

**Contexts of Instructed Second Language  
Acquisition (SLA)**

Code: 44031  
ECTS Credits: 6

Degree	Type	Year	Semester
4313157 Advanced English Studies	OT	0	0

## Contact

Name: Elisabet Pladevall Ballester  
Email: Elisabet.Pladevall@uab.cat

## Use of Languages

Principal working language: english (eng)

## Prerequisites

- Students are expected to have a C1 level of English according to the Common European Framework of Reference for Languages (CEFR) to follow the course as well as oral and written English academic skills.
- Students are expected to have basic knowledge of linguistics to follow the course.

## Objectives and Contextualisation

This course aims at exploring Instructed Second Language Acquisition in different contexts: English as a Foreign Language contexts, immersion, CLIL, EMI and Study Abroad. We will analyse L2 knowledge and different types of instruction and how these are acquired in different contexts. The course will also explore individual differences in language learning.

## Competences

- Analyse the relationship between factors, processes or phenomena in the acquisition of English as a second language, its learning and teaching methods, and its literature, history and culture.
- Apply methodological knowledge of statistical analysis and data generation, treatment and codification of multilingual databases, analysis of literary texts, etc. to research.
- Critically argue, issue judgements and present ideas on the basis of the analysis of information originating from scientific production in these areas.
- Develop autonomous learning skills applicable to the research process.
- Distinguish and contrast between the different methodological and theoretical models applied to the academic study of the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, literary studies and cultural studies.
- Resolve problems in multicultural academic and/or professional environments associated with the studies of the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, and the literature and culture of this language.
- Show respect towards the opinions, values, behaviours and/or practices of others.
- Use new technologies for capturing and organising information relevant to lifelong learning and problem-solving in professional activities.
- Use the English language for academic and professional purposes related to research into the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, literary studies and cultural studies.
- Work effectively in teams in multilingual, multicultural and interdisciplinary professional and/or academic environments.

## Learning Outcomes

1. Critically read academic articles on the characteristics of bilingual education and the implementation of CLIL teaching in Europe, and Spain in particular.
2. Design activities and questionnaires to evaluate the effects of CLIL teaching.
3. Design didactic activities associated with a non-linguistic context and adapt them to the linguistic-cognitive profile of pupils at a primary and/or secondary education centre.
4. Develop autonomous learning skills applicable to the research process.
5. Distinguish CLIL teaching from the models of bilingual education and the teaching of second languages.
6. Draft a CLIL didactic unit, considering the different types of objectives in this teaching approach.
7. Evaluate CLIL programmes both in terms of organisation at the centre and of didactic planning.
8. Explain the advantages and difficulties inherent to the implementation of CLIL teaching.
9. Explain the differences between the different models for the evaluation of the results of learning in a CLIL class.
10. Explain the relationship between the cognitive and linguistic objectives of a CLIL didactic unit.
11. Identify the basic theoretical principles in the teaching of CLIL and its contribution to the development of multilingualism and multiculturalism.
12. Show respect towards the opinions, values, behaviours and/or practices of others.
13. Use new technologies for capturing and organising information relevant to lifelong learning and problem-solving in professional activities.
14. Work effectively in teams in multilingual, multicultural and interdisciplinary professional and/or academic environments.
15. Write advanced academic texts on the different models of bilingual education.

## Content

1. Instructed Second Language Acquisition (ISLA)
2. The nature of L2 knowledge and types of instruction
3. English as a Foreign Language (EFL) programmes
4. Study Abroad programmes
5. Immersion, CLIL and EMI programmes.
6. Individual differences in language learning.

## Methodology

Lectures, practical sessions, guided readings, class discussions, project work, bibliographical research, oral presentations.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed activities (lectures, practical sessions)	30	1.2	12, 4, 5, 15, 11, 1, 14, 13
Type: Supervised			
Supervised activities (assignments, readings, oral presentations)	35	1.4	7, 4, 3, 2, 15, 8, 10, 9, 1, 6

Type: Autonomous

---

Autonomous activities (personal study, readings, bibliographical research)	60	2.4	7, 12, 4, 3, 2, 15, 1, 6, 14, 13
--	----	-----	----------------------------------

---

## Assessment

Assessment

Oral presentation: 20%

Exam: 40%

Final term paper: 40%

Procedure for Reviewing Grades Awarded

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Reassessment

Re-assessment for this subject will be undertaken on an item-by-item basis, for which the following conditions are applicable:

- The student must previously have submitted a minimum of two-thirds of the course-assessment items.
- Any item awarded a grade of less than 4 may be re-assessed. The grade for those items awarded 4 or higher will be included in the calculation of the global average grade for the subject.
- The maximum grade for re-assessed items is 5.

Assessment Activities Excluded from Reassessment

The following activities are not eligible for reassessment: Oral presentation

VERY IMPORTANT: Total or partial plagiarism of any of the exercises will automatically be considered "fail" (0) for the plagiarized item. Plagiarism is copying one or more sentences from unidentified sources, presenting it as original work (THIS INCLUDES COPYING PHRASES OR FRAGMENTS FROM THE INTERNET AND ADDING THEM WITHOUT MODIFICATION TO A TEXT WHICH IS PRESENTED AS ORIGINAL). Plagiarism is a serious offense. Students must learn to respect the intellectual property of others, identifying any source they may use, and take responsibility for the originality and authenticity of the texts they produce.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	40%	5	0.2	7, 5, 15, 8, 10, 9, 11, 1
Final term paper	40%	15	0.6	7, 4, 3, 2, 15, 1, 6, 13
Oral presentation	20%	5	0.2	7, 12, 4, 3, 2, 6, 14, 13

## Bibliography

Bruton, A. (2013) CLIL: Some of the reasons why...and why not. System, 41: 587-597.

- Csizer, Kata and Z. Dörnyei, Zoltán. (2005). Language learners' motivational profiles and their motivate learning behaviour. *Language Learning*, 55, 613-59.
- Coyle, D., Hood, P. and Marsh, D. (2010). CLIL: Content and Language Integrated Learning. Cambridge: CUP
- Dalton-Puffer, C. (2011) Content-and-Language Integrated Learning: From Practice to Principles? *Annual Review of Applied Linguistics* 31: 182-204
- De Graaf, Rick and Alex Housen. (2009). Investigating the Effects and Effectiveness of L2 Instruction. In M. H.Long and C. Doughty (eds.) *The Handbook of Language Teaching* (pp. 726-755). Oxford: Blackwell.
- De Graaff, R., Koopman, G. J., Anikina, Y. and Westhoff, G. (2007). An observation tool for effective L2 pedagogy in content and language integrated learning (CLIL). *International Journal of Bilingual Education and Bilingualism*, 10(5), 603-624.
- DeKeyser, Robert. (2000). The robustness of critical period effects in second language acquisition. *Studies in Second Language Acquisition*, 22, 499-533.
- Dörnyei, Zoltán (2005). *The Psychology of the Language learner: Individual Differences in Second Language*. Mahwah, NJ: Erlbaum.Acquisition
- Dörnyei, Zoltán (2006). Individual differences in second language acquisition. *AILA Review*, 19, 42-68.
- Dörnyei, Zoltán & Csizer, Kata. (1998). Ten commandments formotivating language learners. *Language Teaching Research*, 2: 203-229.
- Ellis, Rod (2008). Principles of Instructed second language acquisition. CAL Digest, available at <http://www.cal.org/resources/digest/instructed2ndlang.html>
- Enever, J. (Ed.). (2011). *ELLiE: Early language learning in Europe*. London, UK: The British Council.
- Gan, Zhengdong, Humphreys, Gillian and Hamp-Lyons, Liz (2004). Understanding successful and unsuccessful EFL students in Chinese universities. *The Modern Language Journal*, 88, 229-244.
- Horwitz, Elaine. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112-126.
- Johnson, Janice, Prior, Suzanne, & Artuso, Mariangela. (2000). Field dependence as a factor in second language communicative production. *Language Learning*, 50, 529-567.
- Lasagabaster, D. and Sierra, J. M. (2010) Immersion and CLIL in English: more differences than similarities. *ELT Journal*, 64/4: 367-375.
- Lightbown, Patsy and Spada, Nina (2006) *How Languages are Learned*. 3rd Edition. Cambridge: CUP.
- Loewen, Shawn (2015). *Introduction to Instructed Second Language Acquisition*. New York: Routledge.
- Long, Mike (2015). *Second Language Acquisition and Task-Based Language Teaching*. Oxford: Wiley Blackwell.
- Lundberg, Ingvar. (2002). Second language learning and reading with the additional load of dyslexia. *Annals of Dislexia*, 52.1, 165-187.
- Macaro, Ernesto (2006). Strategies for language Learning and for language use: revising the theoretical framework. *Modern Language Journal*, 90, 320-37.
- Miller-Guron, Louise, and Ingvar Lundberg (2000). Dyslexia and second language reading: Asecond bite at the apple? *Reading and Writing*, 12, 41-61.

- Nikula, T., Dafouz, E., Moore, P., and Smit, U. (2016). *Conceptualising Integration in CLIL and Multilingual Education*. Bristol: Multilingual Matters.
- Ortega, Lourdes (2009). *Understanding Second Language Acquisition*, London: Hodder Education.
- Philp, J., Adams, R., & Iwashita, N. (2014). *Peer interaction and second language learning*. Routledge.
- Philp, J., & Tognini, R. (2009). Language acquisition in foreign language contexts and the differential benefits of interaction. *IRAL-International Review of Applied Linguistics in Language Teaching*, 47(3-4), 245-266.
- Philp, J., Walter, S., & Basturkmen, H. (2010). Peer interaction in the foreign language classroom: what factors foster a focus on form? *Language Awareness*, 19(4), 261-279.
- Pladevall-Ballester, E. (2018). A longitudinal study of primary school EFL learning motivation in CLIL and non-CLIL settings. *Language Teaching Research*. <https://doi.org/10.1177/1362168818765877>
- Pladevall-Ballester, E. and Vallbona A. (2016). CLIL in minimal input contexts: a longitudinal study of primary school learners' receptive skills. *System*, 58, 37-48.
- Pladevall-Ballester, E. (2016). CLIL subject selection and young learners' listening and reading comprehension skills. *International Journal of Applied Linguistics*, 26(1), 52-74 DOI: 10.1111/ijal.12079
- Pladevall Ballester, E. (2015). Exploring primary school CLIL perceptions in Catalonia: students', teachers' and parents' opinions and expectations. *International Journal of Bilingual Education and Bilingualism*, 18/1: 45-59. DOI: 10.1080/13670050.2013.874972
- Robinson, Peter (2005). Aptitude and second language acquisition. *Annual Review of Applied Linguistics*, 25, 46-75.
- Ruiz de Zarobe, Y. and M.R. Jiménez Catalán, eds. (2009). *Content and Language Integrated Learning: Evidence from Research in Europe*. Clevedon: Multilingual Matters