

Subject card

Subject name and code	Foreign and Second Language Acquisition, PG_00213189						
Field of study	Applied Linguistics						
Date of commencement of studies	October 2027		Academic year of realisation of subject		2028/2029		
Education level	Master's studies		Subject group				
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		English		
Semester of study	3		ECTS credits		7.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Rada Uczelni						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Maciej Pławski				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	60.0	0.0	0.0	0.0	60
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	60		2.0		115.0	177
Subject objectives	The primary objective of the course is to familiarize students with the theoretical, psychological, and neurobiological foundations of second and foreign language acquisition processes, as well as to develop the ability to translate this knowledge into practical pedagogical decisions. Throughout the course, students explore key language acquisition models and the growing role of individual factors—such as age, motivation, affective factors, learning styles, and prior linguistic repertoires (L1, L2)—analyzing their impact on the process and efficiency of learning. The practical dimension of the course prepares students to critically evaluate textbooks and instructional materials in terms of their alignment with psycholinguistic principles (e.g., the availability of comprehensible input or the balance between focus on form and focus on meaning). Students learn to design lesson units and language tasks based on knowledge of cognitive processes and developmental sequences in SLA, appropriately selecting methods for assessing learning outcomes. A key component is also developing the ability to diagnose the needs of heterogeneous groups and to implement differentiation and scaffolding strategies, enabling students to scientifically justify their pedagogical practices.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	LSMU2_W05	Knows and understands: in detail, contemporary achievements and current scientific research in psycholinguistics and Second Language Acquisition (SLA), including modern concepts related to cognitive processes, neurobiological aspects of learning, and instructional differentiation.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work
	LSMU2_U04	Is able to: integrate and apply knowledge from linguistics, psychology, and neurobiology in professional and academic contexts, particularly for designing instructional activities, differentiating teaching strategies, and evaluating language learning materials.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work
	[LSMU2_W03] The demonstrates in-depth knowledge and understanding of the interrelationship between linguistics and other disciplines, such as psychology and sociology.	Knows and understands: in depth, the interdisciplinary connections between linguistics, psychology, neurobiology, and sociology within the context of second/foreign language acquisition processes and language pedagogy principles.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[LSMU2_U05] He has the ability to substantively argue and present his own views and formulate conclusions.	Is able to: soundly argue, formulate evidence-based conclusions, and present personal viewpoints in academic and professional contexts, justifying pedagogical decisions through the application of psycholinguistic and SLA principles.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work
Subject contents	Oto profesjonalne tłumaczenie opisu treści programowych (<i>Course Contents / Topics</i>) na język angielski, podzielone na bloki teoretyczne i praktyczne (zgodnie ze strukturą polskiego tekstu), idealnie dostosowane do sylabusu akademickiego: Wersja pełna (Continuous text / Course Topics) Introduction to SLA and interdisciplinary foundations of second and foreign language acquisition. Relationships between linguistics, psychology, and cognitive science. Working memory, attention, and information processing in relation to linguistic structures. Major theories and models of SLA: Krashen's hypotheses, Vygotsky's sociocultural theory (scaffolding), the concept of Interlanguage, and developmental sequences. Input processing, interaction, and language production (comprehensible input, noticing hypothesis, Long's and Swain's hypotheses, Focus on Form vs. Focus on Meaning). Individual differences: age (CPH), aptitude, learning styles, affective factors (language anxiety), motivation dynamics (L2 Motivational Self System), well-being, and learner autonomy. Multilingualism, language transfer (L1, L2, L3), and the use of linguistic repertoires. Critical analysis of textbooks and instructional materials in light of SLA recommendations (input availability, noticing of structures, cognitive load, balance between form and communication). Designing tasks that support automatization, attentional control, and independent language production through scaffolding. Diagnosis and modification of instructional strategies for heterogeneous groups (case studies)—adapting tasks to learners' age, motivation, and language anxiety levels. Practical application of linguistic repertoires, interlingual error analysis, and selection of corrective feedback techniques. Developing strategies to build a safe learning environment, promote well-being, and foster learner autonomy and self-assessment.		
Prerequisites and co-requisites	Basic knowledge of linguistics and applied linguistics. Readiness to engage with academic literature, analyze instructional materials, and actively participate in problem-solving and team tasks.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Class participation, preparation, and analytical assignments	51.0%	15.0%
	Instructional project / lesson plan with methodological justification	51.0%	25.0%
	Written exam	51.0%	50.0%
	Class attendance	80.0%	10.0%

Recommended reading	Basic literature	Ellis, R. (2015). <i>Understanding Second Language Acquisition</i> (2nd ed.). Oxford University Press. Gass, S. M., Behney, J., & Plonsky, L. (2013). <i>Second Language Acquisition: An Introductory Course</i> (4th ed.). Routledge. Lightbown, P. M., & Spada, N. (2013). <i>How Languages are Learned</i> (4th ed.). Oxford University Press. Dörnyei, Z., & Ryan, S. (2015). <i>The Psychology of the Language Learner Revisited</i>. Routledge. Mitchell, R., Myles, F., & Marsden, E. (2019). <i>Second Language Learning Theories</i> (4th ed.). Routledge. Huneke, H.-W., & Steinig, W. (2013). <i>Deutsch als Fremdsprache: Eine Einführung</i>. Erich Schmidt Verlag. Riemer, C. (2016). <i>Psycholinguistik und Sprachlehrforschung</i>. W: H.-J. Krumm et al. (Hrsg.), <i>Deutsch als Fremd- und Zweitsprache: Ein internationales Handbuch</i>. Walter de Gruyter. Skehan, P. (1998). <i>A Cognitive Approach to Language Learning</i>. Oxford University Press.
---------------------	------------------	--

	Supplementary literature	Oto zintegrowana uzupełniająca lista lektur (rozszerzająca zagadnienia z zakresu psycholingwistyki, neurobiologii, wpływu motywacji oraz dydaktyki językowej): • Ahrenholz, B., & Oomen-Welke, I. (Hrsg.). (2014). <i>Deutsch als Zweitsprache</i> (4. Aufl.). Baltmannsweiler: Schneider Verlag Hohengehren. • Bialystok, E. (2001). <i>Bilingualism in Development: Language, Literacy, and Cognition</i>. Cambridge: Cambridge University Press. • Chłopek, Z. (2011). <i>Nabywanie języków trzecich i kolejnych w strukturze wielojęzycznej</i>. Wrocław: Wydawnictwo Uniwersytetu Wrocławskiego. • Dörnyei, Z. (2005). <i>The Psychology of the Language Learner: Individual Differences in Second Language Acquisition</i>. Mahwah, NJ: Lawrence Erlbaum Associates. • Krashen, S. D. (1982). <i>Principles and Practice in Second Language Acquisition</i>. Oxford: Pergamon Press. • Long, M. H. (2015). <i>Second Language Acquisition and Task-Based Language Teaching</i>. Malden, MA: Wiley-Blackwell. • Niczyporuk, E. (2012). <i>Czynnik afektywny w procesie uczenia się języka obcego</i>. Lublin: Wydawnictwo KUL. • Riemer, C. (1997). <i>Individuelle Unterschiede im Fremdspracherwerb. Umwelt- und Lernerfaktoren unter besonderer Berücksichtigung der Motivation</i>. Baltmannsweiler: Schneider Verlag Hohengehren. • Swain, M. (2005). <i>The Output Hypothesis: Theory and Research</i>. In E. Hinkel (Ed.), <i>Handbook of Research in Second Language Teaching and Learning</i> (pp. 471–483). Mahwah, NJ: Lawrence Erlbaum Associates. • Szelc-Mays, M. (2018). <i>Ewaluacja w nauczaniu języka polskiego jako obcego/drugiego</i>. Kraków: Universitas.
	eResources addresses	

1. Comparison of Second Language Acquisition (SLA) Theories and Models

(Taking into account the concept of language, cognitive processes, and the roles of teacher and learner)

Topics:

- Nativist Model (Krashen) vs. Cognitive and Interactionist Approaches (Long, Swain, Schmidt).
- The role of working memory, attention, and information processing in mastering linguistic structures.
- The concept of Interlanguage, developmental sequences, and the treatment of language errors.
- Vygotsky's Sociocultural Theory: Cognitive scaffolding and the Zone of Proximal Development (ZPD) in the language classroom.

Sample Exam Questions:

1. **Comparative Question:** Compare Krashen's Input Hypothesis with Schmidt's Noticing Hypothesis. Explain how they differ in their approach to the role of awareness and explicit learning in language acquisition.
2. **Analytical Question:** How does the concept of Interlanguage reshape the role of the teacher in corrective feedback compared to a behaviorist approach?
3. **Synthesizing Question:** In what way does Vygotsky's Sociocultural Theory justify pair and group work as a mechanism for stimulating a learner's language development?

Coursework Task:

- **Matrix Table and Model Comparison:**
 - **Instructions:** Complete a comparative table for Krashen's Monitor Model, Information Processing Theory, and Sociocultural Theory across four criteria: (1) Role of environment/input, (2) Awareness and cognitive processes, (3) Role of the teacher, and (4) Utilization of interaction. Include a brief commentary indicating which model best justifies the implementation of *Focus on Form* tasks.

2. Analysis of Instructional Materials from an SLA Perspective

(Evaluating input availability, cognitive load, and the balance between form and communication)

Topics:

- Criteria for evaluating instructional materials in light of psycholinguistics and SLA research.
- Providing comprehensible input ($i+1$) and stimulating pushed output.
- Striking a balance between Focus on Form and Focus on Meaning.
- Mitigating Cognitive Load in textbook task structures.

Sample Exam Questions:

1. **Critical Question:** Analyze the provided textbook chapter and identify which exercises serve merely to automatize structures and which create conditions for negotiation of meaning and authentic interaction.
2. **Methodological Question:** How does the author of the textbook implement the principle of *Focus on Form* in the presented text? Do the typographical highlights or tasks facilitate the "noticing" of grammatical rules?
3. **Cognitive Load Question:** Evaluate whether the task sequence in the selected unit overloads the learner's working memory at the A2/B1 level. What modifications would improve information processing?

Coursework Task:

- **Psycholinguistic Evaluation Report:**
 - **Instructions:** Analyze a two-page module from a B1 foreign language textbook and prepare a written analysis addressing the following:
 1. Determine to what extent the material provides rich input (\$i+1\$).
 2. Identify tasks activating implicit versus explicit processing.
 3. Propose a modification of one closed exercise into an interactive task that forces learners to engage in negotiation of meaning.

3. Designing a Didactic Unit Based on Cognitive Processes

(Incorporating learning goals, developmental sequences, scaffolding, and assessment)

Topics:

- Operationalizing SLA research in lesson planning (phases: input $\rightarrow$ intake $\rightarrow$ output).
- Designing pedagogical support (scaffolding) when introducing complex grammatical and lexical structures.
- Formulating objectives targeted at receptive and productive skills while managing memory load.
- Methods of formative assessment aimed at fostering learner autonomy.

Sample Exam Questions:

1. **Operational Question:** Design a lead-in activity aimed at activating prior knowledge and conceptual schemas before learners listen to a challenging audio text.
2. **Scaffolding Question:** How can you structure and gradually withdraw support (fading) when teaching longer written or oral production?
3. **Assessment Question:** How would you design feedback to correct language errors without raising the learners' affective filter?

Coursework Task:

•

Cognitive-Oriented Lesson Plan Project:

•

Instructions: Prepare a 45-minute lesson plan focused on a selected linguistic structure. The lesson plan must include:

1. **Formulation of Objectives:** Linguistic, communicative, and psychopedagogical goals (e.g., anxiety reduction, building autonomy).
2. **Lesson Sequence Table:** A detailed description of learner actions at each stage of information processing (*noticing* $\rightarrow$ *structured practice* $\rightarrow$ *fluent production*).
3. **Scaffolding Rationale:** A concise commentary explaining how the chosen techniques reduce working memory load and support the transition of the structure into the learner's interlanguage.

4. Case Study Analysis: Differentiation and Heterogeneous Group Management

(Addressing age, motivation, affective factors, multilingualism, and linguistic repertoires)

Topics:

- Diagnosing and adapting teaching strategies in response to individual differences (language anxiety, age, learning styles).
- Motivation dynamics in the classroom—operationalizing Dörnyei's L2 Motivational Self System.
- Leveraging language transfer and prior linguistic repertoires (L1, L2, L3) in multilingual pedagogy.
- Selecting strategies targeted at cultivating well-being, interpersonal relationships, and learner autonomy.

Sample Exam Questions:

1. **Problem-Solving Question:** What methodological adjustments would you make for a student experiencing severe Foreign Language Anxiety who withdraws from oral interactions?
2. **Multilingualism Question:** A student is fluent in English (L2) and is starting to learn German (L3). How can you leverage their existing linguistic repertoire to accelerate vocabulary and grammar acquisition while preventing negative transfer?
3. **Motivation Question:** Propose 3 classroom techniques that help learners visualize their *Ideal L2 Self* and translate it into concrete short-term goals.

Coursework Task:

	• Case Study Resolution: • Group Profile: You are working with a group of 10 teenagers/adults at an A2+ level. The group is highly heterogeneous: two students struggle with rule automatization and show high anxiety regarding error making; three students have previously learned another foreign language and process input rapidly; the remaining students show a drop in intrinsic motivation due to a perceived lack of achievement. • Instructions: 1. Identify the affective and cognitive factors impacting this group's performance. 2. Propose a modification of a selected communicative task by introducing differentiation (e.g., varied support levels, role choice, tiered difficulty). 3. Provide a scientific rationale for your decisions, citing concepts such as the <i>Affective Filter</i>, <i>Language Transfer</i>, and <i>Motivation in SLA</i>.
Work placement	Not applicable

Document generated electronically. Does not require a seal or signature.