

Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

Level of the course unit	Master	Form of study	Full time	Academic year / semester	2020/2021 Autumn
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Syllabus

Course Title	Second Language Acquisition
Department	Philology
Programme of Studies:	03 “Humanities” 035 “Philology”(English Language and Literature)
Course Type (e.g. core, elective), Student workload: Number of ECTS credits, Modes of instruction/ work hours (lectures / seminars, laboratory classes / independent study)	Course Type: core course Number of ECTS credits: 5 Lectures: 16 (Learner centered, interactive, cooperative) Seminars: 30 Independent study: 104
Course coordinator Course Lecturer(s) Assistant(s) (Name, surname, Academic degree and rank, e-mail address)	Dr. Lőrincz Marianna, PhD, Associate professor Левриц Маріанна Іванівна marianna@kmf.uz.ua
Course Prerequisites	Methods of FLT
A tantárgy általános ismertetése, célja, várható eredményei, főbb témakörei Анотація дисципліни, мета та очікувані результати навчальної дисципліни, основна тематика дисципліни Course description, Course overview, Course Objectives, Content, Learning outcomes, Main topics Competences to be developed:	<p>This course provides an introduction to the field of second language acquisition (SLA). It introduces the basic concepts of SLA research, which explains how people learn a foreign/second language. The discipline covers issues and problems in current SLA research and theory, background on the historical development of the field, analysis of learner data, and reading research articles in SLA.</p> <p>Its main objectives are:</p> <ul style="list-style-type: none"> - to gain understanding of the basic issues/problems in current SLA research and theory; - to trace the development of the field of SLA as well as current research trends; - to be able to analyze foreign/second language learner data from multiple perspectives; - to understand the main concepts, terminology and important studies in SLA; - to understand the connection between SLA theories/research and teaching/other-language related activities; - to understand basic ideas of SLA research articles; <p>By the end of the course, students should be able to:</p> <ul style="list-style-type: none"> - identify major issues in current SLA research and theory; - discuss problems and challenges in current research and theory; - describe how the field developed historically, including major trends in research/theories, major figures); - summarize the important studies and basic ideas of

	<p>research studies;</p> <ul style="list-style-type: none"> - analyze second language learner data from multiple perspectives; - articulate students' own stance with regard to theories of SLA and describe the principles that will inform their future work in the field; <p>Course syllabus:</p> <p>Module 1. Foundations of Second Language Acquisition</p> <p>The m 1. Second Language Acquisition as a field of study</p> <p>The m 2. Schools of thought in second language acquisition</p> <p>The m 3. First Language Acquisition Theories</p> <p>The m 4. Second Language Acquisition Theories</p> <p>Module 2. The Psychology of Second Language Acquisition</p> <p>The m 5. Age and second language acquisition</p> <p>The m 6. Psychological factors and second language acquisition</p> <p>The m 7. Language Learning Styles and Strategies</p> <p>Module 3. The Linguistics of Second Language Acquisition</p> <p>The m 8. The development of a second language</p> <p>The m 9. Approaches to the study of SLA</p>
<p>Grading Policy, Methods of Assessment</p>	<p>Elements of final grade:</p> <p>Active participation in seminar work is on a five-tiered scale (1–5) and comprises 10% of the total mark</p> <p>Seminar: Detailed explanation of an item defining concepts. Evaluation of the detailed item explanation is on a five-tiered scale (1–5). The definitions of the concepts also on a five-tiered scale (1–5).</p> <p>The grade for active and informed participation includes discussion (quality and quantity), attitude and attendance (you are allowed to miss two scheduled lessons over the semester). The evaluation of seminar test comprises 10% of the total mark</p> <p>Module test evaluation over the theory of the course material. comprises 20% of the total mark</p> <p>Presentation is on a five-tiered scale (1–5) and comprises 10% of the total mark</p> <p>The course will be completed with an oral exam</p> <p>The exam comprises 50% of the final grade</p> <p>Grading scale: 0-59 fail, 60-74 pass, 75-89 good, 90-100 excellent</p>
<p>Course Policy</p>	<p>Students are required to attend lectures and seminars regularly and they are expected to be active participants of both the lectures and seminars.</p> <p>Students are expected to complete all homework independently (unless otherwise required). Working together for anything other than group work and/or plagiarising published research is considered cheating</p> <p>Students who meet the course requirements will sit the exam during January examination session</p>
<p>Basic literature of the discipline and other</p>	<p>1. Brown, D (2007). <i>Principles of language learning and teaching</i>. White Plains, N Y: Pearson Education</p>

information resources

2. Cook, V (2008). *Second language learning and language teaching*. London: Hodder Education
3. Gass, S (2013). *Second Language Acquisition: An Introductory Course*. Routledge.
4. Ellis R (2015). *Understanding Second Language Acquisition*. Oxford University Press.
5. Ortega, L (2009). *Understanding second language acquisition*. London: Hodder.