



Academic year	2013-14
Subject	21838 - Acquisition of English as a Foreign Language
Group	Group 1, 1S
Teaching guide	A
Language	English

Subject identification

Subject	21838 - Acquisition of English as a Foreign Language
Credits	2.4 in-class (60 hours) 3.6 distance (90 hours) 6 totals (150 hours).
Group	Group 1, 1S
Teaching period	1st semester
Teaching language	English

Lecturers

Lecturers	Timetable for student attention					
	Starting time	Finishing time	Day	Start date	Finish date	Office
Maria Juan Garau maria.juan@uib.es	There are no defined sessions					

Degrees where the subject is taught

Degree	Character	Course	Studies
Degree in English Studies	Optional	Third year	Degree

Contextualisation

The rise of English as an international lingua franca reinforces the necessity for future teachers of English to have a thorough theoretical knowledge 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) is a consolidated area of research and boasts an array of journals dedicated to the re(de)fining of established language learning theories as well as introducing 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 language acquisition as well as introducing 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.

Requirements

Essential requirements

The classes will be conducted in English and so students should have a good command of the language in order to understand the course content. Furthermore, they will need to participate in the class discussions and present a project and a written project paper in English.





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Recommendable

Level B2 or above is highly recommended.

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

1. Acquisition of knowledge and understanding of the main contributions made by English Studies-related disciplines (Applied Linguistics, Linguistics and Cultural Studies).
2. Acquisition of knowledge of the didactics of the English language.

Generic

1. Development of a self-critical attitude fostering the student's concern for quality and continuous improvement.
2. 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.
3. Development of one's capacity to generate new ideas (creativity) and to design and carry out projects.

Content

The course will be divided into a series of modules. Power point presentations 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 introduction classes for the course.

Theme content

1. Introduction
 - What is FLA/SLA?
 - What are the goals of FLA/SLA?
 - First language acquisition, bilingualism and FLA/SLA
2. Explaining learner language development
 - Linguistic aspects
 - Psycholinguistic aspects
 - Sociocultural aspects
3. Individual differences
 - The 'good language learner'
 - Research on learner characteristics



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4. Learning English in the classroom
- Natural and instructional settings
 - Interaction in the classroom
 - Focus on form and corrective feedback
 - Proposals for classroom teaching

Teaching methodology

IMPORTANT

The use of mobile phones and other electronic devices is not allowed in the classroom. Laptop computers are acceptable only if used for purposes related to classroom activity. No electronic device whatsoever (including computers) is allowed in the classroom during exams/practical sessions, unless otherwise specified by the lecturer (e.g., if the practical session entails use of the Internet for pedagogical purposes).

In-class work activities

Modality	Name	Typ. Grp.	Description
Theory classes	Lectures on the theoretical content of the course	Large group (G)	Presentation of the theoretical aspects of the course
Practical classes	Practical sessions	Large group (G)	Practical exercises and discussion to consolidate the theoretical aspects of the course
Assessment	Final exam	Large group (G)	Final exam
Assessment	Project presentations	Large group (G)	Students will present projects to the class.
Assessment	Text commentary	Large group (G)	Students will write an essay based on one or more readings.

Distance education work activities

Modality	Name	Description
Group or individual self-study	Preparation for tests, classwork and project work	<ol style="list-style-type: none">1. Students will dedicate a substantial amount of time to the preparation of the practical work for each class.2. Students will prepare an oral presentation on a topic previously preselected with the lecturer as well as an essay.3. Students will prepare for their final exam.





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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.

Workload estimate

Modality	Name	Hours	ECTS	%
In-class work activities		60	2.4	40
Theory classes	Lectures on the theoretical content of the course	32	1.28	21.33
Practical classes	Practical sessions	16	0.64	10.67
Assessment	Final exam	4	0.16	2.67
Assessment	Project presentations	6	0.24	4
Assessment	Text commentary	2	0.08	1.33
Distance education work activities		90	3.6	60
Group or individual self-study	Preparation for tests, classwork and project work	90	3.6	60
Total		150	6	100

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.

Student learning assessment

All (UIB and exchange) students will freely choose one of the following assessment itineraries (pathway A or B) by signing the learning agreement (downloadable from the course's Campus Extens site). This should be handed in to the lecturer during the first two weeks of the course. Students failing to meet this requirement will be automatically assigned to itinerary B.

Students may move from itinerary A to itinerary B at any point during the course, but not vice versa.

Itinerary A (For students who attend lectures and practical sessions)

- Class attendance and participation in class discussions (minimum attendance 80%) - 10% of final grade
- Text commentary - 20% of final grade
- Oral presentations (individual or group) - 20% of final grade
- Final exam - 50% of final grade



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Itinerary B (For students who do not attend lectures and practical sessions)

- Extended Text commentary - 30% of final grade
- Oral presentation (individual) - 20% of final grade
- Extended final exam - 50% of final grade

All students (Itineraries A and B)

For both assessment pathways, the minimum mark for each individual assessment section to contribute to the overall average mark will be 4. Note that the minimum mark required to obtain an overall pass in the subject is 5.

Students will be given the information on the procedure for passing the subject in the September exams period at the beginning of the course.

WARNING

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

Article 32. Fraud: "Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'alguna de les activitats d'avaluació incloses en l'avaluació d'alguna assignatura comportarà, segon les circumstàncies, una menysvaloració en la seva qualificació que, en els casos més greus, pot arribar a la qualificació de «suspens» (0,0) a la convocatòria anual. En particular, es considera un frau la inclusió en un treball de fragments d'obres alienes presentats de tal manera que es facin passar com a propis de l'estudiant.

Practical sessions

Modality	Practical classes
Technique	Observation techniques (Non-retrievable)
Description	Practical exercises and discussion to consolidate the theoretical aspects of the course
Assessment criteria	Itinerary A - Attendance and participation

Percentage of final qualification: 10% following path A

Percentage of final qualification: 0% following path B

Final exam

Modality	Assessment
Technique	Extended-response, discursive examinations (Retrievable)
Description	Final exam
Assessment criteria	Itinerary A - Final exam
	Itinerary B - Extended final exam

Percentage of final qualification: 50% following path A

Percentage of final qualification: 50% following path B



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Project presentations

Modality	Assessment
Technique	Oral tests (Non-retrievable)
Description	Students will present projects to the class.
Assessment criteria	Students will be assessed on the presentations of their projects.

Percentage of final qualification: 20% following path A

Percentage of final qualification: 20% following path B

Text commentary

Modality	Assessment
Technique	Extended-response, discursive examinations (Retrievable)
Description	Students will write an essay based on one or more readings.
Assessment criteria	Itinerary A - Text commentary Itinerary B - Extended text commentary

Percentage of final qualification: 20% following path A

Percentage of final qualification: 30% following path B

Resources, bibliography and additional documentation

A dossier with course material will be available from the photocopy shop in Ramon Llull at the beginning of the course.

Basic bibliography

On-line journals:
Applied Linguistics
Language Learning
Second Language Research
System
English Language Teaching
ELT Journal
International Journal of Applied Linguistics
Journal of computer-Mediated Communication
Journal of English for Academic Purposes
Language and Communication
Language, Culture and Curriculum
TESOL Quarterly
The Modern Language Journal

Complementary bibliography

de Bot, K. and Verspoor, M. (2005). *Second Language Acquisition: an advanced resource book*. NY & Oxford: Routledge.
Cook, Vivian. (2001). *Second Language Learning and Second Language Teaching*. London: Arnold.
Ellis, R. (1997). *Second Language Acquisition*. Oxford: OUP.
Holliday, A. (2005) *The Struggle to Teach English as an International Language*. Oxford: OUP.



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Sharifan F. (ed.) (2009) *English as an International Language: perspectives and pedagogical issues*. Bristol: Multilingual Matters.

VanPatten, B. and Williams, J. (2008) (Eds.). *Theories in Second Language Acquisition*. NY & Oxford: Routledge.

Other resources

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

