



Course Syllabus

Course Code	Course Title	ECTS Credits
TESL-505	Second Language Acquisition	10
Prerequisites	Department	Semester
None	Languages and Literature	Spring
Type of Course	Field	Language of Instruction
Required	Language teaching/Linguistics	English
Level of Course	Lecturer(s)	Year of Study
2 nd Cycle	Dr Andry Sophocleous	1 st
Mode of Delivery	Work Placement	Corequisites
Face to face	N/A	None

Course Objectives:

The main objectives of the course are to:

- providing students with a foundational critical perspective of the theories, methods and research applications of second (L2) language acquisition;
- identify key trends and principles relevant to classroom-based and informal pedagogies;
- examine the notion of age in SL2
- investigate the influence that the first language on the acquisition of a second;
- study several social/psychological aspects relevant to learning a SL2.

Learning Outcomes:

After completion of the course students are expected to be able to:

1. Identify and explain major issues and theories in the field of language acquisition
2. Evaluate alternative theories of language acquisition,
3. Discuss critically additional readings in the field,
4. Show that they can critically analyse data relevant to either first or second language acquisition collected by themselves from natural conversational or institutional settings to test or shed light on hypotheses.

Course Content:

1. Second Language Learning
 - Contexts for language learning
 - Behaviourism (mimicry and memorization)
 - The Innatist perspective (Universal Grammar)
 - Current psychological theories (the Cognitive Developmental perspectives)
 - The sociocultural perspective
 - The critical period hypotheses
2. Individual Differences in L2 acquisition
 - The age variable
 - Learner characteristics (intelligence, language aptitude, learning styles, personality, motivation, attitudes, identity and ethnic group, learning strategies)
 - Pedagogical factors
3. Learner Language
 - Studying the language of L2 learners (contrastive analysis, error analysis and interlanguage)
 - Developmental sequences (e.g. morphemes, negation, questions, relative clauses, reference to past)
 - Vocabulary
 - Interlanguage Pragmatics
4. Observing Learning and Teaching in the L2 Classroom
 - Natural and instructional settings
 - Observation schemes
 - Ethnography
5. Second Language Learning in the Classroom
 - Proposals for classroom teaching
 - The implications of classroom research for teaching

Learning Activities and Teaching Methods:

Lecturers, readings, in class discussions, assignment and final exam

Assessment Methods:

Assignments, assessed work, final exam.

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
How Languages are Learned	Lightbown, P. M. and N. Spada	Oxford University Press	2013	978-0194541268

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Understanding Second Language Acquisition	Ortega, L.	Hodder Education	2009	9780340905593