Handout 1 – course overview

Dear students,

welcome to the pro-seminar Applied Linguistics. This course deals with second language acquisition (SLA) and familiarises students with principles of this area through course reading and a small-scale research project. Students will be applying psycholinguistic methodology, replicate a study on explicit and implicit knowledge, and thus explore acquisitional phenomena in a data-driven fashion. This pedagogical approach affords students the opportunity to translate theoretical underpinnings gleaned from course materials into practical application, fostering the cultivation of a reflective practitioner ethos. Notably, while the field of applied linguistics offers manifold avenues of inquiry, the present curriculum explicitly advocates a second language acquisition approach, recognizing its pivotal relevance to students' future careers as EFL educators.

HOW TO CONTACT YOUR INSTRUCTOR

office hours: on appointment (send e-mail in advance), either in R 345 or via Zoom
phone: 0732 – 7470 – 70 64
mail: thomas.wagner@ph-ooe.at
Zoom: https://ph-ooe-at.zoom.us/j/4491929542?pwd=ZzROeFoycjhQdk5lbXQ4anh3TTA2QT09

AIMS OF THE SEMINAR

In around 24 contact hours (12 blocks), you will familiarise yourself with selected key concepts from the course book, in particular with the acquisition of form and meaning, comprehensible input, input processing, and implicit and explicit knowledge. Upon successful completion of this seminar, students will be able to:

− critically read a research paper
− evaluate above mentioned key concepts for teaching English in instructed contexts
− apply the concepts explicit and implicit knowledge by means of a small-scale research project
− write up methodology, results, and discussion of a small-scale research project in a research report (~ 1000 words)

WORKLOAD

With this pro-seminar, you will earn 3 ECTS points. These points equal a workload of 3 x 25 = 75 hours.
Your final grade is based on continuous assessment (*Prüfungsimmanenz*), encompassing the following eight parts.

	workload	nature of assignment	hours	grading
1.	presence in class	class time according to schedule	~22 h	--------
2.	course book	reading of chapters 1 – 4	20 h	--------
3.	revision for exams	preparing for mid-term and final exam	8 h	--------
4.	assignment 1	reading test	3 h	10%
5.	assignment 2	written research report, using SoSciSurvey, sampling, data analysis	18 h	30%
6.	assignment 3	project talk	2 h	10%
7.	mid-term exam	20 min Moodle multiple-choice-test (compensation: short orals)	1 h	25%
8.	final exams	20 min Moodle multiple-choice-test (compensation: short orals)	1 h	25%
		Σ	75 h	100%

Note that, following §23 of the PHOÖ statutes, all assignments must be positive ! For the present course, you need to have 60% in the aggregated point score of the two exams plus reading test as well as in each individual assignment.

WHAT YOU NEED TO DO TO PASS

1. get yourself a copy of the textbook by Nava & Pedrazzini, for details see below. Make sure you get yourself a copy in time.
2. get all 7 videos from the original companion website (out of service) via USB-stick from instructor.
3. enrol yourself in the Moodle course https://moodle.ph-ooe.at/course/view.php?id=1444.
4. regular attendance, 85% of all meetings, i.e. a maximum of 2 absences.
5. fulfil continuous assessment requirements in time. Assignments cannot be handed in a second time. And the exams are continuous assessment, too, therefore, unlike lecture exams, there will be *no* re-sit opportunities.
6. register with the elective course SeBFWEN003 *Research Methodologies - Empirical-quantitative methods* until March 28th, so you can get help with the research project and the data analysis.

COURSE READING

Nava, A., & Pedrazzini, L. (2018). *Second language acquisition in action. Principles from practice.* London, UK: Bloomsbury.
Rankin, T. &Wagner, T. (2024). "I usually just rely on my intuition and go from there." Pedagogical rules and metalinguistic awareness of pre-service EFL teachers". *International Review of Applied Linguistics in Language Teaching*. https://doi.org/10.1515/iral-2023-0229