



COURSE OUTLINE

1. GENERAL

INSTRUCTOR	VINA TSAKALI		
SCHOOL	PHILOSOPHY		
SEMESTER	SRING		
DEPARTMENT	PHILOLOGY-SECTION OF LINGUISTICS		
LEVEL	POSTGRADUATE SEMINAR		
COURSE CODE	ΜΓΛΦ017	CYCLE OF STUDY	
COURSE TITLE	PSYCHOLINGUISTICS		
AUTONOMOUS EDUCATIONAL ACTIVITIES		TEACHING HOURS PER WEEK	CREDITS/ECTS
IN CLASS LECTURES		3	15
COURSE TYPE <i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>	SCIENTIFIC DISCIPLINE, DEVELOPMENT OF PROFICIENCIES		
PREREQUISITES			
TEACHING AND EXAM LANGUAGE	GREEK		
AVAILABLE TO ERASMUS STUDENTS	YES (in Greek)		
WEBSITE (URL)	https://classweb.cc.uoc.gr/classes.asp		

2. LEARNING OUTCOMES

LEARNING OUTCOMES
Upon successful completion of this course students should be able to: <ol style="list-style-type: none">1. Recognize and analyze in depth current fundamental issues on child language acquisition2. Describe the different analyses and methods on a variety of linguistic phenomena3. Critically evaluate the validity of the predictions of a linguistic analysis on language acquisition4. Describe the crosslinguistic differences on language development, based on collective data and conclusions from the bibliography5. Compare the typology in child language to the typology in adult language6. Produce the design of the study of a linguistic phenomenon in child language
BROAD KNOWLEDGE/COMPETENCIES
<ul style="list-style-type: none">• Development of independent, creative and deductive thinking• Exercising critical thinking on scientific studies• Practicing self-improvement• Working in an interdisciplinary environment with multi-cultural data• Organization abilities-Development of the plan for the study of a scientific topic

3. COURSE DESCRIPTION

The course compares the development of first (L1) to second language (L2) in order to outline the similarities and the differences and to look into the conditions that make L1 a natural process and L2 a learning procedure. Part of our discussion will be the comparison of multilingual acquisition (multiple L1s) to Second Language Acquisition (SLA) in an attempt to define the criteria and the conditions which distinguish L2 from a second or third language acquired simultaneously with L1.

Our aim is to analyze the fundamental principles of the theoretical approaches to SLA and describe the differences from acquisition of L1, to discuss the research methods and approaches to data analysis on SLA. We analyze the main notion, namely the role of Language Environment, the factors that affect SLA, i.e. naturalness; learner participation; biological and cognitive factors, extra-linguistic factors; age and bilingualism, classroom experience, aptitude, interaction of L1 and L2.

Most importantly, the theoretical approaches will be discussed in detail through specific studies on L2 on various topics, such as, acquisition of word order, subject-drop, development of Determiners, acquisition of Tense & Aspect, acquisition of pronominal clitics, among others. Our objective is to be able to determine the universal stages in L2, such as the silent period, and stages of interference and transfer, while transitional phases will be examined within the framework of Universal Grammar and other frameworks. The main focus is the examination of the basic structures which interact with other structures within a language and characterize that stages of language development in both L1 and L2.

4. TEACHING AND LEARNING METHODS-EVALUATION

MODE OF DELIVERY	In class lectures	
OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT	<ul style="list-style-type: none"> - All class material available in class-web - Communication via e-mail 	
COURSE STRUCTURE	ACTIVITY	WORKING LOAD
	Lectures and students' presentations	(3×13=) 39
	Group study on a specific topic	70
	Preparation for student's presentations	50
	Writing of the final paper	70
	Independent study	146
	Total (25working hours per credit)	375
STUDENT ASSESSMENT	<p>I. Final seminar paper in written form (70% of the total grade) assessing:</p> <ul style="list-style-type: none"> - the immersion of course information (25%) - the critical synthesis of the course information (30%) -the structure and the development of the paper (15%) <p>II. The quality of the in-class presentation (30%)</p>	

5. SUGGESTED BIBLIOGRAPHY

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- **Various scientific papers on specific topics (available via class-web)**
- Experimental Methods in Language Acquisition Research (2010) Edited by Elma Blom and Sharon Unsworth, University of Amsterdam / Utrecht University
- Guasti, M.T (2002). *Language Acquisition: The Growth of Grammar*. MIT Press.
- Η πειραματική μέθοδος στην επιστημονική έρευνα, Christensen Larry B.
- Brown, H. D. (1994). *Principles of language learning and teaching* (3rd ed.). USA: Prentice Hall Regents.
- Daniels, H. (1996). *Introduction to Vygotsky*. GBR: Routledge.
- Ellis, R. (1994). *The study of second language acquisition*. China: Oxford University Press.
- Gallaway, C. & B.J. Richards. (1994). *Input and interaction in language acquisition*. UK: Cambridge University Press.

- Hawkins, B. (2001). Supporting second language children's content learning and language development in K-5. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (3rd ed., pp.367-383). USA: Heinle&Heinle.
- Krashen, S. (1982). Theory versus practice in language training. In R. W. Blair (Ed.), Innovative approaches to language teaching (pp. 15-24). Rowley, MA: Newbury House Publishers.
- Lantolf, P. L. & S. L. Thorne. (2006). Sociocultural theory and the genesis of second language development. China: Oxford University.
- Lantolf, P. L. & S. L. Thorne. (2007). Sociocultural Theory and Second Language Learning. In B. Van Patten & J. Williams (eds.), Theories in second language acquisition: An introduction. USA: Lawrence Erlbaum Associates, Publishers.
- Lightbown, P. M., & N. Spada. (2006). How languages are learned (3rd ed.). China: Oxford University Press.
- McLaughlin, B. (1991). Theories of second-language learning. Great Britain: Arnold.
- Richards, J., J. Platt, & H. Weber. (1989). Longman dictionary of applied linguistics. Hong Kong: Longman.
- Steinberg, D. D. (1997). An introduction to psycholinguistics. USA: Longman.