | Saville-Troike (2012). Chapter 2. |
| 4. | 24.10.2018. | The Linguistics of Second Language Acquisition-part I | Saville-Troike (2012). Chapter 3. |
| 5. | 31.10.2018. | The Linguistics of Second Language Acquisition-part II | Saville-Troike (2012). Chapter 3. |
| 6. | 7.11.2018. | The psychology of Second Language Acquisition-part I | Saville-Troike (2012). Chapter 4. |
| 7. | 14.11.2018. | The psychology of Second Language Acquisition-part II | Saville-Troike (2012). Chapter 4. |
| 8. | 21.11.2018. | Individual differences in SLA | Handout |
| 9. | 28.11.2018. | Test 1. |  |
| 10. | 5.12.2018. | Social contexts of Second Language Acquisition-part I | Saville-Troike (2012). Chapter 5. |
| 11. | 12.12.2018. | Social contexts of Second Language Acquisition-part II | Saville-Troike (2012). Chapter 5. |
| 12. | 19.12.2018. | Acquiring knowledge for L2 use | Saville-Troike (2012). Chapter 6. |
| 13. | 9.1.2019. | L2 learning and teaching | Saville-Troike (2012). Chapter 7. |
| 14. | 16.1.2019. | Research in SLA | Handout. |
| 15. | 23.1.2019. | Review |  |

 Teacher:

Anna Martinović