

**COURSE DATA****Data Subject**

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|----------------------|-----------------------------------------------------------|
| Code | 35348 |
| Name | Acquisition and teaching of English as a foreign language |
| Cycle | Grade |
| ECTS Credits | 6.0 |
| Academic year | 2019 - 2020 |

Study (s)

| Degree | Center | Acad. year | Period |
|----------------------------------|-----------------------------------------------------|-------------------|---------------|
| 1000 - Degree in English Studies | Faculty of Philology, Translation and Communication | 4 | Second term |

Subject-matter

| Degree | Subject-matter | Character |
|----------------------------------|-----------------------------------------|------------------|
| 1000 - Degree in English Studies | 5 - Linguistics of the English language | Obligatory |

Coordination

| Name | Department |
|-------------------------|--------------------------|
| CLAVEL ARROITIA, BEGOÑA | 155 - English and German |

SUMMARY

Acquisition and Teaching of English as a Foreign Language is a compulsory fourth-year (second semester) subject that is part of the module *Professional Settings*.

The aim of the course is to study the factors that intervene in the acquisition of English as a foreign language and the study of the teaching of English as a foreign language.

PREVIOUS KNOWLEDGE



Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

1000 - Degree in English Studies

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Work and learn autonomously, and plan and manage ones workload.
- Demonstrate communicative and social competence in the English language (oral and written comprehension and expression, communicative interaction and mediation that includes correct grammar and style).
- Describe the mechanisms of the acquisition of a second language and apply strategies and resources in the teaching and learning English language and literature including English for specific purposes.
- Know and apply the currents and methodologies of linguistics.

LEARNING OUTCOMES

On successful completion of this course, students will be able to:

- explain in English concepts, theories and phenomena related to the second language acquisition
- defend their point of view in issues related to the acquisition and teaching of the English language
- use IT tools and resources in the study of the acquisition and teaching of the English language
- express ideas and concepts to a specialists and a non-specialists by using concise language and illustrate them with appropriate examples
- show how the study of English language and literature can be applied to the field of teaching.
- explain the connection between linguistics and teaching methodology

DESCRIPTION OF CONTENTS



1. PART I. SECOND LANGUAGE ACQUISITION Introduction. What is meant by Second Language Acquisition?

2. Child Language Acquisition

3. Second Language Acquisition

4. Factors which influence SLA I: The linguistic environment for SLA

5. Factors which influence SLA II: Explanation for differential success among language learners

6. Theories in SLA

7. Corpus Linguistics and its application to Second Language Acquisition and Teaching

8. PART II. TEACHING ENGLISH AS A FOREIGN LANGUAGE: Approaches to TESOL

9. Teaching the receptive skills

10. Teaching the productive skills

11. Teaching grammar and vocabulary

12. Lesson planning and programming

**WORKLOAD**

| ACTIVITY | Hours | % To be attended |
|--------------------------------------|---------------|------------------|
| Theory classes | 60,00 | 100 |
| Development of group work | 5,00 | 0 |
| Study and independent work | 65,00 | 0 |
| Preparation of evaluation activities | 10,00 | 0 |
| Resolution of case studies | 5,00 | 0 |
| Resolution of online questionnaires | 5,00 | 0 |
| TOTAL | 150,00 | |

TEACHING METHODOLOGY

Students are encouraged to learn as autonomously as possible, acquiring the knowledge and skills targeted in each unit of the course book and in the additional material used in the classroom.

Your teacher will give you information on requisites relating to attendance at the beginning of the course.

EVALUATION

Assessment is made up of two parts:

| | |
|-----------------------------------------------------|-------------|
| a) Individual written examination | 90% |
| b) Portfolio tasks / active participation in class. | 10% |
| Total | 100% |

Students will be required to sit a written exam. To pass the subject students need to get at least 50% in part A. This assessment breakdown will be applied to both the first and the second call, and the mark for the 10% of part B will be carried over to the second call.

These activities (part B) can only be done during the course and cannot be handed in for the second call. The mark for these activities (part B) is only counted if the student passes part A.



Assessment Criteria

Students will need to show that they have grasped the theoretical concepts that have been explained in class and in the reading material provided.

The ability to communicate at the C2 (CEFR level) is required to pass the course as a whole. Students whose communication (written and/or oral) displays errors that are not consistent with the above level will fail the module regardless of their performance related to the course contents.

Plagiarism will not be tolerated; it is a serious academic offence and any student who is found to have plagiarised will face serious consequences.

REFERENCES

Basic

- 10.1. General bibliography (Coursebook)
CLAVEL-ARROITIA, B. 2012. Second Language Acquisition and Teaching English as a Foreign Language. Valencia: PUV.

Additional

- 10.2. Select bibliography:
 - 10.2.1 SLA Bibliography
ALCÓN-SOLER, E. & MARTÍNEZ-FLOR, A. (eds.) 2008. Investigating Pragmatics in Foreign Language Learning, Teaching and Testing. Clevedon, UK: Multilingual Matters.
 - CADLIN, C.N. (ed.) 1987. Principles and Practice in Second Language Acquisition. Englewood Cliffs, N.J.: Prentice Hall.
 - DECHERT, H.W. (ed.) 1990. Current Trends in European Second Language Acquisition Research. Clevedon: Multilingual Matters.
 - DAY, R.R. (ed.) 1986. Talking to Learn: Conversation in Second Language Acquisition. Rowley, Mass.: Newbury House
 - ELLIS, R: 1994. The Study of Second Language Acquisition. Oxford: Oxford University Press.
 - FINE, J. (ed.) 1988. Second Language Discourse: A Textbook of Current Research. Norwood, N.J. Ablex.
 - FLOWERDEW, J. 2012. Discourse in English Language Education. Abingdon, UK: Routledge.
 - FLOWERDEW, L. 2012. Corpora and language education. Palgrave Macmillan.
 - GASS, S.M. & MADDEN, C.G. (eds.) 1985. Input in Second Language Acquisition. Rowley, Mass.: Newbury House.
 - GASS, S.M. & SCHACHTER, J. (eds.) 1989. Linguistic Perspectives on Second Language Acquisition. Cambridge: Cambridge University Press.
 - HALLIDAY, M. A. K., W. TEUBERT, C. YALLOP, A. ÈERMAKOVA & R. FAWCETT. 2004. Lexicology and Corpus Linguistics. An Introduction. London and New York: Continuum.



- KLEIN, W. 1986. *Second Language Acquisition*. Cambridge: Cambridge University Press.
- LARSEN-FREEMAN, D. & LONG, M.H. 1991. *An Introduction to Second Language Acquisition Research*. London: Longman.
- LIGHTBROWN, P.M. 2003. *How Languages are Learned*. Oxford, UK: Oxford University Press.
- McLAUGHLIN, B. 1987. *Theories of Second Language Learning*. London: Edward Arnold.
- NUNAN, D. 1992. *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- ORTEGA, L. 2007. *Understanding Second Language Acquisition*. London: Hodder Arnold.
- PÉREZ CAÑADO, M. L. 2011. The Effects of CLIL within the APPP: Lessons Learned and Ways Forward. In R. Crespo & A. García de Sola (eds.) *Studies in Honour of Ángeles Linde López*. Granada: Universidad de Granada, 389-406.
- SAVILLE-TROIKE, M. 2006. *Introducing Second Language Acquisition*. New York: Cambridge University Press.
- SCARCELLA, R.C., ANDERSEN, E.S. & KRASHEN, S.D. (eds.) 1990. *Developing Communicative Competence in a Second Language*. New York: Newbury House.
- SELINKER, L. 1992. *Rediscovering Interlanguage*. London: Longman.
- SKEHAN, P. 1989. *Individual Differences in Second Language Learning*. London: Edward Arnold.
- TARONE, E. 1988. *Variation in Interlanguage*. London: Edward Arnold.
- TOGNINI-BONELLI, E. 2004. Working with corpora: issues and insights. In C. Coffin, A. Hewings & K. O'Lalloran (eds) *Applying English Grammar: Functional and Corpus Approaches*. London: Arnold, 11-24.
- 10.2.2 Teaching English as a Foreign Language
- BACHMAN, L.F. 1989. *Fundamental Considerations in Testing*. London: Oxford University Press.
- BELL, R.T. 1981. *An Introduction to Applied Linguistics. Approaches and Methods in Language Teaching*. London: Batsford.
- BOWEN, T. & MARKS, J. 1994. *Inside Teaching*. Heinemann.
- BROWN, G. & YULE, G. 1983. *Teaching the Spoken Language: An Approach Based on the Analysis of Conversational English*. Cambridge: Cambridge University Press.
- BROWN, H.D. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Hemel, Hempstead: Prentice Hall.
- BRUMFIT, C. 1986. *The Practice of Communicative Teaching*. Oxford: Pergamon Press.
- COOK, V. 1991. *Second Language Learning and Language Teaching*. London: Edward Arnold.
- EDGE, J. 1993. *Essentials of English Language Teaching*. London: Longman.
- HARMER, J. 1990. *The Practice of English Language Teaching*. London: Longman.
- McCARTHY, M. 1991. *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press.
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- RICHARDS, J. & RODGERS, T. 2001. 2n ed. *Approaches and methods to Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press.
- RODGERS, T. S. 2009. The methodology of foreign language teaching. In K. Knapp & B. Seidlhofer (eds) *Handbook of Foreign Language Communication and Learning*. Berlin, New York: Mouton de Gruyter, 341-372.
- SHARMA, P. & BARRET, B. 2007. *Blended Learning*. Oxford: Macmillan
- STERN, H.H. 1983. *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.



- TEJADA-MOLINA, G., M. L. PÉREZ-CAÑADO & G. LUQUE-AGULLÓ. 2005. Current approaches and teaching methods. Bilingual programmes. In D. Madrid, N. McLaren & A. Bueno (eds) TEFL in Secondary Education. Granada: Editorial Universidad de Granada, 155-209.
- THORNBURY, S. 2011. Language Teaching Methodology. In James Simpson (ed.) Routledge Handbook of Applied Linguistics. New York: Routledge, 185-199.
- UR, P. 199. A Course in Language Teaching. Cambridge: Cambridge University Press.
- WHITE, R. 1988. The ELT Curriculum: Design, Innovation and Management. Oxford: Basil Blackwell.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. Contents

The contents initially included in the teaching guide will be maintained

The activities planned for the continuous assessment of the students will continue with the planned sequencing and timing. The percentage for the portfolio as reflected in the teaching guide remains the same as does the percentage allotted to the final exam.

2. Workload and long-term programming

The weight of the different activities that make up the workload in ECTS credits reflected in the original teaching guide will remain the same.

3. Teaching methodology

Materials uploaded to Aula Virtual

BBC Synchronous Video Conference

Narrated power point presentations

Meetings with students on the videoconferencing platform

Exchange of emails and the use of the Forum in Aula Virtual

Students are provided with teaching materials consisting of power point presentations, videos and other types of materials along with guides to help them work with the materials in each one of the units. These materials are uploaded weekly following the academic planner provided at the beginning of the course.

Narrated power point presentations are uploaded for each one of the units and this gives students the opportunity to ask questions via email after watching each one; the students are required to work with the materials corresponding to each week –according to the original schedule; emails are checked and answered daily. At the end of the course there will be a videoconference session to review the contents of the course so students can ask questions.

4. Assessment

The percentage given to each part of the assessment in the teaching guide remains the same.

The activities planned for the continuous student assessment follow the planned sequencing and schedule. Students will continue to carry out the teacher-guided portfolio. Most activities will be continued as planned, but one of them, which was designed to be carried out in groups in the classroom, has been adapted to be done online individually. The percentage of the final grade given to the portfolio in the teaching guide remains the same.



The final exam will consist of a test based on the coursework. Students will be required to write their reflections on different topics provided to them on the day of the exam. They will then be required to upload the task to the Aula Virtual within the time provided.

This assessment system will be carried over to the second call.

5. Bibliography

The recommended reference list remains the same as it is accessible.