

## LINGUISTICS AND SECOND LANGUAGE ACQUISITION

### (1) GENERAL

<b>SCHOOL</b>	HEALTH SCIENCES		
<b>ACADEMIC UNIT</b>	SPEECH LANGUAGE THERAPY		
<b>LEVEL OF STUDIES</b>	Undergraduate Program (Level 6)		
<b>COURSE CODE</b>	<b>slt - 67</b>	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	LINGUISTICS AND SECOND LANGUAGE ACQUISITION		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures	1	4	
Applied/Laboratory Practice	1		
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
<b>PREREQUISITE COURSES:</b>	-----		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://moodle.ioa.teiep.gr/course/index.php?categoryid=11">https://moodle.ioa.teiep.gr/course/index.php?categoryid=11</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>This course aims at introducing students to the scientific field of second language acquisition (SLA) within the framework of current linguistic research examining both central issues and questions, as well as new scientific data.</p> <p><b>Upon successful completion of the course, the student will be able to:</b></p> <ul style="list-style-type: none"> <li>➤ describe the scope, importance and goals of the scientific field of SLA (Levels 1 &amp; 2: Knowledge/Remembering &amp; Understanding)</li> <li>➤ discuss basic terminological issues (Levels 1 &amp; 2: Knowledge/Remembering &amp; Understanding)</li> <li>➤ comprehend the most influential theories of SLA, locate and analyze their similarities, differences and limitations (Levels 2-6: Understanding, Applying, Analyzing, Creating &amp; Evaluating)</li> </ul>

- get acquainted with the principles and analytic mechanisms of the generative approach to SLA, as well as with the advantages of this model (Levels 2-6: Understanding, Applying, Analyzing, Creating & Evaluating)
- discuss central issues concerning the nature and development of second language grammar (Levels 3-6: Applying, Analyzing, Creating & Evaluating)
- evaluate on the basis of linguistic data different research methods in SLA, as well as older and current theoretical models of grammatical development in SLA (Levels 3-6: Applying, Analyzing, Creating & Evaluating)

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Showing social, professional and ethical responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

*.....*

*Others...*

- *Adapting to new situations*
- *Decision-making*
- *Working independently*
- *Team work*

- *Production of new research ideas*
- *Respect for difference and multiculturalism*
- *Production of free, creative and inductive thinking*

### (3) SYLLABUS

1. Basic concepts and principles of the study of Language
2. Basic concepts and principles of the study of SLA
3. The language system in SLA
4. Models of Language Acquisition and Development
5. Theories of SLA
6. The Generative Approach to SLA – Universal Grammar and SLA
7. Morphosyntax – Review of Basic notions
8. First approaches and data: Accessibility to Universal Grammar in SLA
9. Universal Grammar & SLA – the initial grammatical state
10. Developmental grammatical representations. Parameters and Functional Categories I
11. Developmental grammatical representations. Parameters and Functional Categories II – Minimalism in SLA
12. End-state grammatical representations – The Interpretability of features in SLA
13. Review & overview

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audio-visual methods (e.g. PowerPoint presentations) Support the learning process through the e-class platform.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	13
	Applied/Laboratory Practice	13
	Teamwork Research Project	18
	Personal Study	56
	<b>Course total</b>	<b>100</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>I. Written final exam (80%):</p> <ul style="list-style-type: none"> <li>- Multiple choice test</li> <li>- Short answer questions</li> <li>- Problem Solving</li> </ul> <p>II. Mini Clinical Research-Teamwork (20%) (with Pass, Merit and Distinction criterion accessible by students)</p> <p>The final exams will be offered in Greek</p>	

#### (5) ATTACHED BIBLIOGRAPHY

*- Suggested bibliography:*

- Crain, S. (2000). Investigations in Universal Grammar: A Guide to Experiments on the Acquisition of Syntax and Semantics (Language, Speech, and Communication). MIT Press.
- Herschensohn, J & Young-Scholten, M. (2018). The Cambridge Handbook of Second Language Acquisition. Cambridge University Press.
- Koenenman, O., & Zeijlstra, H. (2017). Introducing syntax. Cambridge University Press
- Saviile- Troike, M. & Barto, K. (2016). Introducing Second Language Acquisition. Cambridge University Press.
- Slabakova, R. (2016). Second Language Acquisition. Oxford University Press
- Η δεύτερη γλώσσα. Έκδοση: 1η έκδ./2011, Συγγραφείς: Μπέλλα Σπυριδούλα, ISBN: 978-960-16-4195-9, Διαθέτης (Εκδότης): Σ. ΠΑΤΑΚΗΣ ΑΝΩΝΥΜΗ ΕΜΠΟΡΙΚΗ ΕΚΔΟΤΙΚΗ ΚΑΙ ΔΙΑΝΕΜΗΤΙΚΗ ΕΤΑΙΡΕΙΑ, Κωδικός Βιβλίου στον Εύδοξο: 12608802

- Ο δίγλωσσος εγκέφαλος. Έκδοση: 1η/2018, Συγγραφείς: Albert Costa, ISBN: 978-960-7695-46-8 Διαθέτης (Εκδότης): ΣΤΑΦΥΛΙΔΗΣ ΔΗΜΗΤΡΗΣ, Κωδικός Βιβλίου στον Εύδοξο: 77108606

- *Related academic journals:*

- **Linguistics and Education**  
<https://www.journals.elsevier.com/linguistics-and-education>
- **Second Language Research**  
<https://journals.sagepub.com/home/slr>
- **Studies in Second Language Acquisition**  
<https://www.cambridge.org/core/journals/studies-in-second-language-acquisition>
- **International Journal of Bilingualism**  
<https://journals.sagepub.com/home/ijb>
- **Linguistics: An Interdisciplinary Journal of the Language Sciences**  
<https://www.degruyter.com/view/j/ling>