

## English: Second Language Acquisition

### Engelska: Andraspråksinläarning

7.5 credits

7.5 högskolepoäng

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**Ladok Code:** CEAS11

**Version:** 1.1

**Established by:** Committee for Education in Pedagogical Learning 2024-04-11

**Valid from:** Autumn 2024

**Education Cycle:** First cycle

**Main Field of Study (Progressive Specialisation):** Teaching and learning methods in English (G1N), English (G1N)

**Disciplinary Domain:** The Humanities 50%, Education 50%

**Prerequisites:** General entry requirements for university studies (with the exception of Swedish)

**Subject Area:** English

**Grading Scale:** Fail (U), Pass (G) or Pass with Distinction (VG)

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### Content

This course is about the field of second language acquisition, in both children and adults. In the course, we delve into central theories of second language acquisition, considering both cognitive and social perspectives. The course also incorporates perspectives related to underlying cognitive factors, the role of the native language in second language development, pedagogical considerations for teachers, and individual factors influencing learning. Current research in the realm of second language acquisition is presented and discussed with a focus on the acquisition of the English language.

### Learning Outcomes

#### 1. Knowledge and understanding

- 1.1 elaborate on language acquisition from both a first and second language perspective,
- 1.2 elaborate on the history of ideas and various instructional practices within the realm of second language acquisition, as well as
- 1.3 elaborate on central concepts and theories within second language acquisition and multilingual development.

#### 2. Skills and abilities

- 2.1 reflect on language environments, individual factors, and instructional practices in relation to language learning,
- 2.2 convey scientific aspects within the field of second language acquisition coherently and comprehensibly in spoken and written English, as well as
- 2.3 discuss theories of learning and relate these to the context of classroom instruction.

#### 3. Judgement and approach

- 3.1 evaluate different approaches and hypotheses within the field of second language acquisition.

### Forms of Teaching

The language of instruction is English.

### Forms of Examination

The course will be examined through the following examination elements:

#### *Take-home exam in second language acquisition*

Learning outcomes: 1.1, 1.2, 1.3, 2.2

Credits: 5

Grading scale: Fail (U), Pass (G) or Pass with Distinction (VG)

Additional information: Written individual submission (IN01)

### *Seminars in second language acquisition*

Learning outcomes: 2.1, 2.2, 2.3, 3.1

Credits: 2.5

Grading scale: Fail (U) or Pass (G)

Additional information: Active seminar attendance (SE01)

For re-examination, alternative forms of assessment may be employed.

The maximum number of examination opportunities for each exam on the course is five (5). An examination where a student has received a grade (U/G/VG) counts as a consumed examination opportunity.

Pass with distinction (VG) on the whole course is awarded when a student has received VG in at least 50% of the credits in examinations where the grade VG is awarded.

If the student has received a decision/recommendation regarding special pedagogical support from the University of Borås due to disability or special needs, the examiner has the right to make accommodations when it comes to examination. The examiner must, based on the objectives of the course syllabus, determine whether the examination can be adapted in accordance with the decision/recommendation.

Student rights and obligations at examination are in accordance with guidelines and rules for the University of Borås.

### **Literature and Other Teaching Materials**

Required reading and additional study materials will all be in English.

Lightbown, Patsy & Spada, Nina (2021 or later). *How Languages are Learned* (fifth edition or later). Oxford University Press (296 s.)

Additionally, a selection of scientific articles will be included in the required reading (ca. 200 s.).

### **Student Influence and Evaluation**

The course is evaluated in accordance with current guidelines for course evaluations at the University of Borås in which students' views are to be gathered. The course evaluation report is published and returned to participating and prospective students in accordance with the above-mentioned guidelines, and will be taken into consideration in the future development of courses and education programmes. Course coordinators are responsible for ensuring that the evaluations are conducted as described above.

### **Miscellaneous**

This syllabus is a translation from the Swedish original.

This is a freestanding course.