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Second Language Acquisition <u>Syllabus of the course</u>	
Master/bachelor level	Bachelor level
Branches of knowledge	035 Philology 014 Secondary Education
Specializations	035.041 "Germanic languages and literatures (including translation)", English as a major 014.021 "English Language and Literature"
Qualifications	Philologist, teacher of foreign languages, translator
Form of education	Full-time
Status of the discipline	Cycle of professional courses. Compulsory course
Course prerequisites	No prerequisites in terms of other courses. English Language course prerequisites: B1 or higher
Semester of the course	Year 2, semester 1
Course Volume	3 ECTS 90 hours 30 hours of class work 60 hours of self-study and consultations

Form of final control	Credit (passed – A, B, C, D, E, failed – F)
Course language	English
Developers	<p>Barkasi Viktoriya, PhD, Mykolaiv V.O. Sukhomlynsky National University Boyko Olena, Senior Lecturer, V.N. Karazin Kharkiv National University Doichyk Oksana, PhD, Vasyl Stefanyk Precarpathian National University Kordyuk Olena, Lecturer, Mykolaiv V.O. Sukhomlynsky National University Pieshkova Olena, PhD, Zaporizhzhya National University Pozhydaieva Nadiia, PhD, Horlivka Institute for Foreign Languages ‘DDPU’ (Bakhmut) Sytniak Roman, PhD, Horlivka Institute for Foreign Languages ‘DDPU’ (Bakhmut) Vienievitseva Yevheniia, PhD, Poltava V. G. Korolenko National Pedagogical University Vovk Olena, Dr., Full Prof., Bohdan Khmelnytsky National University in Cherkasy Wielander Elisabeth, PhD, Aston University, United Kingdom Zadorozhna Iryna, Dr., Full Prof., Ternopil Volodymyr Hnatiuk National Pedagogical University</p>
Course summary	
<p>This course is intended for students doing a Bachelor degree. It provides theoretical premises of Second Language Acquisition (SLA) and ensures respective practical skills. The aim of this course is to introduce students to the principal findings, approaches, methods and models of SLA. The course surveys general issues such as key concepts, findings, theories and models of SLA, the role of the native language in SLA, the effects of the first language on SLA, as well as the specific issues of the acquisition of lexicon, grammar, receptive and productive skills. The empirical component of the course provides students with experience in designing and carrying out studies in SLA.</p> <p>The course explores the relevant theories of SLA, which reveal how second languages may be acquired/mastered. Both learners and teachers will benefit from engaging with basic theories of SLA.</p> <p>The course offers a framework in SLA approaches, methods and techniques, with emphasis on communicative and cognitive language teaching.</p> <p>The course is targeted at enhancing students’ ability to critically assess current teaching approaches, methods, and techniques. A primary focus of the course is examining various aspects of SLA that pose special problems to learners of different language backgrounds, and psychological and cognitive profiles.</p> <p>Method of instruction: the professor will conduct the course through lectures, Power Point presentations, and through students’ active participation (individually, in small groups, and in class discussions).</p> <p>Course requirements: students are expected to attend classes on a regular basis, complete readings before each class, and be fully prepared for class discussion (with presentations, case studies, completed assignments, questions and contributions).</p>	

The course employs CLIL (Content and Language Integrated Learning) approach where the subject is taught in English with the focus on both the content and the language.

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Key terms and notions

FLA (First Language Acquisition), SLA (Second Language Acquisition), CLIL (Content and Language Integrated Learning), L1, L2, bilingualism, multilingual education, multilingual community, cognitive factors, cross-linguistic and cross-cultural transfer, behaviorism, constructivism, cognitivism, metacognition, instructional dimensions, language proficiency, linguistic environment, language distinctions, language dominance, a socio-educational model, motivation strategies, language universals, learning and cognitive styles, learning strategies, receptive and productive skills, bilingual and plurilingual methodologies, translanguaging.

Course aims

The aim of this course is to raise students’ awareness of the SLA agenda in contemporary society and to boost their linguistic and pedagogical skills.

The goals of the course are to:

- introduce the fundamental concepts and issues in SLA;
- identify the theoretical principles and major research findings of SLA;
- interpret the SLA findings that are most relevant for the language-teaching process;
- foster students’ ability to establish links between SLA principles and SLA instruction in order to apply them to teaching practices;
- examine basic methods and techniques for teaching receptive and productive language skills as well as grammar and vocabulary;
- consider learners’ individual characteristics, including learning strategies and styles.

Competencies

Generic competencies

1. Ability to search for, process, analyse and infer information from a variety of sources.
2. Ability to apply knowledge in practical situations, carry out complex tasks.
3. Ability to think abstractly, analyze, and synthesize.
4. Ability to be critical, self-critical, and responsible for developing and decision-making in new contexts.

Specific competencies	<ol style="list-style-type: none"> 1. Ability to communicate in one's own and foreign languages using the appropriate terminology in this subject area. 2. Ability to critically analyse educational theories, 3. Ability to identify potential connections between aspects of educational theories and educational policies and contexts. 4. Ability to understand and apply educational theories and methodologies as a basis for general and specific teaching activities. 5. Ability to recognize, identify and respond to the diversity of learners and the complexities of the learning process.
Learning outcomes	
SLA1	to employ basic facts about first language acquisition, including history, mechanisms, stages to understand the differences and similarities in L1 and L2 acquisition
SLA 2	to comprehend interdisciplinary concepts, views, ideas, theories, and practices
SLA 3	to be able to demonstrate an understanding of the basic theories and key concepts of SLA
SLA 4	to employ basic facts about psychological, cognitive factors in SLA, identify the individual characteristics of Second Language Learners
SLA 5	to comprehend basic terms, notions and concepts of the academic field
SLA 6	to be able to communicate efficiently in different settings employing various lexical, syntactic and stylistic means
SLA 7	to be able to achieve cross-linguistic and cross-cultural transfer
SLA 8	to apply the collected information and data to understand the language acquisition mechanisms
SLA 9	to be able to use the acquired knowledge and skills in order to operate confidently in international and / or multilingual communities

SLA 10	to be able to exhibit a high level of social skills when exposed to real life settings and adjust to new situations
SLA 11	to be able to reflect on personal progress, choose learning strategies, apply strategies for self-improvement

Correlation matrix of program and course learning outcomes

Curriculum Learning Outcomes	Course Learning Outcomes	LO code
PLO 1. To communicate freely in professional spheres with specialists and non-specialists in the state and foreign languages in oral and written forms, to use the languages for effective intercultural communication.	to comprehend basic terms, notions and concepts of the academic field	SLA5
	to be able to communicate efficiently in different settings employing various lexical, syntactic and stylistic means	SLA6
	to be able to achieve cross-linguistic and cross-cultural transfer	SLA7
PLO 2. To work effectively with information: to select necessary information from various sources, including professional literature and electronic databases, to critically analyze and interpret the information, organize, classify, and systematize it.	to apply the collected information and data to understand the language acquisition mechanisms	SLA8
PLO 3. To organize the process of learning and self-education.	to be able to reflect on personal progress, choose learning strategies, apply strategies for self-improvement	SLA11
PLO 4. To understand the fundamental principles of human existence, nature, and society.	to be able to exhibit a high level of social skills when exposed to real life settings and adjust to new situations	SLA10

PLO 16. To know and understand the basic notions, theories, and concepts of the selected philological specialization, to be able to apply them in professional practice.	to employ basic facts about first language acquisition, including history, mechanisms, stages to understand the differences and similarities in L1 and L2 acquisition to comprehend interdisciplinary concepts, views, ideas, theories, and practices to be able to demonstrate an understanding of the basic theories and key concepts of SLA	SLA1 SLA2 SLA3
PLO 18. To plan, organize and carry out the educational process considering psychological and physiological characteristics of students, their needs and interests, as well as the specifics of the subject.	to employ basic facts about psychological, cognitive factors in SLA, identify the individual characteristics of Second Language Learners	SLA4
PLO 20. To have the skills to manage complex tasks or projects in solving complex problems of professional practice in the field of the chosen philological specialization and to be responsible for decision-making under unpredictable conditions.	to be able to use the acquired knowledge and skills in order to operate confidently in international and / or multilingual communities	SLA 9

Correlation matrix of the NQFU (bachelor, level 6) and course learning outcomes

Learning Outcomes	Knowledge	Skills	Communication	Responsibility and Autonomy
SLA1	+			
SLA 2	+			
SLA 3		+		
SLA 4		+	+	
SLA 5	+			

SLA 6		+	+	
SLA 7		+	+	
SLA 8	+	+		
SLA 9		+	+	+
SLA 10		+		+
SLA 11		+		+

SLA learning objectives and outcomes in modules							
Topic	Semi-nars	Self-study	Theoretical component	Practical component	Learning Objectives	Learning Outcomes	
						Professional	Personal and social
Module 1. Foundations of SLA							
1. Second-language acquisition as an academic discipline and its relation to other sciences	2	4	1.1 The notion of SLA 1.2 Historical overview of SLA 1.3 Interdisciplinary nature of SLA	Major SLA components: 1. 1 The Acquisition vs Learning. Advantages and disadvantages (presentations) 1.2 Special aspects of SLA for different age and social groups (case study)	Students will: <u>Content:</u> - define the notions of SLA, its place among other disciplines; - get acquainted with the major theories of SLA; - develop students' understanding of the mechanisms of SLA; <u>Language:</u> - get acquainted with basic terms, notions, and develop their meaning from context; - learn related terms and phrases to discuss the problem of SLA; - improve their listening and reading comprehension skills to understand the main ideas and identify relevant information.	SLA 5: to understand and apply accurately the basic terms, notions and concepts of the academic field SLA 6: to communicate efficiently in different settings employing various lexical, syntactic and stylistic means SLA 7: to achieve cross-linguistic and cross-cultural transfer	SLA 9: to use the acquired knowledge and skills in order to operate confidently in international and / or multilingual communities SLA 11: to reflect on personal progress, choose learning strategies, apply strategies for self-improvement
2. First language acquisition	2	4	2.1 The notions of First Language Acquisition 2.2 History of Language	2.1 The major theories of First Language Acquisition (presentation)	The students will: <u>Content:</u> - define the notions of first language acquisition, bilingual first language acquisition, SLA;	SLA 1: to understand and apply basic facts about first language acquisition, including history, mechanisms,	SLA 8: to collect and interpret information and data to understand the

			Acquisition researches 2.3 Critical Period Hypothesis. The Innateness Hypothesis	2.2 Stages of Language Acquisition (case study)	<ul style="list-style-type: none"> - get acquainted with the major theories of language acquisition; - develop their understanding about the mechanisms of first language acquisition. <p><u>Language:</u></p> <ul style="list-style-type: none"> - get acquainted with basic terms, notions, and develop their meaning from context; - learn related terms and phrases to discuss the problem of language acquisition; - improve their listening and reading comprehension skills to understand main ideas and identify relevant information. 	<p>stages to understand the differences and similarities in L1 and L2 acquisition</p> <p>SLA 5: to understand and apply accurately the basic terms, notions and concepts of the academic field</p> <p>SLA 6: to communicate efficiently in different settings employing various lexical, syntactic and stylistic means</p>	<p>language acquisition mechanisms</p> <p>SLA 11 to reflect on personal progress, choose learning strategies, apply strategies for self-improvement</p>
3. Theories of SLA	4	8	<p>3.1 Behaviorism (John B. Watson, Ivan Pavlov, Burrhus F. Skinner).</p> <p>3.2 Constructivism (Jean Piaget, Lev Vygotsky, Jerome Brunner).</p> <p>3.3 Cognitivism (Jean Piaget, Noam Chomsky, Barry McLaughlin).</p> <p>3.4 Humanism (the Silent Way - Caleb Gattegno, Community Language Learning - Charles Curran, Total Physical Response - James Asher, and Suggestopedia - Georgi Lozanov).</p>	<p>3.1 Behavioristic, constructivist, cognitive, and humanistic dimensions of SLA (case study)</p> <p>3.2 Instructional dimensions of SLA (presentation)</p>	<p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - get familiarized with the key ideas of the basic theories of SLA; - define the pivotal concepts of the theories of SLA; - identify the benefits and demerits of the theories of SLA. <p><u>Language:</u></p> <ul style="list-style-type: none"> - enhance receptive and productive skills; - promote foreign language proficiency; - foster academic FL skills. 	<p>SLA 3: to demonstrate an understanding of the basic theories and key concepts of SLA.</p> <p>SLA 2: to make use of interdisciplinary concepts, views, ideas, theories, and practices.</p> <p>SLA 5: to understand and apply accurately the basic terms, notions and concepts of the academic field.</p>	<p>SLA 10: to exhibit a high level of social skills when exposed to real life settings and adjust to new situations.</p> <p>SLA 11: to reflect on personal progress, choose learning strategies, apply strategies for self-improvement.</p>

<p>The linguistic environment</p>	<p>4</p>	<p>8</p>	<p>4.1 The role of the linguistic environment in SLA 4.2 Input hypothesis. Its definition and components. The notion of comprehensible input and intake 4.3 Interaction hypothesis. Negotiation as an important part of interaction 4.4 Outcome hypothesis, its functions</p>	<p>4.1 Comprehensible input as a way to promote acquisition (case study) 4.2 The role of each component (<i>input, comprehensible input, intake, interaction, negotiation for meaning, feedback, output</i>) of linguistic environment in SLA (presentation)</p>	<p><u>The students will:</u> <u>Content:</u> - define the notions of <i>input, comprehensible input, intake, interaction, negotiation for meaning, feedback, output</i>; - get acquainted with the role of all the components of linguistic environment in SLA, their main characteristics; - develop their understanding on the ways in which input, interaction and output can facilitate SL development. <u>Language:</u> - get acquainted with basic terms, notions, and develop their meaning from context; - learn related terms, phrases and key words to discuss the problem of linguistic environment in SLA; - improve their receptive listening and reading comprehension skills to understand main ideas and identify relevant information.</p>	<p>SLA 3: to demonstrate an understanding of the basic theories and key concepts of SLA SLA 5: to understand and apply accurately the basic terms, notions and concepts of the academic field</p>	<p>SLA 8: to collect and interpret information and data to understand the language acquisition mechanisms SLA 11: to reflect on personal progress, choose learning strategies, apply strategies for self-improvement</p>
<p>5. Cross-linguistic influences</p>	<p>2</p>	<p>4</p>	<p>5.1 Positive transfer (effect of L1 on the acquisition of L2). The facilitating effects of one language in acquiring another 5.2 Negative transfer (L1 and L2 interference). Divergences due to differences between L2 and L1 5.3 Language dominance (young/adult learners) and language distance</p>	<p>5.1 The changing role of the native-speaker (presentation) 5.2 The role of English as a lingua franca in Europe (case study)</p>	<p><u>The students will:</u> <u>Content</u> - have basic knowledge of the target language distinctions (L2) and the role of the native speaker (L1 or source language); - possess structured knowledge in the area of terminology; - be provided with overview of the major theories in cross-linguistic influence. <u>Language</u> - develop communicative ability; - improve reading skills; - increase language proficiency.</p>	<p>SLA 3: to demonstrate an understanding of the basic theories and key concepts of SLA SLA 7: to achieve cross-linguistic and cross-cultural transfer</p>	<p>SLA 9: to use the acquired knowledge and skills in order to operate confidently in international and / or multilingual communities SLA 11: to reflect on personal progress, choose learning strategies, apply strategies for self-improvement</p>

			(closely/far related languages)				
Total for Module 1	Topics: 5 Seminars: 14 h Self-study: 28 h						
Module 2. Focus on the Learner							
6. Psychological factors and SLA	4	8	6.1 H. Gardner's socio-educational model 6.2 Affective filter (S. Krashen) 6.3 Dörnyei's theory of motivation 6.4 Accelerated learning (G. Lozanov) 6.5 Schumann's acculturation model	6.1 Types of motivation and effects of anxiety and other affective issues on SLA (presentation) 6.2 Strategies of SLA. BDI model (case study)	The students will: <u>Content</u> - acquire the basic knowledge of psychological factors; - learn about strategies of SLA. <u>Language:</u> - enlarge the vocabulary with key terms, basic notions; - improve reading, writing, speaking skills.	<u>SLA 1:</u> to understand and apply basic facts about first language acquisition, including history, mechanisms, stages to understand the differences and similarities in L1 and L2 acquisition <u>SLA 4:</u> to understand and apply basic facts about psychological, cognitive factors in SLA, identify the individual characteristics of Second Language Learners <u>SLA 6:</u> to communicate efficiently in different settings employing various lexical, syntactic and stylistic means	<u>SLA 11:</u> to reflect on personal progress, choose learning strategies, apply strategies for self-improvement
7. Cognitive factors in SLA	4	8	7.1 General cognitive capacities vs. language-specific capacities (Chomsky's approach) 7.2 Language universals and the concept of markedness (Eckman's Markedness)	7.1. Cognitive and metacognitive strategies for learners and teachers (case study) 7.2. Project on universal concepts and universal conceptual metaphoric thinking	The students will: <u>Content:</u> - define the notions of <i>cognitive capacities</i> , <i>language-specific capacities</i> , <i>language universals</i> , and other specific terms; - distinguish cognitive and metacognitive learning strategies; - differentiate cognitive styles and match them to strategies of learning problems. <u>Language:</u> - get acquainted with basic terms, notions, and elicit their meaning from the context; - improve speaking and presentation skills;	<u>SLA 3:</u> to demonstrate an understanding of the basic theories and key concepts of SLA <u>SLA 4:</u> to understand and apply basic facts about psychological, cognitive factors in SLA, identify the individual characteristics of Second Language Learners	<u>SLA 8:</u> to collect and interpret information and data to understand the language acquisition mechanisms <u>SLA 11:</u> to reflect on personal progress, choose learning strategies, apply strategies for self-improvement

			<p>differential hypothesis) 7.3 The notion of cognitive style (field-dependence/field-independence, leveling-sharpening, reflectivity-impulsivity). Cognitive and metacognitive learning strategies (Flavell's approach) 7.4 The notion of concept-based learning</p>		<p>- get deeper understanding of L2 in terms of concepts and metaphoric concepts.</p>		
<p>8. Individual differences in SLA</p>	2	4	<p>8.1 Age Factor in SLA 8.2 Foreign Language Aptitude (phonetic coding ability, grammatical sensitivity, inductive language learning ability and associative memory, Skehan's conception of Language Aptitude and SLA) 8.3 Personality Types (The Big Five Model,</p>	<p>8.1 Case study of students' individual differences 8.2 Analysing and designing activities to address different learning styles</p>	<p><u>The students will:</u> <u>Content:</u> - understand individual differences in second language acquisition; - apply methods of individual differences study. <u>Language:</u> - operate with basic terms, notions, and develop their meaning from context; - enhance reading, writing and speaking skills.</p>	<p>SLA 3: to demonstrate an understanding of the basic theories and key concepts of SLA SLA 4: to understand and apply basic facts about psychological, cognitive factors in SLA, identify the individual characteristics of Second Language Learners SLA 6: to communicate efficiently in different settings employing various lexical, syntactic and stylistic means</p>	<p>SLA 8: to collect and interpret information and data to understand the language acquisition mechanisms</p>

			Myers-Briggs Type Indicator) 8.4 Learning styles (sensory preferences, assessing language learning styles)				
9. Development of learner language	2	4	9.1 Vocabulary acquisition 9.2 Grammar acquisition 9.3 Progressing through the levels: level-to-level development, interlanguage, etc. 9.4 The role of feedback in learner language development	9.1 Designing activities aimed to develop vocabulary at various levels of proficiency 9.2 Designing activities aimed to develop particular grammatical categories of the English language 9.3 Students' reflections on different types of feedback	<u>The students will:</u> <u>Content:</u> - know the role of all the components of development of learner language in SLA, their main characteristics; - develop students' understanding of the ways in which all components of learner language development depend on one another in SL development. <u>Language:</u> - understand and apply key terms, notions and structures; - improve receptive and productive skills to understand main ideas and identify relevant information.	SLA 5: to understand and apply accurately the basic terms, notions and concepts of the academic field SLA 6: to communicate efficiently in different settings employing various lexical, syntactic and stylistic means SLA 7: to achieve cross-linguistic and cross-cultural transfer	SLA 9: to use the acquired knowledge and skills in order to operate confidently in international and / or multilingual communities SLA 11: to reflect on personal progress, choose learning strategies, apply strategies for self-improvement
Total for Module 2	Topics: 4 Seminars: 12 h Self-study: 24 h						
Module 3. Focus on the Methodology							
10. Bilingual and plurilingual methodologies and strategies in SLA	4	8	10.1 The interplay of the core bilingual and plurilingual methodologies in SLA (Suggestopedia, CLL, CLIL etc.) 10.2 Classification of bilingual and plurilingual	10.1 Case study of bilingual and plurilingual methodologies 10.2. Presentations on Teaching methods in SLA (Space Practice Method, Silent Way Method, Active Recall, Feynman technique, SQ3R	<u>The students will:</u> <u>Content:</u> - reveal the essence of bilingual and plurilingual methodologies in SLA; - get acquainted with the classification of bilingual and plurilingual methodologies and language learning strategies; - develop awareness of teaching methods in SLA. <u>Language:</u> - learn the key notions and terms related to bilingual and plurilingual methodologies in SLA; - improve communication skills.	SLA 3: to demonstrate an understanding of the basic theories and key concepts of SLA SLA 6: to communicate efficiently in different settings employing various lexical, syntactic and stylistic means SLA 7: to achieve cross-linguistic and cross-cultural transfer	SLA 8: to collect and interpret information and data to understand the language acquisition mechanisms SLA 9: to use the acquired knowledge and skills in order to operate confidently in international and /

		language learning strategies (translanguaging, memory strategies, cognitive, compensation, metacognitive, affective and social ones)	method, Total Physical Response etc.)			or multilingual communities
Total for Module 3	Topics: 1 Seminars: 4 h Self-study: 8 h					
Total for the course	Modules: 3 Topics: 10 Seminars: 30 h Self-study: 60 h					

Aim of Module 1 Foundations of SLA: competences foreseen by the study programme

GC 1. Ability to search for, process, analyse and infer information from a variety of sources.

SC 1. Ability to communicate in one's own and foreign languages using the appropriate terminology in this subject area.

SC 2. Ability to critically analyse educational theories.

SC 3. Ability to identify potential connections between aspects of educational theories and educational policies and contexts.

Learning objectives of module (course unit)	Teaching/learning methods	Assessment methods
<p><u>1.Content:</u></p> <ul style="list-style-type: none"> – define the notions of SLA, its place among other disciplines; – get acquainted with the major theories of SLA; – develop students' understanding of the mechanisms of SLA; <p><u>Language:</u></p> <ul style="list-style-type: none"> – get acquainted with basic terms, notions, and develop their meaning from context; – learn related terms and phrases to discuss the problem of SLA; – improve their listening and reading comprehension skills to understand the main ideas and identify relevant information. 	<p>Short lectures Discussion Case study Self-study Group work Individual work</p>	<p>Moodle tests (true-false, multiple choice); peer-reviewed presentations; teacher's regular oral / written feedback</p>

<p><u>Content:</u></p> <ul style="list-style-type: none"> – define the notions of first language acquisition, bilingual first language acquisition, SLA; – get acquainted with the major theories of language acquisition; – develop their understanding about the mechanisms of first language acquisition. <p><u>Language:</u></p> <ul style="list-style-type: none"> – get acquainted with basic terms, notions, and develop their meaning from context; – learn related terms and phrases to discuss the problem of language acquisition; – improve their listening and reading comprehension skills to understand main ideas and identify relevant information 	<p>Inquiry-Based Learning Scaffolded learning Project-based learning Personalised learning Self-learning</p>	<p>Moodle tests (true-false, multiple choice); peer-reviewed presentations; teacher’s regular oral / written feedback</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> – get familiarized with the key ideas of the basic theories of SLA; – define the pivotal concepts of the theories of SLA; – identify the benefits and demerits of the theories of SLA. <p><u>Language:</u></p> <ul style="list-style-type: none"> – enhance receptive and productive skills; – promote foreign language proficiency; – foster academic FL skills. 	<p>Inquiry-Based Learning Scaffolded learning Project-based learning Self-study Short lectures Group work Discussion Case-study</p>	<p>Moodle tests (true-false, multiple choice); peer-reviewed presentations; teacher’s regular oral / written feedback.</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> – define the notions of <i>input, comprehensible input, intake, interaction, negotiation for meaning, feedback, output</i>; – get acquainted with the role of all the components of linguistic environment in SLA, their main characteristics; – develop their understanding on the ways in which input, interaction and output can facilitate SL development. <p><u>Language:</u></p> <ul style="list-style-type: none"> – get acquainted with basic terms, notions, and develop their meaning from context; – learn related terms, phrases and key words to discuss the problem of linguistic environment in SLA; 	<p>Inquiry-Based Learning Self-learning Project-based learning Personalised learning</p>	<p>Moodle tests (true-false, multiple choice); peer-reviewed presentations; teacher’s regular oral / written feedback</p>

<ul style="list-style-type: none"> – improve their receptive listening and reading comprehension skills to understand main ideas and identify relevant information. 		
<p><u>Content</u></p> <ul style="list-style-type: none"> – have basic knowledge of the target language distinctions (L2) and the role of the native speaker (L1 or source language); – possess structured knowledge in the area of terminology; – be provided with overview of the major theories in cross-linguistic influence. <p><u>Language</u></p> <ul style="list-style-type: none"> – develop communicative ability; – improve reading skills; – increase language proficiency. 	Short lectures Group work Discussion Case-study Individual work	Moodle tests (true-false, multiple choice, short answer questions), presentation feedback, teacher’s regular oral / written feedback.
Aim of the Module 2 Focus on the Learner: competences foreseen by the study programme		
GC 2. Ability to apply knowledge in practical situations, carry out complex tasks. GC 3. Ability to think abstractly, analyze, and synthesize. GC 4. Ability to be critical, self-critical, and responsible for developing and decision-making in new contexts. SC 4. Ability to understand and apply educational theories and methodologies as a basis for general and specific teaching activities. SC 5. Ability to recognize, identify and respond to the diversity of learners and the complexities of the learning process.		
Learning objectives of module (course unit)	Teaching/learning methods	Assessment methods
<p><u>Content</u></p> <ul style="list-style-type: none"> – acquire the basic knowledge of psychological factors; – learn about strategies of SLA. <p><u>Language:</u></p> <ul style="list-style-type: none"> – enlarge the vocabulary with key terms, basic notions; – improve reading, writing, speaking skills. 	Interactive lecture Discussion Case study Individual work Group work	Online tests (true-false, multiple choice); peer-reviewed presentations; teacher’s regular oral / written feedback
<p><u>Content:</u></p> <ul style="list-style-type: none"> – define the notions of <i>cognitive capacities</i>, <i>language-specific capacities</i>, <i>language universals</i>, and other specific terms; – distinguish cognitive and metacognitive learning strategies; – differentiate cognitive styles and match them to strategies of learning problems. <p><u>Language:</u></p>	Interactive lecture Case study Individual work Group work Discussion Self-learning	Teacher’s regular feedback Moodle tests (true-false, multiple choice, short answer questions) peer-reviewed presentations presentation feedback

<ul style="list-style-type: none"> – get acquainted with basic terms, notions, and elicit their meaning from the context; – improve speaking and presentation skills; – get a deeper understanding of L2 in terms of concepts and metaphoric concepts. 		
<p><u>Content:</u></p> <ul style="list-style-type: none"> – understand individual differences in second language acquisition; – apply methods of individual differences study. <p><u>Language:</u></p> <ul style="list-style-type: none"> – operate with basic terms, notions, and develop their meaning from context; – enhance reading, writing and speaking skills. 	Short lectures Group work Discussion Inquiry-based learning Self-learning	Moodle tests (true-false, multiple choice); peer-reviewed presentations; teacher’s regular oral / written feedback
<p><u>Content:</u></p> <ul style="list-style-type: none"> – know the role of all the components of development of learner language in SLA, their main characteristics; – develop students’ understanding of the ways in which all components of learner language development depend on one another in SL development. <p><u>Language:</u></p> <ul style="list-style-type: none"> – understand and apply key terms, notions and structures; – improve receptive and productive skills to understand main ideas and identify relevant information. 	Interactive lecture Case study Individual work Situated learning Group work Discussion Self-learning	
Aim of the Module 3 Focus on the Methodology: competences foreseen by the study programme		
GC 2. Ability to apply knowledge in practical situations, carry out complex tasks.		
SC 3. Ability to identify potential connections between aspects of educational theories and educational policies and contexts.		
SC 4. Ability to understand and apply educational theories and methodologies as a basis for general and specific teaching activities.		
Learning objectives of module (course unit)	Teaching/learning methods	Assessment methods
<p><u>Content:</u></p> <ul style="list-style-type: none"> – reveal the essence of bilingual and plurilingual methodologies in SLA; – get acquainted with the classification of bilingual and plurilingual methodologies and language learning strategies; – develop awareness of teaching methods in SLA. <p><u>Language:</u></p>	Short lectures Group work Discussion-based learning Hands-on learning Case-study Discussion	Teacher’s regular oral feedback; Moodle tests (true-false, multiple choice, short answer questions); presentation feedback.

<ul style="list-style-type: none"> – learn the key notions and terms related to bilingual and plurilingual methodologies in SLA; – improve communication skills. 	Inquiry-based learning Blended learning Individual work	
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Assessment and feedback approaches		
Teacher-based assessment		
Type of work, activity, task	Max points	Extra information
The student's participation in: <ul style="list-style-type: none"> – class and/or online discussions; – independent work – individual work – work in Moodle 	Total 30 (2*15)	Feedback is given regularly during the classes
Test	Total 30 (3*10)	During the course at the end of each Module A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 1 point. Questions represent theoretical and practical issues introduced within the course. Explanation for every question is embedded in the test automatic feedback.
Peer assessment		
Type of work, activity, task	Max points	Extra information
Summary	10	*1 during the course (Module 1) A comprehensive argumentative essay of up to 250-300 words. Written/oral feedback is given for every essay.
Reflective analysis	10	*1 during the course (Module 2) Reflective analysis of the student themselves as a learner (in terms of personality types/learning styles, etc.) (250-300 words) Written/oral feedback is given after the reflective analysis.
Presentation	10	*1 during the course (Module 3)

		delivering a 10-minute oral presentation about a classroom observation, focusing on various aspects covered in this course (e.g. teaching strategies, activities, students' interaction, etc.). Can be done in small groups Written/oral feedback is given after the presentation.
Course final assessment		
Type of work, activity, task	Max points	Extra information
Multiple Choice test	10	Comprehensive test online. Test consists of 10 questions with the four variants of the answer. Each correct answer equals 1 point. Questions represent theoretical and practical issues introduced within the course. The explanation for every question is embedded in the test automatic feedback.
Total	100 points	

Assessment criteria for Summary (max. score – 10)				
Criteria / Points	Descriptors			
	5 Excellent	4 Good	3 Satisfactory	2 Unsatisfactory
Content	The essence of the topic (the main idea of the text) is revealed and supported with the most important details. Students reserve their opinions of the topic / text.	The essence of the topic (the main idea of the text) is revealed and supported with some minor details. Students give one opinion of the topic / text.	The essence of the topic (the main idea of the text) is revealed and supported with some quotations / examples from the original text. Most of the minor details are superfluous. Students express some opinions of the topic / text.	The essence of the topic (the main idea of the text) is not clearly stated. Students use a lot of quotations / examples from the original text. Students give opinions of the topic / text.
Language	Students use a wide range of advanced grammatical constructions, vocabulary and transition words	Students use advanced grammatical constructions, vocabulary and transition words making some minor mistakes	Students use simple grammatical constructions, vocabulary and some transition words making minor mistakes	Students use simple grammatical constructions, vocabulary and few transition words making major mistakes

Structure	Logical and coherent presentation of the topic / text.	Logical and coherent presentation of the topic / text with minor structural improvements possible.	Summary has a clearly defined structure but lacks logics of presentation.	Lack of logic and structural parts of the summary are not clearly defined.
	*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work does not reach a standard described by any of the descriptors given above			
Assessment criteria for Reflective Analysis (max. score – 10)				
Criteria / Points	Descriptors			
	5 Excellent	4 Good	3 Satisfactory	2 Unsatisfactory
Content	Accomplished purpose of assignment directly and completely in an exceptional manner. All major topics thoroughly supported by specific, accurate, relevant data.	Accomplished assignment in a capable manner. Major topics covered but supporting detail somewhat lacking in specificity, accuracy, or reference.	Accomplished purpose of assignment only partially or indirectly. Little or no supporting data or data presented was not relevant, specific, or accurate.	The purpose of the assignment is not accomplished. No supporting data.
Language	No more than two errors throughout in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms.	Not more than four errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms but did not affect overall clarity.	Not more than ten errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms that made the paper unclear or difficult to read.	Lack of proper terminology, More than ten distracting errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms.
Structure	Logical and coherent presentation of the analysis	Logical and coherent presentation with minor structural improvements possible	Essay has clearly defined structure, but lacks logic presentation	Lack of logic and structural parts of the essay are not clearly defined
	*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			
Assessment criteria for Presentation (max. score – 10)				
	Descriptors			

Criteria / Points	5 Excellent	4 Good	3 Satisfactory	2 Unsatisfactory
Content	The content fully meets the objectives of the task. The conclusions are clearly stated.	The presentation is coherent and covers the main tasks, but the conclusions are not clearly stated.	The content of the presentation does not fully cover the task, though it is relevant to the main goal.	The presentation is not coherent, the goals and conclusions are missing.
Language	The presentation is well delivered (clear, accurate and well-organized speech with a wide range of advanced grammatical structures, complex vocabulary and transition words).	Students use a wide range of advanced grammatical structures, complex vocabulary and transition words with some minor grammatical, lexical, pronunciation mistakes.	Students use simple grammatical structures and vocabulary, make grammatical, lexical and phonetic mistakes.	Students use simple grammatical structures, vocabulary and make gross mistakes.
Structure	Logical and coherent presentation of the topic: information is clearly structured, smoothly flows from one section to another, and can be easily followed and understood. Charts, audio, video and visuals are appropriately employed.	The information is logically structured. Charts, audio, video and visuals are appropriately used with minor mistakes.	The information is not well-structured. Charts, audio, video and visuals are employed, but not always appropriately.	The information is poorly structured. Charts, audio, video and visuals are not employed.
Research	The research is profound, relevant to the topic, uses up-to-date resources, follows the principles of academic integrity.	The research is relevant to the topic, uses appropriate resources, follows the principles of academic integrity..	The research is superficial, not always relevant to the topic, uses only basic resources, follows the principles of academic integrity.	The research is superficial, not quite relevant to the topic, uses few resources, follows the principles of academic integrity.
	*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

Calculation of the score on a 4-point scale									
Criterion	points achieved				Criterion	points achieved			
Content	1	2	3	4	Content	1	2	3	4
Language	1	2	3	4	Language	1	2	3	4
Structure	1	2	3	4	Structure	1	2	3	4
Research	1	2	3	4	Total score	_____ out of 12			
Total score	_____ out of 16								

Marking guides	
10-point marking scale	
«1» 1-2	«1» 1-2
«2» 3-4	«2» 3-4
«3» 5-6	«3» 5
«4» 7-8	«4» 6
«5» 9-10	«5» 7
«6» 11-12	«6» 8
«7» 13	«7» 9
«8» 14	«8» 10
«9» 15	«9» 11
«10»16	«10»12

Assessment scale			
Assessment scale	Mark on the scale of the higher education institution		
	90 – 100	A	passed
	80 – 89	B	
	70 – 79	C	
	60 – 69	D	
	50 – 59	E	
	0-49	F	failed

Equipment, digital tools, and educational technologies for the course

Smart board and books procured during MultiEd project, Internet, educational technologies, smartphones.

Books to be procured in this project:

1. Ellis, R. Understanding Second Language Acquisition. 2nd edition. Oxford: Oxford University Press. 2015. 472 p.
2. García, Ofelia and Wei, Li. Translanguaging: Language, Bilingualism and Education. Basingstoke, New York: Palgrave Macmillan. 2014. 156 p.
3. Ortega, L. Understanding Second Language Acquisition. Routledge. New York: Tailor & Francis Group. 2009. 304 p.

Books and resources recommended for this course

Recommended books and resources

1. Adwani, P., Shrivastava, S. Analysis of Factors Affecting Second Language Acquisition. International Journal of Social Sciences and Management. 2017. Vol. 4. Issue 3. pp. 158-164. DOI: 10.3126/ijssm.v4i3.17247.
2. Khasinah, S. Factors influencing second language acquisition. Englishia: Journal of Language, Education, and Humanities. 2014. Vol. 1. No 2. ISSN 2527-6484. c Available at: <https://jurnal.ar-raniry.ac.id/index.php/englishia/article/view/187>. DOI: <http://dx.doi.org/10.22373/ej.v1i2.187>.
3. Khezrlou, S. The Relationship between Cognitive and Metacognitive Strategies, Age, and Level of Education. The Reading Matrix. 2012. Vol. 12, No 1. pp. 50-61. Available at: http://www.readingmatrix.com/articles/april_2012/khezrlou.pdf
4. Leaver, B. L., Ehrman, M., Shekhtman, B. Achieving Success in Second Language Acquisition. Cambridge: Cambridge University Press. 2005. 281 p. Available at: http://assets.cambridge.org/97805215/46638/frontmatter/9780521546638_frontmatter.pdf
5. Pallier, C. Critical Periods in Language Acquisition and Language Attrition. In: B. Köpke, M. S. Schmid, M. Keijzer and S. Dostert (eds). Language Attrition: Theoretical Perspectives. John Benjamins. 2007. pp.155-168. Available at: <http://www.pallier.org/papers/Pallier.critical.period.attrition.chapter.2007.pdf>.

6. Raoofi, S. Metacognition and Second/Foreign Language Learning. English Language Teaching. 2014. Vol. 7. No. 1. pp. 36-49. Available at: <https://www.ccsenet.org/journal/index.php/elt/article/view/32577>
7. Saks, K., Leijen, Ä. Cognitive and Metacognitive Strategies as Predictors of Language Learning Outcomes. Psihologija. 2018. DOI: <https://doi.org/10.2298/PSI180121025S>.
8. Stefánsson, E. G. Second language Acquisition. The Effect of Age and Motivation. Leiðbeinandi: Ásrún Jóhannsdóttir. 2013. 33 p. Available at: <https://skemman.is/bitstream/1946/15018/1/BA%20EinarG.pdf>.
9. Williams, L. Using Concept-based Instruction in the L2 Classroom: Perspectives from Current and Future Language Teachers. Language Teaching Research. 2013. No 17(3). Available at: <http://ltr.sagepub.com/content/early/2013/04/22/1362168813482950>. DOI: 10.1177.

Course quality monitoring

1. Syllabus feedback from internal and external peer-reviewers
2. Feedback from students who attend the course
3. Students' performance in the course