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| | Course title: Language Acquisition | | | |
| Course code | Status of course | Semester | ECTS credits | Contact hours per week |
| UJ | Elective | 3 | | 2+2 |

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| Study programme(s): English Language and Literature | |
| Eligibility requirements: None | |
| Course objectives: Students learn about the basic concepts and theories in the first and second/foreign language acquisition and learning for children and adults. Foreign language acquisition elements that need to be taken into account when teaching and evaluating a foreign language are studied in detail. Students are theoretically and practically trained for a better understanding of the relationship between English language acquisition and teaching practices in kindergartens, primary schools, high schools and adult education institutions. | |
| Learning outcomes: Upon successful completion of this module, students will, primarily, better understand how children and adults acquire native and foreign language, and notice individual differences and similarities. Students will be able to describe the key terms of language acquisition, identify important factors that affect the process of language acquisition, and understand the development phase in the acquisition process. They will be able to compare, critically analyze and integrate new theoretical knowledge and models with their and others' knowledge from practice. They will be able to gather and interpret data in their own research project, and individually and / or in pairs produce oral and written reports, through presentations and seminar papers. | |
| Lecturer(s) and TA(s): Sanja Josifovic-Elezovic | |
| Teaching methods and strategies: Students are encouraged to think critically and to actively and confidently discuss language acquisition with colleagues, and with a wider audience interested in learning and acquiring a foreign language. In addition to regular participation in interactive lectures, panel discussions, and individual and group consultations, students are expected to independently explore theory and practice outside of class, in the field research, and to report about it in writing and verbally. Emphasis is placed on developing the ability to apply the acquired knowledge and models in practice through various forms of scientific and action research . | |
| Course topics | |
| Preparatory week | Preparation and student registration |
| Week 1 | Language acquisition and learning - Definitions of language, learning and acquisition |
| Week 2 | Acquisition of mother tongue - behaviourism, universal grammar, constructivism. |
| Week 3 | Linguistics, sociolinguistics and language acquisition - critical period |
| Week 4 | Individual differences |
| Week 5 | Cognitive factors - theories of learning styles and learning strategies |
| Week 6 | Affective factors - personality, preference, attitudes, motivation, anxiety |
| Week 7 | Sociocultural factors |
| Week 8 | Colloquium 1 - Presentations of results of the research project |
| Week 9 | Acquisition of second and foreign language - theories and models |
| Week 10 | The acquisition of a foreign language in children |
| Week 11 | The acquisition of a foreign language for adults |
| Week 12 | The acquisition of a foreign language and teaching - linguistic input and intake |
| Week 13 | The acquisition of a foreign language and evaluation |
| Week 14 | Linguistic and communicative competence |
| Week 15 | Colloquium 2 - Seminar paper and Glossary |
| Student workload | |
| <u>Contact hours per week</u> 4 | <u>Total contact hours in semester</u> 60 |
| It is obligatory for students to attend both the lectures and tutorials. | |
| Course reading list: Brown, H. D. (2000). Principles of Language Learning and Teaching. Longman: New York. Krashen, S. D. (1982). Principles and practice in second language aquisition, Ed., Pergamom Press Ltd. Ellis, R. (1994). The Study of Second Language Acquisition. Oxford: Oxford University Press. Lightbown, P. & N. Spada. (1999) How Languages Are Learned. Revised Edition. Oxford: OUP. | |
| Assessment and marking: 30% Colloquium 1 - research project and presentation of the results (30 points maximum) 30% Colloquium 2 - seminar and glossary (30 points maximum) 40% final exam - written exam (40 points maximum) Final score is the sum of all the above forms of assessment. | |
| Specific course designation: / | |
| Syllabus information provided by: Sanja Josifovic-Elezovic | |
| Note: Students should attend classes regularly (at most three absences per semester) and actively participate in them. Students who have more than three absences will not be able to get a signature at the end of the semester. | |