Co-funded by the
Erasmus+ Programme
of the European Union

i.	**Name of the course** Acquisition of English as a Second Language
ii.	**Level of the course** MA
iii.	**Workload** 3 ECTS
iv.	**Institution** University of Rijeka - Faculty of Humanities and Social Sciences
v.	**Course instructor(s)** Tihana Kraš
vi.	**Brief course description** The course deals with the acquisition of English as a second language and the way this phenomenon can be studied experimentally collecting data from human participants. The students are first provided with an introduction into research design and research infrastructures and techniques with a particular focus on experimental research into second language acquisition. After this, they do two things in parallel: they read critically and discuss in class published research studies on the acquisition of English as a second language, and design and conduct their own small-scale experimental study focusing on an aspect of the acquisition of English as a second language of their choice. For the purposes of the latter task, they work in pairs and produce a final research report in pairs. The submission of the report is preceded by two oral presentations, in which pairs of students present their work in progress. Students receive feedback from their peers and the course instructor with the aim of improving their study before its completion. The course enhances the students' analytical, problem-solving and data-analysis skills, thus preparing them for a wide range of possible careers. It also provides the students with first-hand scientific research experience.
vii.	**Research related subject** Acquisition of English as a Second Language
viii.	**Data the students work with** Data obtained from human participants by means of experimental methods
ix.	**Topics**

A: Research design
A1: General research design
[Teaching materials] UPSKILLS Moodle course First steps into scientific research https://upskillsproject.eu/project/scientific_research/ Movetia/ReLDI courses: https://phil.openedx.uzh.ch/courses/course-v1:PHIL+Movetia101+2046/info (in English)
A2: Adapting the general research design to the specific topic of interest
Explaining how different factors affect different aspects of the acquisition of English as a second language. Reading critically published research studies on the acquisition of English as a second language. Identifying a research problem concerning an aspect of this phenomenon. Designing and conducting an experimental study to address this problem. Analysing the data statistically and interpreting the results. Inferring theoretical and practical consequences from the research findings.
A2.1: Identification and formulation of a research problem
A2.2: Formulation of aims, research questions and hypotheses
A2.3: Selection of optimal research techniques, selection and creation of corresponding data sources relating to experimental paradigms (e.g., elicitation, judgements, forced-choice, self-paced reading)
A2.4: Identifying the optimal data analysis method
A2.5: Inferring theoretical consequences from the specific data analysis results
A2.6: Inferring practical (pedagogical) consequences from the specific data analysis results
A3: Adapting the research design to the available research infrastructures
Familiarisation with IRIS, a digital repository of instruments and materials for research into second languages (https://www.iris-database.org/iris/app/home/index;jsessionid=FE234F9CB66D8604FC97BB8D7D3C1A36) Familiarisation with the ReLDI repository of data collection instruments (https://reldi.spur.uzh.ch/data-collection-instruments/)

A3.1 Selection of optimal research techniques, selection and creation of corresponding data sources (see also A2.3), data compilation, data analysis;

- understanding, selecting and performing optimal statistical tests and models.

A4: Research reporting

Compiling a research report and preparing and giving an oral presentation using conventions specific for the field of second language acquisition

A4.1 Presentation modes and formats for research reporting (short oral presentation, report, article etc.)

A4.2 Established procedures and conventions in research reporting, such as:

- the ordering of thematic units in a report,
- organization of the presentation,
- amount of text and graphical items on a slide/handout,
- terminology,
- citing conventions

B: Infrastructures & techniques

B1: For obtaining literature

[GENERAL-PURPOSE REPOSITORY] ResearchGate, Googlescholar, Academia.edu, [DISCIPLINARY REPOSITORY] lingbuzz, IRIS

B2: For obtaining, sharing and managing data

B2.1: Definition of research infrastructures, and the main concepts around **data interoperability**, such as **data**, **metadata** and **standards**

B2.2: Platforms and repositories.

- **General-purpose repositories** and **disciplinary repositories**
  - [GENERAL-PURPOSE REPOSITORY] Zenodo, FigShare
  - [DISCIPLINARY REPOSITORY] CLARIN, The Language Archive

B2.3:Identifying, collecting, creating and/or using relevant data for research projects

- Searching, identifying and selecting relevant corpora from language resources platforms and repositories hosting them
  - [DISCIPLINARY REPOSITORY] CLARIN, ELRC-SHARE, the Language Archive.
- Citing linguistic data sets as appropriate.

■ Depositing research data in a **certified repository** and selecting an appropriate licence for sharing their data ■ The **versioning** policy of repositories ■ Familiarity with online survey tools
B2.4: **Data management plan** ■ Understanding the **data lifecycle** ■ Understanding how to generate data, analyse and handle it ■ Understanding the **legal and ethical issues** around data generation and use (e.g. licensing, GDPR compliance, anonymisation, the importance of FAIR principles and Open Access). ■ Secure storage and backup of research data ■ Documenting workflows and what metadata to use to describe the nature of the data based on existing standards. ■ What data needs to be destroyed, preserved in a data repository and made available for reuse.
B3: For analysing data
Conducting suitable descriptive and inferential statistical analyses of the data. Explaining and choosing appropriate statistical tests. Reporting and interpreting the results of the data analysis
B3.1: Softwares for statistical tests
C: Subject-specific topics
C1: How do different factors affect different aspects of the acquisition of English as a second language?
C2: Reading critically published empirical studies on the acquisition of English as a second language
C3: Designing and conducting a small-scale experimental study to explore one aspect of the acquisition of English as a second language
C4: Explaining in what way the results of an experimental study are relevant for the theory of second language acquisition
C5: Explaining in what way the results of an experimental study are relevant for learning and/or teaching English as a second language acquisition.

x. Learning outcomes

A: Research design
A1: Students will be able to make an overview of the general research design.
[Teaching materials] UPSKILLS Moodle course First steps into scientific research https://upskillsproject.eu/project/scientific_research/ Movetia/ReLDI courses: https://phil.openedx.uzh.ch/courses/course-v1:PHIL+Movetia101+2046/info (in English)
A2: Students will be able to create a suitable research design for the specific topic of interest.
Students will be able to explain how different factors affect different aspects of the acquisition of English as a second language. Students will be able to read critically published research studies on the acquisition of English as a second language. Students will be able to identify a research problem concerning an aspect of the acquisition of English as a second language. Students will be able to design and conduct an experimental study to address the research problem they have identified. Students will be able to analyse the data statistically and interpret the results. Students will be able to infer theoretical and practical consequences from their research findings.
A2.1: Students will be able to identify and formulate a research problem.
A2.2: Students will be able to formulate aims, research questions and hypotheses.
A2.3: Students will be able to select optimal research techniques, and create corresponding data sources concerning experimental paradigms (e.g., elicitation, judgements, forced-choice, self-paced reading).
A2.4: Students will be able to select and implement the optimal data analysis method.
A2.5: Students will be able to infer theoretical consequences from the specific data analysis results.
A2.6: Students will be able to infer practical (pedagogical) consequences from the specific data analysis results.
A3: Students will be able to adapt a research design

to the available research infrastructures.
Students will be familiar with IRIS, a digital repository of instruments and materials for research into second languages (https://www.iris-database.org/iris/app/home/index;jsessionid=FE234F9CB66D8604FC97BB8D7D3C1A36). Students will be familiar with the ReLDI repository of data collection instruments (https://reldi.spur.uzh.ch/data-collection-instruments/).
A3.1 Students will be able to select optimal research techniques, and to select and create corresponding data sources (see also A2.3) ● perform data compilation, data analysis; ● understand, select and perform optimal statistical tests and models.
A4: Students will be able to report on their performed research in accordance with standards and conventions in the field.
Students will be able to compile a research report, and prepare and give an oral presentation using conventions specific for the field of second language acquisition.
A4.1 Students will be able to select and implement different presentation modes and formats for research reporting (short oral presentation, report, article etc.)
A4.2 Students will be able to implement established procedures and conventions in research reporting, such as: ● ordering of thematic units in a report, ● organization of the presentation, ● amount of text and graphical items on a slide/handout, ● terminology, ● citing conventions.
B: Infrastructures & techniques
B1: Students will be able to identify and apply suitable infrastructures and techniques for obtaining literature
[GENERAL-PURPOSE REPOSITORY] ResearchGate, Googlescholar, Academia.edu, [DISCIPLINARY REPOSITORY] lingbuzz, ROA.
B2: Students will be able to identify and apply suitable infrastructures & techniques for obtaining, sharing and managing data.

B2.1: Students will understand what research infrastructures are, and the main concepts around **data interoperability**, such as **data**, **metadata** and **standards**.
B2.2: Students will be able to identify suitable platforms and repositories.
B2.3: Students will be able to identify, collect, create and/or use relevant data for their research projects • Citing linguistic data sets as appropriate. • Familiarity with online survey tools.
B3: Students will be able to identify and apply suitable infrastructures & techniques for analysing data.
Students will be able to conduct suitable descriptive and inferential statistical analyses of the data. Students will be able to explain and choose appropriate statistical tests. Students will be able to report and interpret the results of the data analysis.
B3.1: Students will be able to select and use softwares for statistical tests.
C: Subject-specific learning outcomes
C1: Students will be able to explain how different factors affect different aspects of the acquisition of English as a second language.
C2: Students will be able to read critically published empirical studies on the acquisition of English as a second language.
C3: Students will be able to design and conduct a small-scale experimental study to explore one aspect of the acquisition of English as a second language.
C4: Students will be able to explain in what way the results of their study are relevant for the theory of second language acquisition.
C5: Students will be able to explain in what way the results of their study are relevant for learning and/or teaching English as a second language.

xi. Overview of evaluation	
Rubric	Weighing
Participation incl. homework (initiative, forward-thinking, problem solving, critical thinking, organisation, time	30%

management) or a test (based on the research papers read in class)	
Outputs based on a research report • two oral presentations • the written report	70% (10% + 10% + 50%)

Oral presentation marking scale

An oral presentation may be awarded a maximum of 10 and a minimum of 5 points, according to the following criteria:

	Criterion	Grade points
1.	Ideas in the presentation are presented clearly and logically (i.e. the presentation is clear and coherent).	0–2
2.	The slides are well-organised and easy to read, and do not contain typos or language mistakes. In-text citations and full references are provided. A chosen reference style is followed consistently and accurately.	0–2
3.	The presentation contains data and/or examples, which are presented in a clear and effective way.	0–2
4.	The language used to give the presentation is fluent and accurate with appropriate lexical choices.	0–2
5.	The presentation is given in a clear, engaging and confident manner, providing strong evidence of preparation and organisation.	0–2

Research report marking scale

A research report may be awarded a maximum of 50 and a minimum of 26 grade points, according to the following criteria:

Criterion	Grade points
General	
1. Comprehensibility Is the output comprehensible for audiences who did not participate in its creation (clarity of thought and expression, quality of language, etc.)?	0–4
2. Coherence Is the output internally coherent (logical flow of ideas, no contradictions, consistent terminology, consistent referencing style, consistent formatting, etc.)?	0–4
3. Field-specific conventions Does the output use the conventions typically used in the field (structure, terminology, artwork, a referencing style, etc.)?	0–3
Research-related	
4. Identification of the research problem Is the research problem clearly identified? Is the research problem sufficiently justified?	0–3
5. Literature review Are the relevant theories described clearly and with sufficient detail? Is previous relevant research described clearly and with sufficient detail? Is previous relevant research reviewed critically?	0–4

6. Formulation and suitability of research aims, research questions and hypotheses Are aims, research questions and hypotheses clearly formulated? Are research aims, research questions and hypotheses suitable?	0–3
7. Description and suitability of the study design Is the study design clearly described? Is the study design suitable?	0–3
8. Description and suitability of the participant sample Is the participant sample clearly described? Is the participant sample suitable?	0–3
9. Application of the ethical principles concerning data collection and use Have the ethical principles concerning data collection and use been applied correctly?	0–2
10. Familiarity with the relevant resources, tools and infrastructures presented in class Has sufficient familiarity with the relevant resources, tools and infrastructures presented in class been demonstrated?	0–2
11. Description and suitability of experimental techniques Are the data collection instruments clearly described? Are the data collection instruments suitable?	0–3
12. Description and suitability of the experimental procedure Is the experimental procedure clearly described? Is the experimental procedure suitable?	0–2

13. Description and suitability of the data analysis method Is the data analysis method clearly described? Is the data analysis method suitable?	0–3
14. Presentation of the data analysis results Are the data analysis results clearly presented?	0–3
15. Interpretation and discussion of the data analysis results Are the data analysis results plausibly interpreted? Are the data analysis results discussed with reference to the relevant theories and previous research findings? Are the limitations of the study reasonably identified? Are suitable directions for future research given?	0–4
16. Inferring theoretical consequences from the specific data analysis results Are reasonable broader theoretical consequences inferred from the data analysis results?	0–2
17. Inferring practical consequences from the specific data analysis results Are reasonable practical consequences (i.e. pedagogical implications) inferred from the data analysis results?	0–2

i. Career paths

a. Academia
b. Natural language processing
c. Market analysis
d. and all careers involving data analysis

ii. Reading materials

OBLIGATORY SOURCES

Kraš, T., & Miličević, M. (2015). *Eksperimentalne metode u istraživanjima usvajanja drugoga jezika*. Rijeka: Filozofski fakultet Sveučilišta u Rijeci.

Litosseliti, L. (2018). *Research methods in linguistics*. London/New Delhi/New York/ Sydney: Bloomsbury Academic.

Phakiti, A. (2014). *Experimental research methods in language learning*. London/New Delhi/New York/ Sydney: Bloomsbury Academic.

OPTIONAL SOURCES

Blom, E., & Unsworth, S. (Eds.) (2010). *Experimental methods in language acquisition research*. Amsterdam/Philadelphia: John Benjamins.

Bhatia, T. K., & Ritchie, W. C. (Eds.) (2012). *The handbook of bilingualism and multilingualism*. Oxford: Blackwell.

de Bot, K., Lowie, W., & Verspoor, M. (2005). *Second language acquisition: An advanced resource book*. London/New York: Routledge.

Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research*. Oxford: Oxford University Press.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.

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Doughty, C. J., & Long, M. H. (Eds.) (2003). *The handbook of second language acquisition*. Oxford: Blackwell.

Ellis, R., & Barkhuizen, G. (2005). *Analysing learner language*. Oxford: Oxford University Press.

Gass, M. S., & Mackey, A. (2011). *The Routledge handbook of second language acquisition*. London/New York: Routledge.

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Kroll, J. F., & De Groot, A. M. B. (Eds.) (2005). *Handbook of bilingualism: Psycholinguistic approaches*. Oxford: Oxford University Press.

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Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah, NJ/London: Lawrence Erlbaum Associates.

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Ritchie, W. C., & Bhatia, T. K. (Eds.) (2009). *The new handbook of second language acquisition*. Bingley: Emerald.

Robinson, P., & Ellis, N. C. (Eds.) (2008). *Handbook of cognitive linguistics and second language acquisition*. New York/London: Routledge.

White, L. (2003). *Second language acquisition and Universal Grammar*. Cambridge: Cambridge University Press.