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|  |  |  |  | **UNIVERSITY OF BANJA LUKA**    **FACULTY OF PHILOLOGY** | |
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|  | | **Graduate academic studies** | | | |
| **Study program** | |  | | | **Methodology of language and literature teaching** |

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| **Subject** | **Language acquisition** | | |  |
| **Subject code** | **Subject status** | **Semester** | **Lesson fund** | **Number of ECTS credits** |
| UЈ | Elective | I | 2+2 | 5 |
| **Professors** | Prof. dr Sanja Josifović-Elezović | | |  |

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| **Conditioned by other subjects** | | | | | |
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| **Objectives of studying the subject:** | | | | | |
| The aim of the course is to introduce students with contemporary and earlier theories and research in the field of mother (first) and foreign (second) language acquisition in children and adults, to familiarize them with scientific research methods and techniques relevant to language acquisition within the framework of language teaching, and to train students to understand their relevance for foreign and native language teaching methodology and practical application of acquired knowledge in different teaching contexts. They will be provided with theoretical and practical knowledge that will be useful in the preparation of their final master's dissertation. | | | | | |
| **Learning outcomes (acquired knowledge):** | | | | | |
| After successfully completing the module, students will be able to:     1. Demonstrate knowledge and understanding of the basic theories of mother and foreign language acquisition and relate them to practical issues in specific teaching situations in language teaching 2. They show an increased awareness of the influence of affective and sociocultural variables on the process of language acquisition. 3. Argumentatively discuss theoretical, practical and ethical issues in language acquisition research 4. Understand important principles in research design and the most used research methodologies. 5. Select and critically analyze relevant research topics in language acquisition, formulate research questions and/or hypotheses, write a research proposal, a research report and a seminar paper. 6. They demonstrate the skills of collection, analysis, synthesis and presentation of various kinds research data | | | | | |
| **Course content** | | | | | |
| Important issues in the process of mother and foreign language acquisition are discussed and linked to teaching. Theoretical trends in the field of native and foreign language acquisition are discussed, differences and similarities between language learning and acquisition are determined, factors that influence native and foreign language acquisition in children and adults are studied, and the influence of psychology, linguistics and sociolinguistics on contemporary theories of acquisition language. Special attention is paid to issues of age, gender, motivation, multiple intelligences, styles and strategies in learning and | | | | | |
| other personality characteristics, and various sociocultural factors. It discusses various aspects of interlanguage and errors and omissions that occur at different developmental stages (especially early) in the acquisition of native and foreign languages. | | | | | |
| **Teaching methods and mastering the material:** | | | | | |
| Theoretical-practical approach aimed at stimulating and developing students' understanding will be used, introducing basic research tools for researching topics in the field of language acquisition, and gaining experience on how to apply research methods to different contexts. Students will be encouraged to think critically in and out of class and to actively and confidently discuss language acquisition with their colleagues, and with a wider audience interested in learning and acquiring native and foreign languages. In addition to regular participation in interactive lectures and seminar discussions, students are expected to independently research theory and practice outside of class, and to report on it in writing and orally. In classes and individual and group consultations, students are helped to master the basic research methodology in foreign language teaching. Work on the project includes writing a lesson plan with reference to newly acquired knowledge, lesson simulation and critical evaluation, and/or conducting research into foreign language teaching through observation, survey, interview, class interaction analysis, ethnographic analysis, case studies, etc. | | | | | |
| **Literature:** | | | | | |
| * Brown, H. D. (2000). *Principles of Language Learning and Teaching*. (4th.ed.) Englewood Cliffs, NJ: Prentice-Hall. * Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press. * Harmer, J. (2007). *The Practice of English Language Teaching*. (4th ed.) Harlow: Pearson Education Limited. * Lightbown, P.M. & Spada. N. (2013) *How Languages Are Learned*. (4th ed.) Oxford: OUP. * Nunan, D. (2014). *Research Methods in Language Learning*. (2nd ed.) Cambridge: Cambridge University Press.   The list of additional literature will be adapted to the individual needs of students. | | | | | |
| **Forms of knowledge testing and assessment:** | | | | | |
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| Presentation/simulation of the class | 30 | Seminar paper - case study | 40 | Final exam | 30 |
| Knowledge checks are carried out continuously. Regular attendance at classes is imperative, as well as preparation for each class and active participation in discussions. The final grade is cumulative, and its parts are expressed in the table. | | | | | |
| **Special indication for the subject:** | | | | | |
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| **Name and surname of the professor who prepared the data:** Sanja Josifović-Elezović  **​** | | | | | |