***Syllabus***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | Department of English | | | | | | | | | | | | | | | **Year** | | | | | | | 2022/2023 |
| **Course** | **Second Language Acquisition** | | | | | | | | | | | | | | | **ECTS** | | | | | | | **4** |
| **Study programme** | English Language and Literature - Graduate Study  Teacher Education Programme | | | | | | | | | | | | | | | | | | | | | | |
| **Level of study programme** | Undergraduate | | | Graduate | | | | | | Integrated | | | | | | Postgraduate | | | | | | | |
| **Type of study programme** | Single major  Double major | | | University | | | | | | Professional | | | | | | Specialized | | | | | | | |
| **Year of study** | 1 | | | 2 | | | | | 3 | | | 4 | | | | | | | | | 5 | | |
| **Semester** | Winter  Summer | | | I | | | | | | II | III | | | | | IV | | | | | | | V |
| VI | | | | | | VII | VIII | | | | | IX | | | | | | | X |
| **Status of the course** | Compulsory | | | Elective | | | | | | Elective course offered to students from other departments | | | | | | **Teaching Competencies** | | | | | | | YES  NO |
| **Workload** | **30** | **L** | **30** | **S** | |  | | **E** | | **Internet sources for e-learning** | | | | | | | | | | | | | YES  NO |
| **Location and time of instruction** | Lectures:  Main campus - Room 131, Wed. 8-10h  Seminars:  Main campus - Room 131, Thurs. 11-12:30h (Group A)  Main campus, Room 131, Fri. 8-9:305h (Group B) | | | | | | | | | **Language(s) in which**  **the course is taught** | | | | | | | | English | | | | | |
| **Course start date** | 5.10.2022. | | | | | | | | | **Course end date** | | | | | | | | 25.1.2023. | | | | | |
| **Enrolment requirements** | Enrolment in the 1st semester of Graduate studies in the Teacher Education Programme. | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Course coordinator** | Anna Martinović, PhD, Associate Professor | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | amartino@unizd.hr | | | | | | | | | | | | **Consultation hours** | | | | | | | Wednesdays, 10:00-11:00h and by appointment | | | |
| **Course instructor** | Anna Martinović, PhD, Associate Professor | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** |  | | | | | | | | | | | | **Consultation hours** | | | | | | |  | | | |
| **Assistant/**  **Associate** | Dino Dumančić, PhD, pos.doc. | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | ddumancic@unizd.hr | | | | | | | | | | | | **Consultation hours** | | | | | | | Fridays, 11:30-12:30h and by appointment | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Mode of teaching** | Lectures | | | | Seminars and workshops | | | | | Exercises | | | | | E-learning | | | | | | | | Field work |
| Individual assignments | | | | Multimedia and network | | | | | Laboratory | | | | | Mentoring | | | | | | | | Other |
| **Learning outcomes** | | | | | At the end of the course students will be able to:   * List and compare the main approaches in second language acquisition (SLA) research. * Outline the main characteristics of SLA theories and discuss the influences that have shaped them. * Describe the relationship between intra- and extra-linguistic factors which influence the language acquisition process. * Explain the characteristics of the cognitive and affective factors involved in the second language learning process. * Name and describe the characteristics of learner language. | | | | | | | | | | | | | | | | | | |
| **Learning outcomes at the Programme level** | | | | | At the end of the course students will be able to:   * recognize and describe relevant ideas and concepts * apply a critical and self-critical approach in argumentation * apply ethical principles in conducting investigations and in resolving issues independently and in a group * assess the importance of working in an international context * differentiate the basic aims and tasks of English language teaching * observe and compare basic psychological and educational theoretical premises and adjust and apply them to the needs of English language teaching | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment criteria** | Class attendance | | | | Preparation for class | | | | | Homework | | | | | Continuous evaluation | | | | | | | | Research |
| Practical work | | | | Experimental work | | | | | Presentation | | | | | Project | | | | | | | | Seminar |
| Test(s) | | | | Written exam | | | | | Oral exam | | | | | Other: | | | | | | | | |
| **Conditions for permission to take the exam** | 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 and take an oral exam. Students must obtain a minimum grade of 60% on the final written exam in order to be eligible to take the oral exam. Students are expected to actively participate in class. All grades will be given as percentages.  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 the mid-term exam and the seminar presentation, or if there are more than 3 absences, she/he will not be entitled to write the final written exam. | | | | | | | | | | | | | | | | | | | | | | |
| **Exam periods** | Winter | | | | | | | | | Summer | | | | | | | Autumn­ | | | | | | |
| **Exam dates** | 1.2.2023.  15.2.2023. | | | | | | | | |  | | | | | | | 12.9.2023.  26.9.2023. | | | | | | |
| **Course description** | 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. 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. | | | | | | | | | | | | | | | | | | | | | | |
| **Course content** | Lectures:   |  |  |  |  | | --- | --- | --- | --- | |  | **Date** | **Title** | **Literature** | | 1. | 5.10.2022. | Introduction to the course. |  | | 2. | 12.10.2022. | Introducing Second Language Acquisition | Saville-Troike & Barto (2017), Chapter 1 | | 3. | 19.10.2022. | Foundations of Second Language Acquisition | Saville-Troike & Barto (2017), Chapter 2 | | 4. | 26.10.2022. | The Linguistics of Second Language Acquisition-part I | Saville-Troike & Barto (2017), Chapter 3 | | 5. | 2.11.2022. | The Linguistics of Second Language Acquisition-part II | Saville-Troike & Barto (2017), Chapter 3 | | 6. | 9.11.2022. | The psychology of Second Language Acquisition-part I | Saville-Troike & Barto (2017), Chapter 4 | | 7. | 16.11.2022. | The psychology of Second Language Acquisition-part II | Saville-Troike & Barto (2017), Chapter 4 | | 8. | 23.11.2022. | Individual differences in SLA | Handout | | 9. | 30.11.2022. | Test 1. |  | | 10. | 7.12.2022. | Social contexts of Second Language Acquisition-part I | Saville-Troike & Barto (2017), Chapter 5 | | 11. | 14.12.2022. | Social contexts of Second Language Acquisition-part II | Saville-Troike & Barto (2017), Chapter 5 | | 12. | 21.12.2022. | Acquiring knowledge for L2 use (Part 1) | Saville-Troike & Barto (2017), Chapter 6 | | 13. | 11.1.2023. | Acquiring knowledge for L2 use (Part 2) | Saville-Troike & Barto (2017), Chapter 6 | | 14. | 18.1.2023. | Research in SLA | Handout | | 15. | 25.1.2023. | L2 learning and teaching | Saville-Troike & Barto (2017), Chapter 7 |   Seminars:  The seminar sessions will expand on the content covered by the lectures in a more hands-on, interactive manner. The students will engage in active discussion of the topics outlined by the curriculum, as well as activities that tap into their analytical and critical thinking skills. The aim of the seminar sessions is to illustrate the relationship between the second language acquisition process, learning and teaching through the prism of student experiences, their world knowledge, as well as the other related areas, such as psychology. | | | | | | | | | | | | | | | | | | | | | | |
| **Required reading** | Saville-Troike, M. & Barto, K. (2017). Introducing Second Language Acquisition, 3rd edition. 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., Behney, J., Plonsky, L. ((2020). Second Language Acquisition. An Introductory Course (5th ed.). New York: Routledge.  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) | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment criteria of learning outcomes** | Final exam only | | | | | | | | | | | | | | | | | | | | |  | |
| Final written exam | | | | | | Final oral exam | | | | | | | Final written and oral exam | | | | | | | | Practical work and final exam | |
| Only test/homework | | | | Test/homework and final exam | | | | | Seminar paper | | | | Seminar paper and final exam | | | | | Practical work | | | | other forms |
| **Calculation of final grade** | Mid-term test (T) + Seminar (S) + Final written exam (FWE) + Final oral exam (FOE)   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Assessment | T | S | FWE | FOE | Total result | | % | 25 | 20 | 40 | 15 | 100 |   Seminar:   |  |  |  |  | | --- | --- | --- | --- | |  | Seminar paper | Participation | Total result | | % | 15 | 5 | 20 |   Final grade   |  |  |  | | --- | --- | --- | | Exams and assignments during the semester | Final exam | Final grade | | 45% | 55% | 100% | | | | | | | | | | | | | | | | | | | | | | | |
| **Grading scale** | 0 – 59 % | | | | Failure (1) | | | | | | | | | | | | | | | | | | |
| 60 – 69 % | | | | Satisfactory (2) | | | | | | | | | | | | | | | | | | |
| 70 – 79 % | | | | Good (3) | | | | | | | | | | | | | | | | | | |
| 80 – 89 % | | | | Very good (4) | | | | | | | | | | | | | | | | | | |
| 90 – 100 % | | | | Excellent (5) | | | | | | | | | | | | | | | | | | |
| **Course evaluation procedures** | Student evaluations conducted by the University  Student evaluations conducted by the Department  Internal evaluation of teaching  Department meetings discussing quality of teaching and results of student evaluations  Other | | | | | | | | | | | | | | | | | | | | | | |
| **Note /Other** | In accordance with Art. 6 of the *Code of Ethics* of the Committee for Ethics in Science and Higher Education, “the student is expected to fulfil his/her obligations honestly and ethically, to pursue academic excellence, to be civilized, respectful and free from prejudice.”  According to Art. 14 of the University of Zadar's *Code of Ethics*, students are expected to “fulfil their responsibilities responsibly and conscientiously. […] Students are obligated to safeguard the reputation and dignity of all members of the university community and the University of Zadar as a whole, to promote moral and academic values and principles. […]  Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:  - various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when permitted;  -various forms of forgery such as the use or possession of unauthorised materials during the exam; impersonation and attendance at exams on behalf of other students; fraudulent study documents; forgery of signatures and grades; falsifying exam results.”  All forms of unethical behaviour will result in a negative grade in the course without the possibility of compensation or repair. In case of serious violations the *Rulebook on Disciplinary Responsibility of Students at the University of Zadar* will be applied.  In electronic communications only messages coming from known addresses with a first and a last name, and which are written in the Croatian standard and appropriate academic style, will be responded to.  This course uses the Merlin system for e-learning, so students are required to have an AAI account. /*delete if necessary*/ | | | | | | | | | | | | | | | | | | | | | | |