

## SUBJECT TEACHING GUIDE

G518 - Acquisition of English as a Foreign Language

Degree in Early Childhood Education  
Degree in Primary Education Teaching

Academic year 2021-2022

1. IDENTIFYING DATA			
Degree	Degree in Early Childhood Education Degree in Primary Education Teaching	Type and Year	Optional. Year 4 Optional. Year 4
Faculty	School of Teacher Training		
Discipline	Speciality in Foreign Language (English) 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	English	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA		
Name of lecturer	FRANCISCO GALLARDO DEL PUERTO		
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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 mother tongue and the foreign language
- the student assesses the effect 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 foresees 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
<b>TOTAL</b>				<b>100,00</b>

### Observations

#### SUMMATIVE ASSESSMENT

Both the written assignment and the oral presentation have to be submitted/delivered on the dates established by the teacher throughout the course. According to Article 17 of the Regulation of the assessment processes at the University of Cantabria, 50% of the final mark will have been assessed before the lesson period ends.

#### SCORING

To pass the course students must pass the written exam and the written paper. According to Article 35 of the Regulation of the assessment processes at the University of Cantabria, "if a student does not obtain the minimum mark required to pass an evaluation test, the overall mark for the subject will be the lowest value between 4.9 and the weighted average of all the evaluation tests".

#### LANGUAGE AND ORTHOGRAPHY

It is assumed that university students have acquired linguistic abilities in relation to oral and written expression. Therefore, spelling, stress mark, punctuation, grammar and lexical correction in assignments and exams are an obligatory prerequisite to pass the subject.

#### PLAGIARISM

Regarding the fraudulent performance in exams and assignments, the final mark complies with the provisions of article 32 of the Regulation of the assessment processes at the University of Cantabria: 'The fraudulent conduct in exams or assignments will be graded as Fail '0' in the subject in the corresponding call, invalidating the marks obtained in all the assessment activities for the extraordinary call'.

#### CITATION NORMS

The Faculty assumes the APA STYLE as citation criteria for all academic work. Although there are several editions of these guidelines, a BUC link is attached as an initial reference: <http://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28>

### Observations for part-time students

These students are subject to the same assessment requirements as full-time students. However, according to Article 24 of the Regulation of the assessment processes for part-time students at the University of Cantabria, students may opt for taking a single final assessment. Such assessment will involve the completion of a final exam and the submission of a written paper on the date of the final exam. In this case, they must let the teacher know this within the first two weeks of the semester by sending an email indicating their choice.

## 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.