



COURSE OUTLINE

1. GENERAL

INSTRUCTOR	VINA TSAKALI		
SCHOOL	PHILOSOPHY		
SEMESTER	FALL		
DEPARTMENT	PHILOLOGY-SECTION OF LINGUISTICS		
LEVEL	UNDERGRADUATE SEMINAR		
COURSE CODE	GLOF 313	CYCLE OF STUDY	3 rd and 4 th
COURSE TITLE	DIFFERENCES BETWEEN L1 AND L2		
AUTONOMOUS EDUCATIONAL ACTIVITIES		TEACHING HOURS PER WEEK	CREDITS/ECTS
IN CLASS LECTURES		3	10
COURSE TYPE <i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>	SCIENTIFIC DISCIPLINE, DEVELOPMENT OF PROFICIENCIES		
PREREQUISITIES	GLOF 137, GLOF 165		
TEACHING AND EXAM LANGUAGE	ENGLISH (GREEK if no English speakers enroll)		
AVAILABLE TO ERASMUS STUDENTS	YES		
WEBSITE (URL)	https://elearn.uoc.gr/		

2. LEARNING OUTCOMES

LEARNING OUTCOMES
Upon successful completion of this course students should be able to:
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 • Organization abilities-Development of the plan for the study of a scientific topic

3. COURSE DESCRIPTION

The seminar 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.

Most importantly, the theoretical approaches will be discussed in detail through specific studies on L2 on various topics, such as, acquisition of word order, subject-drop,

development of Determiners, acquisition of Tense & Aspect, acquisition of pronominal clitics, among others.

Our aim is to be able to determine the 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 and other frameworks.

The main focus is the examination of the basic structures which interact with other structures within a language and characterize that stages of language development in both L1 and L2.

4. TEACHING AND LEARNING METHODS-EVALUATION

MODE OF DELIVERY	In class lectures	
OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT	All class material available in class-web Communication via e-mail	
COURSE STRUCTURE	ACTIVITY	WORKING LOAD
	Lectures and students' presentations	(3×13=) 39
	Group study on a specific topic	30
	Preparation for student's presentations	30
	Writing of the final paper	65
	Independent study	84
	Total (25working hours per credit)	250
STUDENT ASSESSMENT	I. Final seminar paper in written form (60% of the total grade) assessing: <ul style="list-style-type: none"> - the immersion of course information (20%) - the critical synthesis of the course information (25%) -the structure and the development of the paper (20%) II. The quality of the in-class presentation (20%) III. The quality of the in-class participation (15%)	

5. SUGGESTED BIBLIOGRAPHY

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- Lecture notes available in class-web.
- Lightbrown, P. & N. Spada. 2006. How Languages are Learned. Oxford University Press.
- 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.
- Experimental Methods in Language Acquisition Research (2010) Edited by Elma Blom and Sharon Unsworth, University of Amsterdam / Utrecht University
- Guasti, M.T (2002). *Language Acquisition: The Growth of Grammar*. MIT Press.