UNIVERSITY OF ZADAR

**SYLLABUS 2016/2017**

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| **Study programme** | English Language and Literature - Graduate Study  Teacher Education Programme | | | | | |
| **Course** | **Second Language Acquisition (SLA)** | | | | | |
| **Status of the course** | Compulsory | | | | | |
| **Year** | 2016/2017 | | **Semester** | | I. (Graduate level) | |
| **ECTS points** | 3 | | | | | |
| **Teacher** | Anna Martinović, PhD, Assistant Professor | | | | | |
| **E-mail** | amartino@unizd.hr | | | | | |
| **Consultation hours** | Thursdays, 10-11:00h and by appointment | | | | | |
| **Associate/assistant** | Dino Dumančić, prof. | | | | | |
| **E-mail** | ddumancic@unizd.hr | | | | | |
| **Consultation hours** | Thursdays 15-16:00h and by appointment | | | | | |
| **Location** | Obala Kralja Petra Krešimira IV/2 (Room 143) | | | | | |
| **Mode of teaching** | Lectures, seminars, consultations | | | | | |
| **Teaching Workload**  **Lectures + Seminars + Exercises** | (30+30+0) | | | | | |
| **Assessment Criteria** | During the semester students are required to write a mid-term and end-of-term test and one 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. The teacher reserves the right to exempt individual students from the written and/or oral exam. | | | | | |
| **First day of classes** | 11.10.2016. | | **Last day of classes** | | 28.01.2017. | |
| **Mid-term and End-of-term tests** | **1.** | **2.** | |  | |  |
|  |  | |  | |  |
| **Final Exams** | **1st exam period** | **2nd exam period** | | **3rd exam period** | | **4th exam period** |
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| **Course objectives** | The major aim of the course is to introduce students to SLA theory and research, as well as to the influence of various disciplines which contribute to its interdisciplinary nature. | | | | | |
| **Learning outcomes** | Upon completion of the course students will acquire a basic understanding of the study of SLA and will be able to:   * Understand the basic content and goals of SLA research * Gain insight into the development of SLA theories and understand its various influences * Understand the relationship between intralanguage and interlanguage factors affecting the language acquisition process * Explain the cognitive and affective factors involved in the second language learning process * Identify the characteristics of student's language * plan and conduct a small scale investigation related to the study of SLA | | | | | |
| **Enrolment Requirements** | Enrolment in the1st semester of the English Language and Literature - Graduate Study Teacher Education Programme | | | | | |
| **Course Content** | The major aim of the course is to introduce students to the main issues involved in SLA research, SLA theories, as well as the influence of other disciplines and interdisciplines on the theory of SLA. Accordingly, students will be introduced to basic factors which may influence the SLA process (intralingual and extralingual), including individual differences and characteristics of the learner’s language. Furthermore, students will become acquainted with contemporary approaches to SLA research, along with 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. (2006/2008). *Introducing Second Language Acquisition (Cambridge Introduction to Language and Linguistics).* Cambridge. CUP. | | | | | |
| **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)  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: *English Language Teaching Journal, Language Learning, Strani jezici.*  Students will be given extra material during the lectures and seminars. | | | | | |
| **Internet sources** | <http://moodle.srce.hr> (additional material) | | | | | |
| **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 permitted a maximum of 3 absences. If the student fails to complete one or more of the semester assignments on time, including term exams and the seminar paper, or if there are more than 3 absences, he/she will not be eligible to obtain a signature, and thus will not be entitled to write the final written exam. | | | | | |
| **Assessment** | Term test (T) 2X + Seminar (S) + Final written exam (FWE) + Oral exam (OE)   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Assessment | T1 | T2 | S | FWE | OE | Total result | | % | 15 | 20 | 20 | 35 | 10 | 100 |   Seminar:   |  |  |  |  | | --- | --- | --- | --- | |  | Seminar paper | Participation | Total result | | % | 15 | 5 | 20 | | | | | | |
| **Calculation of Final Grade and Grading scale** | Final grade   |  |  |  |  | | --- | --- | --- | --- | | Tests and assignments during the semester | Written exam | Oral exam | Final grade | | 55% | 35% | 10% | 100% |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Grades | **1**  (F) | **2**  (D) | **3**  (C) | **4**  (B) | **5**  (A) | | % | 0 - 59 | 60 - 69 | 70 - 79 | 80 - 89 | 90 - 100 | | | | | | |
| **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 semester exams and assignments will be posted in the exam booklet on moodle.srce.hr | | | | | |

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| **Topics – Lectures and seminars** | | | |
| **No.** | **Date** | **Title** | **Literature** |
| 1.  2. | 15.10. | Introduction to the course.  Introducing Second Language Acquisition | Saville-Troike (2006). Chapter 1. |
| 3. | 22.10. | Foundations of Second Language Acquisition | Saville-Troike (2006). Chapter 2. |
| 4. | 29.10. | The Linguistics of Second Language Acquisition-part I | Saville-Troike (2006). Chapter 3. |
| 5. | 5.11. | The Linguistics of Second Language Acquisition-part II | Saville-Troike (2006). Chapter 3. |
| 6. | 12.11. | The psychology of Second Language Acquisition-part I | Saville-Troike (2006). Chapter 4. |
| 7. | 19.11. | The psychology of Second Language Acquisition-part II | Saville-Troike (2006). Chapter 4. |
| 8. | 26.11. | Test 1. |  |
| 9. | 3.12. | Social contexts of Second Language Acquisition-part I | Saville-Troike (2006). Chapter 5. |
| 10. | 10.12. | Social contexts of Second Language Acquisition-part II | Saville-Troike (2006). Chapter 5. |
| 11. | 17.12. | Acquiring knowledge for L2 use – part I | Saville-Troike (2006). Chapter 6. |
| 12. | 7.1. | Acquiring knowledge for L2 use – part II | Saville-Troike (2006). Chapter 6. |
| 13. | 14.1. | L2 learning and teaching | Saville-Troike (2006). Chapter 7. |
| 14. | 21.1. | Research in SLA | Handout. |
| 15. | 28.1 | Test 2. |  |

Teacher:

Anna Martinović