# SUBJECT TEACHING GUIDE

## G518 - Acquisition of English as a Foreign Language

## Degree in Early Childhood Education
## Degree in Primary Education Teaching

Academic year 2019-2020

| 1. IDENTIFYING DATA | | | | | |
|---|---|---|---|---|---|
| Degree | Degree in Early Childhood Education<br>Degree in Primary Education Teaching | | | Type and Year | Optional. Year 4<br>Optional. Year 4 |
| Faculty | School of Teacher Training | | | | |
| Discipline | Speciality in Foreign Language (English)<br>Module: Complementary or Specialised Training | | | | |
| Course unit title and code | G518 - Acquisition of English as a Foreign Language | | | | |
| Number of ECTS credits allocated | 6 | Term | | Semester based (1) | |
| Web | | | | | |
| Language of instruction | Spanish | English Friendly | No | Mode of delivery | Face-to-face |

| | |
|---|---|
| Department | DPTO. FILOLOGIA |
| Name of lecturer | FRANCISCO GALLARDO DEL PUERTO |
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| Office | Edificio de Filología. Planta: + 2. DESPACHO PROFESORES (231) |
| Other lecturers | |

### 3.1 LEARNING OUTCOMES

- - the student knows and applies different theoretical approaches to foreign language acquisition
- the student identifies the differences between the linguistic development of the fmother tongue and the foreign language
- the student assesses the efect of the age factor on the acquisition of English as a foreign language
- the student identifies the different stages in the phonological , morpho-syntactic and pragmatic development of English when the learning of English happens in formal instruction contexts
- the student forsees and diagnoses potential cross-linguistic interferences between his/her mother tongue and English, and suggests methodological solutions

## 4. OBJECTIVES

This subject aims at providing students with the basic knowledge in the field of Second Language Acquisition from a two -fold perspective.
First, it focuses on theoretical proposals which attempt to account for the outcome and process of second/foreign language acquisition/learning.
Second, it addresses qualitative and quantitative research findings in the field, with particular emphasis on the results regarding the acquisition of English as an additional language.
Special attention will be paid to the role of certain variables in second/foreign language acquisition/learning, namely the influence of the first language, age, and exposure.

## 6. COURSE ORGANIZATION

| CONTENTS | |
|---|---|
| 1 | Introduction to Additional Language Acquisition |
| 2 | Research Methods in Additional Language Acquisition |
| 3 | The notion of Interlanguage |
| 4 | Additional Language Acquisition Theories |
| 5 | Individual Differences in Additional Language Acquisition |
| 6 | Cross-linguistic Influence in Additional Language Acquisition |
| 7 | The Role of Formal Instruction in Additional Language Acquisition |

## 7. ASSESSMENT METHODS AND CRITERIA

| Description | Type | Final Eval. | Reassessn | % |
|---|---|---|---|---|
| Oral Presentation (20%): student groups will deliver an oral presentation of a paper on the acquisition of English as an additional language | Oral Exam | No | Yes | 20,00 |
| Written assignment (30%): student groups will write an essay on the role of certain variables in the acquisition of English as an additional language. | Work | No | Yes | 30,00 |
| Exam (50%): Exam of a theoretical and practical nature in which the knowledge and competences acquired in the course will be assessed | Written exam | Yes | Yes | 50,00 |
| TOTAL | | | | 100,00 |

Observations

APA guidelines must be used for all academic papers. These guidelines can be found at the UC library link: http://www.buc.unican.es/node/9388/

Plagiarism: “La realización fraudulenta de las pruebas o actividades de evaluación supondrá directamente la calificación de suspenso “0” en la asignatura” (artículo 54.1 del Reglamento de los procesos de evaluación en la Universidad de Cantabria)

Observations for part-time students

Part-time students who cannot attend lessons regularly (less than 80%) have to pass a final theoretical and practical exam, which accounts for 100% of the course mark. Those part-time students who attend lessons regularly (over 80%) can qualify for the same evaluation system as full-time students'.

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

Doughty, C. & Long, M. (Eds.) (2010) The Handbook of Second Language Acquisition. Blackwell Publishing.
Ellis, R. (2008). The Study of Second Language Acquisition (2nd Edition). Oxford: Oxford University Press.
Gass, S. & Selinker, L. (2008). Second Language Acquisition: An Introductory Course. Hillsday: Lawrence Earlbaum.
Larsen-Freeman, D. & Long, M. (1991). An Introduction to Second Language Acquisition Research. London: Longman.
Lightbown, P. & Spada, N. (2000). How Languages are Learned. Oxford: Oxford University Press.
Mitchell, R., Myles, F., & Marsden, E. J. (2013). Second Language Learning Theories (third edition). Abingdon: Routledge
Ortega, L. (2009). Understanding Second Language Acquisition. London: Hodder Education.