

## SYLLABUS – A COURSE DESCRIPTION

### I. General information

1. Course name: **Language acquisition 1**
2. Course code: 15-LACQ1-EL-11
3. Course type (compulsory or optional): compulsory
4. Study programme name: English Linguistics: Theories, Interfaces, Technologies
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): 1<sup>st</sup> cycle
6. Educational profile (general academic profile or practical profile): **academic**
7. Year of studies (if relevant): I
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): practical classes: 30 hours
9. Number of ECTS credits: 3
10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff\*: prof. dr hab. Magdalena Wrembel, magdala@wa.amu.edu.pl
11. Language of instruction: English
12. Online learning - yes (partially / fully) / no : yes (fully)

### II. Detailed information

#### 1. Course aim (aims)

To acquaint students with the scope and goals of acquisition research  
To impart to students basic knowledge about first language acquisition  
To introduce students into the theoretical background of SLA, most important trends in research, methodological issues and recent achievements in the field  
To prepare students for the continuation of the studies in the discipline at the advanced level

#### 2. Pre-requisites in terms of knowledge, skills and social competences (if relevant)

Knowledge of basic linguistic concepts introduced in high school; competence in English at the B2 level.

#### 3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes:

<b>Course learning outcome symbol (EU)</b>	<b>On successful completion of the course and validation of its learning outcomes, a student:</b>	<b>Reference to study programme learning outcomes</b>
15-LACQ2-EL-11_1	Is familiar with concepts and topics related to this field	K_W01, K_W02
15-LACQ2-EL-11_2	Is familiar with theories, methods and topic both general and specific, related to language acquisition	K_W03
15-LACQ2-EL-11_3	Is familiar with new research directions and developments in the field	K_W05, K_W04
15-LACQ2-EL-11_4	Understands the complex nature of language acquisition	K_W06, K_W05
15-LACQ2-EL-11_5	Knows how to search for, analyse, evaluate, select and use information with the application of various sources of knowledge	K_U02, K_U03
15-LACQ2-EL-11_6	Is able to compare different approaches to the modeling of language acquisition and to critically	K_U07, K_U02

	evaluate them	
15-LACQ2-EL-11_7	Is able to communicate using specialist terminology	K_U10, K_U01
15-LACQ2-EL-11_8	Is able to prepare oral presentations in English and to participate in debates concerning acquisition issues	K_U10, K_U01, K_U14
15-LACQ2-EL-11_9	Is ready to change his/her standpoint in view of the available data and arguments as well as be open to new ideas	K_K04, K_U14
15-LACQ2-EL-11_10	Is ready to support linguistic diversity and activities promoting multilingualism	K_K10, K_K01

#### 4. Learning content with reference to course learning outcomes (EU)

<b>Course learning content:</b>	<b>Course learning outcome symbol(s) (EU)</b>
Introduction to language acquisition: research scope and goals	15-LACQ1-EL-11_1, 15-LACQ1-EL-11_7
Basic concepts in first language acquisition (L1): perception and production development, stages of speech acquisition	15-LACQ1-EL-11_1, 15-LACQ1-EL-11_2, 15-LACQ1-EL-11_7, 15-LACQ1-EL-11_8
Theories of first language acquisition; research paradigms	15-LACQ1-EL-11_2, 15-LACQ1-EL-11_3, 15-LACQ1-EL-11_4
Wprowadzenie do nauczania i uczenia się języka obcego (L2)	15-LACQ1-EL-11_1, 15-LACQ1-EL-11_3, 15-LACQ1-EL-11_4
Linguistic diversity in the world	15-LACQ1-EL-11_5, 15-LACQ1-EL-11_9, 15-LACQ1-EL-11_10
Theoretical approaches to second language acquisition (SLA); Overview of selected classical models, critical evaluation of theoretical approaches	15-LACQ1-EL-11_2, 15-LACQ1-EL-11_3, 15-LACQ1-EL-11_6, 15-LACQ1-EL-11_8
Contemporary approaches to modeling foreign language acquisition (e.g. multicompetences, dynamic systems theory)	15-LACQ1-EL-11_3, 15-LACQ1-EL-11_4, 15-LACQ1-EL-11_9
Language and the brain, introduction to neurolinguistics	15-LACQ1-EL-11_3, 15-LACQ1-EL-11_5, 15-LACQ1-EL-11_9
Individual differences in foreign language acquisition (e.g. age, cognitive and psychological factors, motivation, attitude, phonetic talent)	15-LACQ1-EL-11_5, 15-LACQ1-EL-11_7, 15-LACQ1-EL-11_8
Cross-linguistic influence (CLI) in foreign language acquisition	15-LACQ1-EL-11_2, 15-LACQ1-EL-11_7
Overview of methodological issues in foreign language acquisition research	15-LACQ1-EL-11_2, 15-LACQ1-EL-11_3, 15-LACQ1-EL-11_4
Pedagogical implications – strategies of foreign language learning	15-LACQ1-EL-11_3, 15-LACQ1-EL-11_4, 15-LACQ1-EL-11_8, 15-LACQ1-EL-11_9

## 5. Reading list

- Bhatia William, K., Ritchie, C. (eds) 2013. *The Handbook of Bilingualism and Multilingualism*. Blackwell Publishing.
- Brown, J. D. 2014 *Mixed Method Research for TESOL*. Edinburgh University Press
- Cook, Vivian. 1993. *Linguistics and Second Language Acquisition*. London: Macmillan.
- Crystal, D. 2010. *The Cambridge Encyclopedia of Language* (3rd ed). CUP
- De Bot, Kees, Wander Lowie, Marjolijn Verspoor. 2005. *Second Language Acquisition: an advance resource book*, London: Routledge.
- Dörnyei, Z. 2005. *The Psychology of the Language Learner: Individual Differences in SLA*.
- Doughty, Catherine J. and Michael H. Long (eds). 2003. *Handbook of second language acquisition*. Malden, MA: Blackwell.
- Ellis, Rod. 1990. *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, Rod. 1994. *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Gut, U. 2009. *Non-native Speech. A Corpus-based Analysis of Phonological and Phonetic Properties of L2 English and German*. Frankfurt am Main: Peter Lang.
- Herdina, P. & U. Jessner *Dynamic Systems Theory and Third Language Acquisition*.
- Huebner, T. & C. Ferguson (eds.). 1991. *Crosscurrents in SLA and linguistic theories*. Amsterdam: Benjamins.
- Jarvis, S., and A. Pavlenko. 2008. *Crosslinguistic Influence in Language and Cognition*. Routledge.
- Larsen-Freeman, Diane & Michael Long. 1994. *An Introduction to Second Language Acquisition research*. London: Longman.
- Lightbown, P. & N. Spada. 2013. *How Languages are Learned*. Oxford: OUP.
- Robinson, P. 2002. *Individual Differences and Instructed Language Learning*. John Benjamins
- Vihman, Marylin M. 1996. *Phonological Development: the Origins of Language in the Child*. Oxford: Blackwell.
- Wrembel, Magdalena. 2015. *In search of a new perspective: Cross-linguistic influence in the acquisition of third language phonology*. Poznań: Wydawnictwo Naukowe UAM.

## III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest other methods.)

Teaching and learning methods and activities	✓
Lecture with a multimedia presentation	✓
Interactive lecture	
Problem-based lecture	
Discussions	✓
Text-based work	✓
Case study work	
Problem-based learning	
Educational simulation / game	
Task-solving learning (e.g.: calculation, artistic, practical tasks)	
Experiential work	✓
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	✓
Demonstration and observation	
Sound and/or video demonstration	✓

Creative methods (e.g.: brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	✓
Group work	✓
Other – ppt presentations delivered by students	✓
...	

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO (EU) and/or suggest different methods)

Assessment methods	Course learning outcome symbol									
	15-LACQ2-EL-11_1	15-LACQ2-EL-11_2	15-LACQ2-EL-11_3	15-LACQ2-EL-11_4	15-LACQ2-EL-11_5	15-LACQ2-EL-11_6	15-LACQ2-EL-11_7	15-LACQ2-EL-11_8	15-LACQ2-EL-11_9	15-LACQ2-EL-11_10
Written exam	✓	✓	✓		✓	✓	✓			
Oral exam										
Open book exam										
Written test										
Oral test										
Test										
Project										
Essay										
Report										
Individual presentation					✓		✓	✓		✓
Practical exam (performance observation)										
Portfolio										
Other – written homework					✓	✓	✓			
Active participation in class				✓			✓	✓	✓	✓

3. Student workload (ECTS credits)

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Students' self-study*	Preparation for classes	10
	Reading for classes	15
	Essay / report / presentation / demonstration	25

	preparation, etc.	
	Project preparation	
	Term paper preparation	
	Exam preparation	10
	Other (please specify) -	
	...	
TOTAL HOURS		90
Total ECTS credits for the course		3

\* please indicate the appropriate activity types and/or propose different activities

#### 4. Assessment criteria in accordance with AMU in Poznan's grading system:

**excellent (bdb; 5,0):** the student has excellent knowledge and understanding of the concepts of the discipline in question; is well familiar with the meaning and applications of its terminology and is able to use it in speech and writing

**very good (+db; 4,5):** the student has very good knowledge and understanding of the concepts of the discipline in question; is familiar with the meaning and applications of its terminology and is able to use it in speech and writing, yet commits minor mistakes

**good (db; 4,0):** the student has good knowledge and understanding of the concepts of the discipline in question; is familiar with the meaning and applications of its terminology and is able to use it in speech and writing, yet commits occasional errors

**satisfactory (+dst; 3,5):** the student has satisfactory knowledge and understanding of the concepts of the discipline in question; is familiar with the meaning and applications of its terminology and is able to use it in speech and writing, yet commits errors

**sufficient (dst; 3,0):** the student has some knowledge and understanding of the concepts of the discipline in question; is familiar with the meaning and applications of its terminology and is able to use it in speech and writing, yet commits errors

**failing (ndst; 2,0):** the student little knowledge and understanding of the concepts of the discipline in question; is not familiar with the meaning and applications of most of its terminology, and is not able to use it in speech and writing without major errors