Course description, Third Language Acquisition – PhD course

23.-27. March 2015

Content requirements	Further information and comments
Name	Bokmål: Nynorsk: English: Third language acquisition
Course code and course level	
Course type	Theoretical The course can be taken as single course (i.e., independent from study program)
Scope	
Previous knowledge requirements and recommendations	Compulsory previous knowledge: Fulfilled master's degree and admission to the PhD programme with a fully developed project description Target group: Doctoral students in linguistics or any related area to language acquisition (e.g. speech and hearing sciences, psychology, cognitive science). The admission proceeds according to the target groups and categories 1-3 described in the *Regulations for the degree of Philosophiae Doctor*, Section 10. - category 1: doctoral students at UiT - category 2: Participants in the Associate Professor Programme at UiT who fulfil the preliminary knowledge requirements - category 3: doctoral students from other universities
Subject content	The course is divided into 5 days (M, T, W, Th, F), with 4 hours of classes per day. Each day, class will take place for two hours before lunch, and two hours after lunch. Three hours per day will consist of teaching (15 hours total), with one hour reserved for student presentation of articles related to the day's topic. **Class I: Introduction to Third Language Acquisition** - Discussion of Rothman, Cabrelli Amaro & de Bot (2013); - Overview of the broad field; - Sociolinguistic and educational approaches; - Cognitive approaches/psycholinguistic approaches;

	- Formal linguistic approaches.
	
	Class II General Issues
	- Main questions in the study of adult L3 acquisition;
	- Who are L3 learners; inclusion and exclusion criteria;
	- Deriving research questions;
	- Why and how L3 must be studied separately from L2 acquisition;
	- Adult versus child multilingualism.
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	Class III: Morphosyntax
	- Models of L3 initial stages:
	  o The Cumulative Enhancement Model
	  o The L2 Status Factor
	  o The Typological Primacy Model
	  o Considering other possibilities of initial stages transfer in L3: an L1 Factor, no transfer
	- What does the start of L3 tell us about the so-called critical period?;
	- Developmental and ultimate attainment predictions/data.
	
	Class IV: Phonology
	- Bilingual advantages for continued phonological acquisition;
	- Examining L3 phonological acquisition to inform questions of UG accessibility in adulthood;
	- Phonology and the L3 initial stages models;
	- L3 phonological development;
	- Regressive L3 phonological transfer.
	
	Class V: Methodology in L3 studies
	
	- Choosing structures and language pairings;
	- The Mirror Image Approach;
	- Offline behavioural measures;
	- Online behavioural measures;
	- Neurolinguistic measures

Relevance for the study programme	
Learning outcomes	**Knowledge** The student will have gained knowledge and understanding of: • Important and influential issues within the study of adult multilingual acquisition, theories, models, hypotheses and constructs within formal linguistic approaches to language acquisition and language acquisition epistemology; • key conceptual and methodological issues within the study of language acquisition. **Skills**

	• The student will have a working understanding of the major issues related to the study of adult multilingualism. • The student will be able to engage in authentic research within the field of adult multilingualism. **General competence** • The students will be able to participate in an informed way in all academic contexts on issues related to third language acquisition and adult multilingualism.
Teaching and working methods	The instruction involves class attendance and lasts for five days. The course has a topical structure, pertaining to one general topic per day: **Class I: Introduction to Third Language Acquisition** **Class II General Issues** **Class III: Morphosyntax** **Class IV: Phonology** **Class V: Methodology in L3 studies** The instruction is given in the Spring term.
Quality assurance of the course	The course will be evaluated after completion. The evaluations are included in the Faculty's quality assurance of the PhD programme.
Work requirements	The PhD candidates must read the articles assigned for the course prior to the start of the first day of class. It is strongly recommended that students write a one page summary of each paper to bring to class, critically summarizing the main points and argumentation of the papers (where relevant details on the methodology, languages, structures, research questions, hypotheses, and results should be included as well). Students will be required to present one article (or more, depending on class size) during the course. Participation and 80% attendance are obligatory. The assessment of the work requirements is made on an *approved/not approved* basis.
Examination and assessment	Required assessment: A sample grant application for a study that could be done on adult L3 acquisition and that reflects directly some of the theories discussed in class. Maximum length of the paper is 6 pages, single spaced (not including references cited). Sample grants will be provided for reference on the first day of class. The topic for the paper must be approved by the instructors no later than the last day of class. The completed paper is due six weeks after completion of the course, and examination is evaluated according to

	the pass/fail grading system. The sample grant must include: • a relevant literature review; • research questions and hypotheses; • a sufficiently detailed methodology of the project; • a discussion/conclusion section that details what the expection of findings is and how this adds to the field more generally.
Re-sit examination	Students who have failed may register for a re-sit examination.
Syllabus	10 required articles/book chapters will be assigned (approximately 2 per class). Other recommended readings will be provided.
Language of instruction and examination	The language of instruction is English. The language of examination is English.