



Academic year	2017-18
Subject	21838 - Acquisition of English as a Foreign Language
Group	Group 1, 1S
Syllabus	B
Language	English

Subject

Name	21838 - Acquisition of English as a Foreign Language
Credits	2.4 in-class (60 hours) 3.6 distance (90 hours) 6 total (150 hours).
Group	Group 1, 1S (Campus Extens)
Period	First semester
Language	English

Lecturers

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office
Maria Juan Garau maria.juan@uib.es	09:00	10:00	Wednesday	13/09/2017	27/06/2018	8 Beatriu de Pinós

Context

The rise of English as an international lingua franca reinforces the necessity for future teachers of English to have a thorough understanding of how foreign or second languages are acquired in order to fully appreciate the intricacies of English language teaching. The academic field of English as a Foreign Language (EFL)/ English as a Second Language (ESL) -and more generally the field of second language acquisition (SLA)- is a consolidated area of research which boasts an array of journals dedicated to re(de)fining established language learning theories and presenting new research on the subject.

This optional course within the English Studies degree aims to provide basic information on the major concepts, theories, research and practice related to foreign/second language acquisition as well as to introduce students to current trends in this field of study. The theoretical part of the course will be complemented by practical exercises and discussions on the various topics tackled.

Requirements

Essential requirements

Classes will be conducted in English and so students should have a good command of the language in order to understand course contents (B2 level minimum). Furthermore, they will need to participate in class discussions and present their projects, both orally and in writing, in English.



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Recommended

Students are strongly advised to take this course once they have passed subject 21809-Learning to Teach EFL as well as other language- and linguistics-related subjects in the first and second year.

Skills

"Acquisition of English as Foreign Language" will provide students with essential background information on the theories of Foreign Language Acquisition (FLA)/Second Language Acquisition (SLA). Hence, it will prove to be an important area of study for those wishing to pursue a career in language teaching.

Specific

- * (CE 5) Acquisition of knowledge and understanding of the main contributions made by disciplines related to English Studies (e.g. Applied Linguistics, Linguistics and Cultural Studies).
- * (CE 6) Acquisition of knowledge about English language teaching.

Generic

- * (CG 12) Development of a self-critical attitude that fosters the student's concern for quality and continuous improvement.
- * (CG 4) Development of one's capacity to relate and integrate ideas and information from different sources and disciplines, as well as to apply them in practice.
- * (CG 10) Development of one's capacity to generate new ideas (creativity) and to design and carry out projects.

Basic

- * You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

Content

The course will be divided into a series of modules. Slide-show presentations on each of the modules and extra material will be published on Campus Extens.

Students will also be provided with a more detailed version of the course contents in the introductory classes.

Theme content

1. Introduction
2. Learner language development
3. Crosslinguistic influences
4. Affect and other individual differences
5. Approaches to second language acquisition
6. Social dimensions of L2 acquisition
7. L2 learning in the classroom

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Teaching methodology

NOTICE: The use of mobile phones and other electronic devices is only allowed in the classroom when they are used to carry out a subject-related activity. Similarly, laptop computers should be used only for classroom-related activities. No electronic device is allowed in the classroom during exams/practical sessions, unless otherwise specified by the lecturer.

In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Lectures on theoretical course contents	Large group (G)	Presentation of the theoretical aspects of the course	32
Practical classes	Practical sessions	Medium group (M)	Practical exercises and discussion to consolidate the theoretical aspects addressed throughout the course	16
Assessment	Final exam	Large group (G)	End-of-semester test	4
Assessment	Oral presentations	Large group (G)	Students will prepare an oral presentation on a topic related to course contents approved by the lecturer. Other students and the instructor will ask questions.	8

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Campus Extens platform.

Distance education work activities

Modality	Name	Description	Hours
Group or individual self-study	Essay writing	Students will prepare an essay on a topic related to course contents approved by the lecturer.	20
Group or individual self-study	Preparation for classwork and tests	1. Students will dedicate a substantial amount of time to the preparation of the practical work and readings assigned for each class. 2. Students will prepare for their final exam.	70

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Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

This course offers a single assessment pathway (Pathway A). Students officially recognised by the UIB as part-time students will follow the assessment criteria established in Pathway A. The only difference between part-time and full-time students is that the former are not expected to regularly attend or actively participate in sessions.

Pathway A (for students who attend lectures and practical sessions)

- Essay writing - 25% of final grade
- Oral presentations - 25% of final grade
- Final exam - 50% of final grade

The minimum mark to contribute to the overall average mark will be 4 in the case of written essays and oral presentations, and 5 in the case of final exams. Note that the minimum mark required to obtain a pass in the subject will be 5.

Any questions regarding assessment will be solved at the beginning of the course.

It should be noted that plagiarism will be severely penalised, in accordance with the UIB's current academic regulations (Reglament Acadèmic), reproduced below:

"Article 33. Fraus:

1. Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'algun dels elements d'avaluació inclosos en guies docents de les assignatures comportarà, a criteri del professor, una menysvaloració en la seva qualificació que pot suposar la qualificació de «suspens 0» a l'avaluació anual de l'assignatura.

2. En particular, es considera un frau:

- a) En els exàmens o proves escrites, l'ús de qualsevol mitjà encaminat a facilitar les respostes.*
- b) En els treballs i pràctiques individuals o de grup, la inclusió de fragments d'obres alienes presentats de tal manera que es facin passar com a propis (plagi)."*

Final exam

Modality	Assessment
Technique	Extended-response, discursive examinations (retrievable)
Description	End-of-semester test
Assessment criteria	Quality of the content presented through expository writing; clarity and accuracy of written expression in English; compliance with the guidelines provided by the instructor to carry out the written exam; presentation.

Final grade percentage: 50% with minimum grade 5

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Oral presentations

Modality	Assessment
Technique	Oral tests (non-retrievable)
Description	Students will prepare an oral presentation on a topic related to course contents approved by the lecturer. Other students and the instructor will ask questions.
Assessment criteria	Quality of the content presented orally; clarity and accuracy of oral expression in English; compliance with the guidelines provided by the instructor to carry out the oral presentation (e.g. written notes are not allowed); visual and aural aspects of the oral presentation; body language; capacity to engage classmates.

Final grade percentage: 25% with minimum grade 4

Essay writing

Modality	Group or individual self-study
Technique	Papers and projects (retrievable)
Description	Students will prepare an essay on a topic related to course contents approved by the lecturer.
Assessment criteria	Quality of the content presented through expository writing; clarity and accuracy of written expression in English; compliance with the guidelines provided by the instructor to carry out the task; layout and presentation; capacity to keep the reader engaged.

Final grade percentage: 25% with minimum grade 4

Resources, bibliography and additional documentation

Basic bibliography

de Bot, K., Lowie, W., & Verspoor, M. (2008). *Second Language Acquisition: An advanced resource book*. New York and London: Routledge.

Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford: Oxford University Press.

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories* (3rd ed.). New York and London: Routledge.

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.

Saville-Troike, M. (2012). *Introducing second language acquisition* (2nd ed.). Cambridge: Cambridge University Press.

(only 5 references allowed in this section, see additional references below)

Complementary bibliography

Alcón Soler, E. (2002). *Bases lingüísticas y metodológicas para la enseñanza de la lengua inglesa*. Castelló de la Plana: Universitat Jaume I.

Alcón Soler, E., & Safont-Jordà, M. P. (Eds.). (2007). *Intercultural language use and language learning*. Heidelberg: Springer.

Alcón Soler, E., & Safont-Jordà, M. P. (Eds.). (2012). *Discourse and language learning across L2 instructional settings*. Amsterdam: Rodopi.

Atkinson, D. (2011). *Alternative approaches to second language acquisition*. New York and London: Routledge.

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

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- Earls, C.W. (Ed.). (2016). *Multilingualism and English in twenty-first-century Europe. Recent development and changes*. Bern: Peter Lang.
- Cook, V. (2016). *Second language learning and language teaching* (5th ed.). New York and London: Routledge.
- Cook, V., & Singleton, D. (2014). *Key topics in second language acquisition*. Bristol: Multilingual Matters.
- Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R., & Shintani, N. (2014). *Exploring language pedagogy through second language acquisition research*. London and New York: Routledge.
- Gabrys-Barker, D., & Bielska, J. (Eds.). (2013). *The Affective Dimension in Second Language Acquisition*. Bristol: Multilingual Matters.
- García Mayo, M. P. (Ed.). (2017). *Learning foreign languages in primary school: Research Insights*. Bristol: Multilingual Matters.
- García Mayo, M. P., Gutierrez Mangado, M.J., & Martínez Adrián, M. (Eds.). (2013). *Contemporary approaches to second language acquisition*. Amsterdam: John Benjamins.
- García Mayo, M. P., & García Lecumberri, M. L. (Eds.). (2003). *Age and the Acquisition of English as a Foreign Language*. Clevedon: Multilingual Matters.
- Gass, S. M., & Selinker, L. (2008). *Second language acquisition* (3rd ed.). New York and London: Routledge.
- Juan-Garau, M., & Salazar-Noguera, J. (Eds.). (2015). *Content-Based Language Learning in Multilingual Educational Environments*. Heidelberg: Springer.
- Lasagabaster, D., & Doiz, A. (Eds.). (2016). *CLIL Experiences in Secondary and Tertiary Education. In Search of Good Practices*. Bern: Peter Lang.
- Lasagabaster, D., Doiz, A., & Sierra, J.M. (2014). *Motivation and foreign language learning: From theory to practice*. Amsterdam: John Benjamins.
- Lasagabaster, D., & Hugué, A. (Eds.). (2007). *Multilingualism in European bilingual contexts: Language use and attitudes*. Clevedon: Multilingual Matters.
- Muñoz, C. (Ed.). (2000). *Segundas lenguas. Adquisición en el aula*. Barcelona: Ariel Lingüística.
- Muñoz, C. (2002). *Aprender idiomas*. Barcelona: Paidós.
- Muñoz, C. (Ed.). (2006). *Age and the rate of foreign language learning*. Clevedon: Multilingual Matters.
- Pérez-Vidal, C. (2014). *Language acquisition in study abroad and formal instruction contexts*. Amsterdam: John Benjamins.
- Pérez-Vidal, C., Juan-Garau, M., & Bel, A. (Eds.). (2008). *A Portrait of the Young in the New Multilingual Spain*. Clevedon: Multilingual Matters.
- Sharifan F. (Ed.). (2009). *English as an International Language: Perspectives and pedagogical issues*. Bristol: Multilingual Matters.
- Slabakova, R. (2016). *Second language acquisition*. Oxford: Oxford University Press.
- VanPatten, B., & Williams, J. (Eds.). (2008). *Theories in Second Language Acquisition*. New York: Routledge.

Other resources

Additional resources will be made available to students on Campus Extens.

Online journals (selection):

Applied Linguistics
Atlantis
ELT Journal
English Language Teaching
Foreign Language Annals
International Journal of Applied Linguistics
International Journal of Bilingual Education and Bilingualism
International Journal of English Studies
International Journal of Multilingualism
International Review of Applied Linguistics in Language Teaching





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Journal of Computer-Mediated Communication
Journal of Second Language Writing
Language and Communication
Language Awareness
Language, Culture and Curriculum
Language Learning
Language Teaching
Porta Linguarum
RESLA
Studies in Second Language Acquisition
Studies in Second Language Learning and Teaching
Second Language Research
System
TESOL Quarterly
The Modern Language Journal
VIAL

