Course Title	Second Language Acquisition
Course Code	LIN330
Course Type	Compulsory
Level	Bachelor (1st cycle)
Year / Semester	3rd Year / 6th Semester
Teacher's Name	TBA

ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	The course aims at introducing the students to second language acquisition, learning and teaching. It focuses on the differences as well as the similarities of first and second language acquisition and aims at presenting all the theories that sought to explain SLA. Another purpose of this course is to thoroughly examine the role of age in SLA as well as the role of other learner characteristics. The course also aims at studying second language learners' developing knowledge and use of L2. Finally, it explores all the main styles used for teaching and learning a second language.				
Learning Outcomes	Upon successful completion of the course, students are expected to: • define what a second language is and in what ways it is different from L1. • differentiate between first and second language acquisition processes, stages and outcomes. • discuss and explain the various theories explaining SLA. • explain and interpret the role of age in SLA in naturalistic and educational settings. • discuss second language learners' developing knowledge and use of L2 and the factors that affect it. • describe the stages of second language learners' developing knowledge and the role of L1. • debate current issues concerning different language teaching styles.				

Prerequisites	LIN100, LIN105, LIN200, LIN315	Co-requisites	None

Course Content	The course content is organized in the following broad units: Language learning in early childhood/first language acquisition • The first three years • The pre-school years • The school years • Language disorders and delays • Language bilingualism Introducing Second Language Acquisition • What is a second language? • The world of second languages—some statistics

	• What is second language acquisition?
	• Informal (naturalistic) vs. formal (educational) L2 learning
	First language acquisition vs Second Language Acquisition
	• The initial stage
	• Intermediate stages: basic processes, necessary and facilitating conditions
	• Final state: native competence vs. multilingual competence
	Theories explaining second language acquisition
	• The behaviourist perspective
	• The innatist perspective
	• Universal Grammar
	• Krasher's 'Monitor Model'
	• The cognitive perspective
	• The sociocultural perspective
	The role of age in second language acquisition
	• The critical period
	• Rate of learning
	• Age and second language instruction
	• Naturalistic vs. educational settings
	Second language learners' developing knowledge and use of L2
	• Contrastive analysis, error analysis and interlanguage
	• Developmental sequences
	• Interference from L1
	• Sampling learners' language: corpus linguistics
	Individual differences in second language acquisition
	    • Intelligences
	    • Aptitude
	    • Learning styles
	    • Personality traits
	    • Attitudes and motivation
	    • Identity and ethnic group affiliation
	    • Learner beliefs
	    • Age
	Second language acquisition and language teaching styles
	• The academic style of teaching
	• The audiolingual language teaching
	• The communicative style
	• Task-based learning style
	• The mainstream EFL style of language teaching
	• Other styles: community language learning, suggestopedia, the silent way.

Teaching Methodology	E-Learning

Bibliography	Cook, Vivian. 2016. Second Language Learning and Language Teaching (5th ed.). New York, NY: Routledge Ellis, Rod. 2015. Understanding Second Language Acquisition (2nd ed.). Oxford: Oxford University Press Gass, Susan M. & Alison Mackey. 2012. The Routledge Handbook of second Language Acquisition. Oxon: Routledge. Lightbown, Patsy M. and Nina Spada. 2013. How languages are learned (4th ed.). Oxford: Oxford University Press Saville-Troike, Muriel and Karen Barto. 2017. Introducing Second Language Acquisition (3rd ed). Cambridge: Cambridge University Press.
Assessment	<table><tr><td>Final Examination</td><td>50%</td></tr><tr><td>Assignments/On-going Evaluation</td><td>50%</td></tr></table>
Language	English