

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Language acquisition 2**
2. Course code: 15-LACQ2-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): 1st cycle
6. Educational profile (general academic profile or practical profile): **academic**
7. Year of studies (if relevant): II
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: 4
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 develop students' knowledge about foreign language acquisition at an advanced level.
To provide students with further knowledge of research methodology and research questions.
To provide students with knowledge about main research approaches and current findings in the field, with a special emphasis on the acquisition of speech in a foreign language.

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

Knowledge of English- level B2+/C1
Basic knowledge about linguistics from courses at 1BA ELTIT
Completed course in Language acquisition 1 at 1BA

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

| Course learning outcome symbol (EU) | On successful completion of the course and validation of its learning outcomes, a student: | Reference to study programme learning outcomes |
|--|---|---|
| 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 |

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|-------------------|---|---------------------|
| 15-LACQ2-EL-11_6 | Is able to compare different approaches to the modelling of language acquisition and to critically evaluate them | K_U07, K_U02 |
| 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)

| Course learning content: | Course learning outcome symbol(s) (EU) |
|--|---|
| Introduction to research on acquisition of foreign language (FL) speech; an overview | 15-LACQ2-EL-11_1 15-LACQ2-EL-11_2 15-LACQ2-EL-11_7 |
| Overview of theories of L2 phonological acquisition; Speech Learning Model (Flege 1995), Perceptual Assimilation Model (Best 1995), Native Language Magnet theory (Kuhl and Iverson 1995) | 15-LACQ2-EL-11_2 15-LACQ2-EL-11_3 15-LACQ2-EL-11_4 15-LACQ2-EL-11_7 |
| FL speech perception; research paradigms, overview of studies | 15-LACQ2-EL-11_2, 15-LACQ2-EL-11_3 15-LACQ2-EL-11_4 15-LACQ2-EL-11_6 |
| FL speech production; research paradigms, overview of studies | 15-LACQ2-EL-11_2 15-LACQ2-EL-11_3 15-LACQ2-EL-11_4 15-LACQ2-EL-11_6 |
| Socio- and psycholinguistic factors conditioning the acquisition of FL phonology | 15-LACQ2-EL-11_5 15-LACQ2-EL-11_7 15-LACQ2-EL-11_8 15-LACQ2-EL-11_9 15-LACQ2-EL-11_10 |
| Age factor in FL phonological acquisition | 15-LACQ2-EL-11_3 15-LACQ2-EL-11_6 15-LACQ2-EL-11_8 15-LACQ2-EL-11_9 |
| Phonetic talent and individual differences in speech perception and production | 15-LACQ2-EL-11_3 15-LACQ2-EL-11_4 15-LACQ2-EL-11_7 15-LACQ2-EL-11_9 |
| Foreign accentedness and intelligibility in FL | 15-LACQ2-EL-11_3 15-LACQ2-EL-11_5 15-LACQ2-EL-11_9 15-LACQ2-EL-11_10 |

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|--|---|
| English Pronunciation Models | 15-LACQ2-EL-11_3 15-LACQ2-EL-11_5 15-LACQ2-EL-11_7 15-LACQ2-EL-11_9 |
| Role of metaphonological awareness in FL acquisition | 15-LACQ2-EL-11_3 15-LACQ2-EL-11_4 15-LACQ2-EL-11_9 15-LACQ2-EL-11_10 |
| Introduction to multilingualism: modeling L3 acquisition | 15-LACQ2-EL-11_2 15-LACQ2-EL-11_3 15-LACQ2-EL-11_4 |
| Overview of research methods / methodological approaches to FL acquisition of speech | 15-LACQ2-EL-11_2 15-LACQ2-EL-11_3 15-LACQ2-EL-11_4 15-LACQ2-EL-11_7 |
| Pedagogical implications; FL pronunciation teaching and learning | 15-LACQ2-EL-11_3 15-LACQ2-EL-11_4 15-LACQ2-EL-11_8 15-LACQ2-EL-11_10 |

5. Reading list

- Babatsouli & D. Ingram (eds.) 2015. Proceedings of the International Symposium on Monolingual and Bilingual Speech 2015 (pp. 207-213). URL: <http://ismbs.eu/publications>
- Best, C.T., 1995. A direct realist view of cross-language speech perception. In Strange, W., editor, *Speech perception and linguistic experience: issues in cross-language research*. Timonium, MD: York Press, 171–204.
- Bohn, O.-S. & Munro, M. J., eds, 2007, *Language experience in second language speech learning: In honor of James Emil Flege*. Amsterdam & Philadelphia: John Benjamins.
- Brown, J. D. , Rodgers, T. S. 2008. [Doing Second Language Research.](#) Oxford: Oxford University Press.
- Brown, J. D. 2014. *Mixed methods research for TESOL*. Edinburgh: Edinburgh University Press.
- Cabrelli Amaro, J., S. Flynn and J. Rothman (eds) 2012. *Third Language Acquisition in Adulthood.* Amsterdam: John Benjamins.
- de Bot, K., Lowie, W., Verspoor, M. 2005. *Second Language Acquisition: an advance resource book*, London: Routledge.
- Dogil, G. and Reiterer, S (eds). 2009. *Language Talent and Brain Activity*. Mouton de Gruyter, Berlin
- Dziubalska-Kołaczyk, K. and J. Przedlacka (eds.) 2008. *English Pronunciation Models: A Changing Scene. A democratic accent for the global village?*, Frankfurt: Peter Lang Verlag.
- Flege, J.E., 1995: Second language speech learning: theory, findings and problems. In Strange, W., editor, *Speech perception and linguistic experience: issues in cross-language speech research*. Timonium, MD: York Press, 233–77.
- Gimson, A. C. 1989. *An Introduction to the Pronunciation of English*. Edward Arnold [8ed in 2014, edited by A. Cruttenden *Gimson's Pronunciation of English*].
- 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.
- Gut, U., R. Fuchs & E-M. Wunder (eds.) 2015. *Universal or diverse paths to English phonology*. Berlin: Mouton De Gruyter
- Hansen Edwards, J. H., M. Zampini (eds.) 2008. *Phonology and Second Language Acquisition*. Amsterdam: John Benjamins Publishing Co.
- Larsen-Freeman, D., Long, M. H. 1994. [An introduction to second language acquisition research.](#) London: Longman.

- [Marecka M, Wrembel M, Otwinowska-Kasztelanica A, Zembrzuski D](#). 2015. "Phonological Development in the Home Language among Early Polish-English Bilinguals." In: The Scottish Consortium for ICPHS 2015 (eds.) *Proceedings of the 18th International Congress of Phonetic Sciences*. Glasgow: The University of Glasgow, online.
<http://www.icphs2015.info/pdfs/Papers/ICPHS0714.pdf>
- Mora, J.C., Rochdi, Y. & Kivistö-de Souza, H. 2014. Mimicking accented speech as L2 phonological awareness, *Language Awareness*, 23:1-2, 57-75.
- Morley, J. (ed.) 1994. *Pronunciation pedagogy and Theory. New Views, New Directions*. Alexandria, TESOL
- Pawlak, M., Waniek-Klimczak, E., Majer, J. (eds). 2011. *Speaking and Instructed Foreign Language Acquisition*. Clevedon. Multilingual Matters.
- Szypra-Kozłowska, J. 2014. *Pronunciation in EFL instruction, A Research-Based Approach*. Bristol: Multilingual Matters.
- Szypra-Kozłowska, J., Guz, E., Steinbrich, P., Święciński, R. (eds), 2014. *Recent developments in applied phonetics*. Lublin: Wydawnictwo KUL.
- Waniek-Klimczak, E., L. Shockey (eds). 2012. *Teaching and researching English accents in native and non-native speakers*. Berlin Heidelberg: Springer Verlag.
- Wrembel, M. 2005. "Metacompetence-oriented model of phonological acquisition: implications for the teaching and learning of second language pronunciation", *Proceedings of the Phonetics Teaching and Learning Conference PTLT2005*, UCL, London, 1-4.
- Wrembel, M. 2011. [Cross-modal Reinforcements in Phonetics Teaching and Learning: An Overview of Innovative Trends in Pronunciation Pedagogy](#). In: Wai-Sum Lee and Eric Zee (eds.) *Proceedings of the 17th International Congress of Phonetic Sciences. 17-21 August 2011. Hong Kong. CD-ROM*. Hong Kong: City University of Hong Kong, 104-107.
- Wrembel, M. 2015. "Metaphonological awareness in multilinguals; a case of L3 Polish", *Language Awareness* 24(1), 60-83.
- Wrembel, M. & Cabrelli Amaro, J. (eds.) 2018. *Advances in the Investigation of L3 Phonological Acquisition*. London: Routledge.
- Wrembel, M., Gut, U., Mehlhorn, G. (eds) 2010. Special Issue on L3 Phonology. *International Journal of Multilingualism*, 7 (1): 1-90.
- Wrembel, M., Kul, M., Dziubalska-Kołaczyk, K. (eds.). 2011. *Achievements and Perspectives in SLA of Speech: New Sounds 2010*. Volume I & II. Frankfurt am Main: Peter Lang.
- Wrembel, M., Marecka, M., Szewczyk, J., Otwinowska, A. (2018) The predictors of foreign-accentedness in the home language of Polish-English bilingual children. *Bilingualism: Language and Cognition*, 1-18. doi:10.1017/S1366728918000044.
- Wrembel, M., Kiełkiewicz-Janowiak, A., Gąsiorowski, P. (eds.) 2020. *Approaches to the Study of Sound Structure and Speech*, New York: Routledge.

Conference proceedings:

- ICPHS 2011 Hong Kong Proceedings http://www.icphs2011.hk/ICPHS_CongressProceedings.htm
- ICPHS 2015 Glasgow <http://www.icphs2015.info/>
- ICPHS 2019 Melbourne <https://www.icphs2019.org/>
- New Sounds 2019 Tokyo <http://www.waseda.jp/assoc-ns2019/>
- New Sounds 2016 Aarhus Conference proceedings <http://conferences.au.dk/newsounds2016/>
- New Sounds 2013 Montreal, *Concordia Papers in Applied Linguistics (COPAL)*, Volume 5
<http://doe.concordia.ca/cop-al/volumes/>

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 | | | | | | | | | | |

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|-------------------------------|--|--|--|---|---|---|---|---|---|---|
| (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 preparation, etc. | 25 |
| | Project preparation | 10 |
| | Term paper preparation | |
| | Exam preparation | 20 |
| | Other (please specify) - | |
| | ... | |
| TOTAL HOURS | | 110 |
| Total ECTS credits for the course | | 4 |

* 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