

Course Title	Core Issues in Second Language Acquisition				
Course Code	ENS630				
Course Type	Compulsory				
Level	Master (2 <sup>nd</sup> Cycle)				
Year / Semester	1 <sup>st</sup> Year / 1 <sup>st</sup> Semester				
Teacher's Name	TBA				
ECTS	10	Lectures / week	Up to 6 teleconferences	Laboratories/ seminars/ week	N/A
Course Purpose and Objectives	<p>This course aims to introduce learners to the major issues of Second Language Acquisition (SLA) at an advanced level. The aim is to investigate the complexity of the process of second language acquisition and the various factors, variables, controversies and debates that this process involves. It finally aims to enable learners to develop a critical eye on previous research on SLA, which would lead them into the development of novel teaching approaches as well as into innovative research projects. This course is a thorough examination of the systematic study of how people acquire a second language. The study of second language learning needs to account for any individual differences among learners that result from psycholinguistic and sociolinguistic variables. Such variables involve, among others, processing of language, declarative and procedural memory, age (critical period effect), language aptitude, gender, motivation and anxiety. Subsequently, issues of controversy within the practicum of second language teaching, such as classroom code switching, task-based methods etc., are also discussed. Theoretical issues such as error analysis are examined in relation to their applications within a classroom (e.g. the value of first language use in the classroom, translation methods since the early years of language teaching methodology). Subsequently, the course introduces students to the notion and the properties of interlanguage, investigating its applications into second language acquisition. Within this approach, an overview of task-based language teaching follows. This includes an examination of the various definitions of "tasks", the different types of tasks (e.g. task design, task outcomes, task complexity), the issue of task repetition, the teachers' views on tasks and the role of socio-cultural theory. Finally, language proficiency testing is an important issue of concern within the course. An overview of different language proficiency tests used over the years is critically presented.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> <li>investigate the complexity of the process of acquiring a second language by juxtaposing second language learning to the process of first language acquisition;</li> <li>identify psycholinguistic and sociolinguistic factors affecting second language acquisition;</li> </ul>				

	<ul style="list-style-type: none"> <li>critically assess individual differences in second language acquisition;</li> <li>examine language teaching methods and their effects on second language acquisition;</li> <li>analyse task-based learning;</li> <li>produce research of postgraduate level on a topic of second language acquisition</li> </ul>		
Prerequisites	None	Co-requisites	None
Course Content	<p>Foundations of Second Language Acquisition I: Nature of language learning – L1 versus L2, and Frameworks;</p> <p>Cross-linguistic influences;</p> <p>The Linguistics of Second Language Acquisition I: Early approaches and Universal Grammar;</p> <p>The Linguistics of SLA II: Universal Grammar and functional approaches;</p> <p>The Psychology of Second Language Acquisition I: Learning processes and Complexity Theory;</p> <p>The Psychology of SLA II: Learning differences and the effects of multilingualism;</p> <p>Social Contexts of Second Language Acquisition I: Communicative Competence;</p> <p>Social Contexts of SLA II: Micro- and macro-social factors;</p> <p>Acquiring Knowledge for L2 Use;</p> <p>L2 Learning and Teaching.</p>		
Teaching Methodology	E-Learning		
Bibliography	<ul style="list-style-type: none"> <li>Ambridge, B., &amp; Lieven, E. (2011) Child language acquisition. Cambridge: Cambridge University Press.</li> <li>Hawkins, R. (2018) How second languages are learned. Cambridge: Cambridge University Press.</li> <li>Herschensohn, J., &amp; Young-Scholten, M. (2013) The Cambridge handbook of second language acquisition. Cambridge: Cambridge University Press.</li> <li>Jones, C. (2018). Practice in second language learning. Cambridge: Cambridge University Press.</li> <li>Meisel, J. (2011). First and second language acquisition. Cambridge: Cambridge University Press.</li> <li>Paltridge, B., &amp; Phakiti, A. (2015) Research methods in Applied Linguistics: A practical resource. London: Bloomsbury.</li> <li>Robinson, P. (2012). Cognition and second language instruction. Cambridge: Cambridge University Press.</li> <li>Saville-Troike, M., &amp; Barto, K. (2018) Introducing second language acquisition. Cambridge: Cambridge University Press.</li> </ul>		

Assessment	Final Examination Assignments/On-going evaluation	50 %
		50 %
		100%
Language	English	