

## Syllabus

<b>Title of Course:</b>	<b>English language analysis and acquisition Lab.</b>
<b>Year of Study:</b>	Optional course
<b>Semester:</b>	2
<b>Course code:</b>	12459
<b>Scientific sector:</b>	L-LIN/12
<b>Lecturer:</b>	Prof. Maria Cristina Gatti
<b>Modular:</b>	No
<b>Lecturers of the remaining modules:</b>	/
<b>Credit points:</b>	2
<b>Total hours of lectures / laboratory hours:</b>	40
<b>Total Consultation Hours:</b>	6
<b>Consultation Hours:</b>	from Monday to Friday on request
<b>Compulsory attendance:</b>	according to regulation
<b>Language of Instruction:</b>	English
<b>Propaedeutic subjects:</b>	None
<b>Course description:</b>	<p>This course will focus on second language learners' developing knowledge and use of their foreign language. Different contexts for first and second language will be looked at and analysed from a contrastive perspective. Also, language features occurring in the interlanguage system will be considered in relation to L1 and/or other L2. Moreover, students will be provided with tools which will enable them to examine errors that learners make as well as evaluate learners' knowledge of and ability to use the new language. Finally, some aspects of learners' development of vocabulary, pragmatics, and phonology will be reviewed.</p>
<b>Specific educational objectives:</b>	<p>This course aims to provide students with knowledge and skills in English language awareness and acquisition in the context of Kindergarten/Primary education. First, an awareness of the principles and practices of second-language acquisition (SLA) as a subfield of applied linguistics will be developed through readings and discussions. Second, by experimenting with various English language activities for young learners (YL), participants will link theory to practice, consolidating their practical knowledge of ELT and the linguistic outcomes to be expected from learners at specific stages of language acquisition. The role of the teacher in providing authentic language exposure ('teacher talk') and in motivating and guiding independent learning will be analysed and enacted in a classroom context.</p>
<b>List of topics:</b>	<p>Course topics will include:</p> <ul style="list-style-type: none"> <li>• Stages of second-language acquisition</li> <li>• Learner language (interlanguage / language transfer)</li> <li>• Input and interaction (teacher talk)</li> <li>• Cognitive, sociocultural, linguistic factors (crosslinguistic influence, contrastive analysis)</li> <li>• Classroom context and affective factors</li> <li>• Individual variation</li> <li>• Designing engaging classroom activities using SLA principles</li> </ul> <p>Communicative competence: vocabulary, pragmatics, and pronunciation</p>

<b>Method of instruction:</b>	Taught class
<b>Expected learning outcomes:</b>	<p><b>Knowledge and Understanding.</b> On completion of the course students are expected to have expanded their awareness and competence as regards language acquisition as well as to have developed and consolidated their professional expertise in teaching English to young learners.</p> <p><b>Applying knowledge and understanding:</b> Students are expected to:</p> <ul style="list-style-type: none"> <li>• demonstrate their developing competences and skills through the use of appropriate metalanguage</li> <li>• demonstrate their developing expertise through the selection of suitable approaches and resources</li> <li>• demonstrate their developing ability needed for understanding different contexts of second language learning</li> <li>• demonstrate their developing abilities for the analysis of language learning stages and processes</li> </ul> <p><b>Assessment:</b> summative and formative activities structured in order to assess the student's understanding and awareness of course-related topics and their ability to communicate their acquired knowledge in English.</p> <p><b>Communication skills.</b> Students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• conduct active discussions on the relevant topics</li> <li>• present a clear description of the main issues concerning EFL teaching and acquisition</li> <li>• plan a teaching segment and discuss the reasons for the strategies chosen</li> </ul> <p><b>Learning strategies.</b> Students are expected to: be able to draw on knowledge, experience and individual/group feedback from the lecture, as well as be able to refer to appropriate resources in order to select and implement effective pedagogical strategies</p>
<b>Method of evaluation:</b>	<p><b>Formative (in-course) assessment</b> Written and oral</p> <p><b>Summative (final) assessment</b> Oral examination for entire course.</p>
<b>Evaluation criteria and criteria for the determination of marks earned:</b>	<ul style="list-style-type: none"> <li>• Input through teacher presentations and reading and discussion sessions.</li> <li>• Individual and group research projects.</li> <li>• Workshop sessions designed to permit experience of a range of activity types and interactive patterns, technologies and resources, production of materials.</li> <li>• Microteaching activities.</li> </ul>
<b>Required reading:</b>	<p>Selected chapters from the following sources:            Lightbrown, P and Spada N (2013) <i>How languages are learned</i>. Oxford University Press.            Slattery M and Willis J (2001) <i>English for Primary Teachers</i>. Oxford University Press</p>