

English Language Acquisition

Code: 100199
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0

Contact

Name: Mireia Llinàs Grau
Email: Mireia.Llinas@uab.cat

Use of languages

Principal working language: english (eng)
Some groups entirely in English: Yes
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

A C2 level (Proficiency) from the Common European Framework of Reference for Languages is required.

Objectives and Contextualisation

This course considers the acquisition of English as a first, second and third language from the perspective of generative grammar. It incorporates a brief review of the methodology used in collecting language acquisition data.

Skills

English Studies

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Effectively working individually or in teams in multicultural and interdisciplinary environments in English and other languages, applying values of a culture of peace, and the characteristic democratic values of a degree in a foreign language that trains the student for intercultural communication.
- Generate innovative and competitive proposals in research and professional activities.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.
- Working in an autonomous and responsible way in a professional or research environment in English or other languages, in order to accomplish the previously set objectives.

Learning outcomes

1. Analysing, interpreting and presenting data and results of the student's own or other researches about synchronic English linguistics in academic written or oral English.
2. Apply the acquired knowledge to the generation of innovative and competitive research on a basic level.
3. Applying the acquired methodologies of work planning to work in an environment in the English language.
4. Applying the acquired scientific and work planning methodologies to the research in English.
5. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
6. Appropriately summarising the content of scientific sources related to synchronic English linguistics.
7. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
8. Demonstrate a master of the specific methods of individual academic work that prepare the student for a postgraduate specialised education in the same or a different field of study.
9. Demonstrate a sound knowledge about the topics related to the study of linguistics.
10. Developing a labour and research bond in multicultural and interdisciplinary environments in English that contribute to international collaboration.
11. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
12. Identifying and understanding the individual factors in the acquisition of first and second languages.
13. Identifying and understanding the theories about acquisition of first and second languages.
14. Issue appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
15. Localising scientific sources in the library or Internet related to synchronic English linguistics.
16. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
17. Mastering the advanced knowledge and scientific methodologies related to linguistics, literature, history and culture that prepare the student for a postgraduate specialised education in the same or a different field of study.
18. Produce new professional initiatives.
19. Relating the individual factors with the linguistic and psychological theories of acquisition of first and second languages.
20. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
21. Students must be capable of precisely arguing ideas and opinions in their own language or another acquired in the degree.

Content

1. Linguistic theory and language variation
2. Language acquisition data collection
3. The acquisition of English as a first language
4. The acquisition of English as a second language

5. The acquisition of English as a third language

Methodology

The methodology of this subject is based on lectures, group debates, class presentations, exercises and individual tutorials.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Autonomous	50	2	3, 4, 2, 5, 21, 20, 18, 16
Lectures and group debates	50	2	4, 2, 21
Type: Supervised			
Class exercises and individual tutorials	25	1	4, 2, 9, 8, 10, 14, 11, 7, 18

Evaluation

Assessment of this subject will also take into account the following:

- Only those students with a final mark between 4 and 4,9 who have completed all the assessment items will be allowed to sit the reassessment exam.
- The reassessment of this course will be a written exam which will include the complete set of contents of the subject. The maximum mark of students who pass the reassessment exam will be a 5.
- Handing in or completing 30% of the assessment activities excludes the possibility of having a "Non-assessable" as a subject mark.

VERY IMPORTANT: Partial or total plagiarising will immediately result in a FAIL (0) for the plagiarised exercise (first-year subjects) or the WHOLE SUBJECT (second-, third- and fourth-year subjects). PLAGIARISING consists of copying text from unacknowledged sources -whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a SERIOUS OFFENCE. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Practical exercises and class presentations	20%	13	0.52	21, 20, 9, 7, 13, 15, 6
Three exams	60%	6	0.24	5, 21, 20, 9, 14, 11, 7, 12, 13, 19
1 project	20%	6	0.24	1, 3, 4, 2, 5, 21, 20, 9, 17, 8, 10, 14, 11, 7, 18, 12,

Bibliography

- Archibald, John (ed) (2000) *Second Language Acquisition and Linguistic Theory*, Oxford: Blackwell.
- Cattel, R. (2000) *Children's Language: Consensus and Controversy*, London: Cassell.
- Crain, S. & D. Lillo-Martin (1999) *An Introduction to Linguistic Theory and Language Acquisition*, Oxford: Blackwell.
- Gass, S. & A. Mackey (2011) *Data Elicitation for Second and Foreign Language Research*, New York: Routledge.
- Guasti, M.T. (2002) *Language Acquisition. The Growth of Grammar*, Cambridge, Mass: MIT Press.
- Hawkins, R. (ed) (2001) *Second Language Syntax. A Generative Introduction*, Oxford: Blackwell.
- Liceras, J. M., H. Zobl and H. Goodluck (Eds.) (2008) *The Role of Formal Features in Second Language Acquisition*. Mahawah, New Jersey: Lawrence Erlbaum.
- Mackey, A. & S.M. Gass (2005) *Second Language Research. Methodology and Design*, London: Lawrence Erlbaum Associates.
- Slabakova, R. (2016) *Second Language Acquisition*, Oxford: O.U.P.
- van Patten, B. & A.G. Benati (2010) *Key Terms in Second Language Acquisition*, London: Continuum.
- White, L. (2003) *Second language acquisition and Universal Grammar*. (2nd edition) Cambridge: CUP.