

COURSE OUTLINE

1. GENERAL

INSTRUCTOR			
SCHOOL	PHILOSOPHY		
SEMESTER			
DEPARTMENT	PHILOLOGY-SECTION OF LINGUISTICS		
LEVEL	UNDERGRADUATE		
COURSE CODE	GLOF 136	CYCLE OF STUDY	ALL
COURSE TITLE	SECOND LANGUAGE ACQUISITION		
AUTONOMOUS EDUCATIONAL ACTIVITIES	TEACHING HOURS PER WEEK	CREDITS/ECTS	
IN CLASS LECTURES	3	5	
COURSE TYPE <i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>	BACKGROUND, SCIENTIFIC DISCIPLINE, DEVELOPMENT OF PROFICIENCIES		
PREREQUISITIES	NONE		
TEACHING AND EXAM LANGUAGE	ENGLISH		
AVAILABLE TO ERASMUS STUDENTS	YES (in English)		
WEBSITE (URL)	https://classweb.cc.uoc.gr/classes.asp		

2. LEARNING OUTCOMES

LEARNING OUTCOMES
<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge on issues related to theories on Second Language Acquisition (SLA) and the interphase of first (L1) and second language (L2). 2. Examine specific issues related to syntax, phonology morphology and semantics in SLA 3. Analyze significant research results on morphological development in SLA 4. Describe and evaluate the differences between L1 and L2. 5. Evaluate research methodological issues on Second Language Learning 6. Utilize scientific results of SLA on teaching a foreign language.
BROAD KNOWLEDGE/COMPETENCIES
<ul style="list-style-type: none"> • Development of independent, creative and deductive thinking • Exercising critical thinking on scientific studies • Practicing self-improvement • Working in an interdisciplinary environment with multi-cultural data

3. COURSE DESCRIPTION

<p>The course deals with the study of second language acquisition (SLA). The aim is to analyze the fundamental principles of the theoretical approaches to SLA and describe the differences from acquisition of L1. More specifically, it discusses the research methods and approaches to data analysis on SLA along with the major theoretical perspectives. Within the various approaches it is examined the role of Language Environment and the factors that affect SLA, i.e. naturalness; learner participation; biological and cognitive factors, extra-linguistic factors; age and bilingualism, classroom experience, aptitude, interaction of L1 and L2.</p> <p>Moreover the course will discuss in detail universal stages in L2, such as the silent period, and stages of interference and transfer, while transitional phases will be examined within the framework of Universal Grammar.</p>
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4. TEACHING AND LEARNING METHODS-EVALUATION

MODE OF DELIVERY	In class lectures	
OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT	<ul style="list-style-type: none"> - All class material available in class-web - Communication via e-mail 	
COURSE STRUCTURE	ACTIVITY	WORKING LOAD
	Lectures	(3×13=) 39
	Final Exams	3
	Independent study	83
	Total (25 working hours per credit)	125
STUDENT ASSESSMENT	Writing Final Exam (100% of grade) testing: <ul style="list-style-type: none"> - the immersion of course information - the critical synthesis of the course information - application of taught solutions on novel data 	

5. SUGGESTED BIBLIOGRAPHY

SUGGESTED BIBLIOGRAPHY :

- Lecture notes available in class-web.
- Lightbrown, P. & N. Spada. 2006. How Languages are Learned. Oxford University Press.
- Fromkin V., Rodman R., Hyams, N. (2008). *Εισαγωγή στη μελέτη της γλώσσας*. Αθήνα: Εκδόσεις Πατάκη.
- Muriel Saville-Troike (2012) *Introducing Second Language Acquisition*, Cambridge Introductions to Language and Linguistics, Cambridge University Press.
- Edna Andrews (2014) *Neuroscience and Multilingualism*, Cambridge University Press.
- Gabriele Kasper & Kenneth R. Rose (2003) *Pragmatic Development in a Second Language*, Oxford: Blackwell.