

COURSE SYLLABUS

Course	English language acquisition and learning (ELAL)		
Subject	English language teaching		
Module	D2		
Degree	English studies	Code	47182
Semester	2 nd	Type	Optional
Level	Undergraduate	Year	3 rd [2021-2022]
ECTS credits	6		
Language	English		
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Office hours [by appointment]	Mondays: 12:30h-15:30h Mondays: 17:00-20:00h Office hours will be held online.	Tuesdays: 10:00-15:00h	
Department	English		

1. Course motivation

1.1 Contextualization

English language acquisition and learning is an optional course in section D2 as described in the official program of the degree in English studies. With a focus on the English language, section D2 comprises 2 courses that address how languages are acquired/learnt and how they are taught.

1.2 Relation to other subjects/courses

This course stems from the previous description of the English grammar done in *English grammar I* and *English grammar II* from 1st year, as well as *English grammar III* from 2nd year. Other courses related to *English language acquisition and learning* include *Norma y uso del español* (1st year; section C in the official program of the degree in English studies) and *Introducción a la lingüística general* (2nd year; section A3).

1.3 Prerequisites

Students are recommended to have passed *English grammar I* and *English grammar II* (1st year) as well as *English grammar III* (2nd year). They are also recommended to have a B2 level of English (as in the CEFR). Additionally, students should be familiar with the [UVa e-campus](#), i.e., the moodle platform. In the case of Erasmus students, working knowledge of Spanish and Spanish grammar is required.

2. Competences

2.1 General competences

- Capacity to understand and express the knowledge acquired.
- Capacity to communicate and express the said knowledge in English.
- Capacity to work and be confident with some of the linguistic tools available for linguistic analysis.
- Capacity to work in a team.

2.2 Specific competences

- Capacity to analyze and understand the main syntactic properties of the English language in the language of speakers with different linguistic profiles.
- Capacity to identify, describe and explain these properties by using linguistic data.

- Capacity to elaborate a grammatical analysis based on linguistic data by going through the different stages it involves (project-based learning and problem-solving collaboration).

3. Aims and objectives

This is an advanced level course designed to provide the student with a contemporary and in-depth analysis and description of some of the most relevant aspects of the acquisition and learning processes of the English grammar. More specifically, English grammatical categories and structures will be analyzed in both acquisition contexts (i.e., for speakers for whom English is their first language, L1, or one of their two first languages, 2L1) and learning contexts (i.e., for speakers for whom English is their second language, L2, or their foreign language, FL). The main objective is to characterize the status of the English grammar in the language of different speakers and, by adopting a generative approach, to explore the consequences of the differences and similarities that emerge when comparing across acquisition/learning processes. In short, the main objective of the English language acquisition and learning course is to facilitate the acquisition of those grammatical concepts (both general and specific) that are instrumental, if not fundamental, to the analysis of the acquisition/learning of languages, in general, and of the English language, in particular.

When students have successfully completed this course, they will be familiar with the following:

- the main morpho-syntactic properties that define the English language and how these are acquired/learned;
- how these properties emerge in different types of language-contact situations (i.e., monolingual versus bilingual);
- the elicitation of linguistic data from speakers in order to carry out grammatical analyses in terms of the morpho-syntactic properties that appear in the language of speakers; and
- the organized and accurate presentation of a morpho-syntactic analysis based on speakers' linguistic data.

4. Information on the students' workload for this course

Classroom activities*	Hours	Outside classroom activities	Hours
Theoretical lectures	15	Individual continuous work	30
Classroom practices	16	Group work preparation	34
Group work sessions	25	Group work questionnaires	10
Group work assessment	6	Exam preparation	14
Total	62	Total	88 150

*These include activities followed by students either in the classroom or in streaming depending on the teaching modality the UVa requires given the security measures in terms of distance. (see section 5 below).

5. Structure

This course is broken into 2 sections:

- lectures (2 hours per week): these involve the presentation of a series of acquisition/learning topics focused on grammatical analyses, as well as their specific practical study in the form of case studies (practice) in a total of 3 TOPICS [see sections 6 and 7 below for more details].
- group work sessions (2 hours per week): these include the analysis of grammatical structures through the analysis of different types of linguistic data and acquisition/learning processes in a total of 3 blocks [see sections 8 and 9 below for more details].

Both sessions deal with the acquisition/learning of English grammar, but they follow different approaches intended to offer a multidimensional study of English acquisition and learning processes in real communicative situations.

Given the UVa security measures in terms of classroom occupancy, half of the students registered will attend classes on-site while the other half will do so in streaming (with the corresponding alternation). This will apply to both lectures and group work sessions. Please, see the *rotating shifts and alternation* document posted in moodle for more specific information.

6. Lectures: topics

Topic 1: Preliminaries to the grammatical analysis of the acquisition and learning processes

ECTS credits: 2

a. Contextualization and justification

This topic is meant to provide the background and contextualization for the grammatical analysis of the acquisition and learning processes of the English language. It takes as a point of departure both the students' previous knowledge of the English and the Spanish grammars, as seen in previous courses, as well as their own intuitions as bilingual speakers and second language learners. In particular, this topic provides the basic necessary tools to carry out a grammatical analysis on how English is acquired and learnt. It further explores the terminological differences and the general characterization of simultaneous bilingual versus sequential bilingual acquisition.

b. Objectives

- Offer an outline of the acquisition and learning processes.
- Discuss the different present-day implications and uses of language acquisition/learning studies.
- Offer an outline on how to work with linguistic data when carrying out an analysis on language acquisition/learning.
- Conduct a basic grammar work taking into account both theoretical grammatical descriptions as well as empirical analyses based on linguistic data.

c. Content

Part 1. What is language, who has it and how does it evolve? (in the spirit of Hauser, Chomsky & Fitch 2002).
Part 2. The what: one language versus two languages.
Part 3. The who: the specificities of two languages in one person.
Part 4. The how: grammar and the analysis of linguistic data.
Part 5. Practice sessions: case studies.

d. Methodology [for the 3 topics]

The language acquisition and language learning theories underlying each of the aforementioned content issues and for the 3 topics will be presented through both theory-oriented and practice-oriented lectures. Students are encouraged to participate actively during both.

e. Work plan [for the 3 topics]

The work plan for the 3 topics is described below:

1. students will be provided with a series of materials (e.g., handouts, practice, etc.) available through moodle;
2. the handouts contain the basic theoretical information which will be covered in class;
3. optional materials (e.g., articles, online references) offer a more in-depth approach to one of the issues seen in the handouts and they are meant to be worked on by the students as part of their outside-classroom workload; and
4. practice sessions involve a series of activities related to the issues discussed in the more theoretical sessions. Practice sessions imply both classroom and outside-classroom activities: students are required to carry out a series of case studies, either individually or in groups, which will be then discussed in class. Case studies include the analysis of linguistic data with a view to

offer an account of the acquisition/learning process followed by speakers and focused on specific grammatical properties.

f. Assessment [for the 3 topics]

As summarized in section 9, 50% of the total mark for this course corresponds to the work done during the lectures. In this case, students will be evaluated individually through their performance in the final exam which will cover the 3 topics.

Throughout the semester, students are encouraged to participate in class during the theoretical and the practice sessions. Furthermore, they are expected to carry out the different outside-classroom activities which involve different tasks corresponding to the practice sessions (i.e., the preparation of the analyses involved in the different case studies). These tasks will be similar to the activities they will have to complete in the final exam.

g. Resources

Note. Links in section g correspond to references available via the UVa library, some of which can be accessed online. Other formats and editions might be available and these can be checked by searching the title of the reference using the [UVa library search engine](#).

g1. Basic bibliography

Bhatia, T.J., and W.C. Ritchie (eds.) 2006 [The handbook of bilingualism](#). Blackwell.
Bueso, I. and P. Casamián 2001 [Diferencias de usos gramaticales entre el español y el inglés](#). Edinumen.
Gutiérrez Mangado, M.J. et al. (eds.) 2019 [Cross-linguistic influence: from empirical evidence to classroom practice](#). Springer.
Haegeman, L. and J. Gueron 1999 [English grammar: a generative perspective](#). Blackwell.
Hickey, R. 2010 [The handbook of language contact](#). Blackwell.
Klammer, T.P. et al. 2012 [Analyzing English grammar](#). Longman.
Meisel, J.M. 2011 [First and second language acquisition: parallels and differences](#). CUP.
Rose, H. and N. Galloway 2019 [Global Englishes for language teaching](#). CUP.
Schreier, D. 2013. [English as a contact language](#). CUP.

g2. Additional bibliography

Altarribia, J. and L. Isurin (eds.) 2013 [Memory, language and bilingualism](#). CUP.
Batchelor, R.E. and M.Á. San José 2010 [A reference grammar of Spanish](#). CUP.
Biber, D. et al. 1999 [Longman grammar of spoken and written English](#). Longman.
Bosque, I. and V. Demonte 1999 [Gramática descriptiva de la lengua española](#). Espasa.
Camacho, J. 2013 [Null subjects](#). CUP.
Crystal, D. 2003 [A dictionary of linguistics and phonetics](#). Blackwell.
Heigham, J. and R. A. Croker 2009 [Qualitative research in applied linguistics](#). Palgrave.
Jones, C. and D. Waller 2015 [Corpus linguistics for grammar](#). Routledge.
King, K.A. et al. (eds.) 2017 [Research methods in language and education](#). Springer.
Menn, L. and N.B. Ratner 2000 [Methods for studying language production](#). Psychology Press.
Radford, A. 1997 [Syntactic theory and the structure of English. A minimalist approach](#). CUP.
Real Academia Española & Asociación de Academias de la Lengua Española 2009 [Nueva gramática de la lengua española](#). Espasa.
Yule, G. 2006 [The study of language](#). CUP.
Zagona, K. 2002 [The syntax of Spanish](#). CUP.

g3. Online resources [for the 3 topics]

[Cascadilla Press](#)
MacWhinney, B. 2000 [TalkBank](#) & [CHILDES](#)
[UVa e-campus](#)
[UVa library electronic resources](#): databases with access to journals such as Journal of child language, Studies in language, International Review of Applied Linguistics in Language Teaching, etc.
[UVa library online & printed resources](#)

Topic 2: The grammatical analysis of the acquisition processes

ECTS credits: 2

a. Contextualization and justification

Taking as a point of departure the approach and the tools seen in topic 1, topic 2 discusses how grammar analyses are performed in the case of two languages that share the same status, i.e., two (or more) first languages (L1).

b. Objectives

- Familiarize with fundamental notions in the grammatical analysis such as language separation and crosslinguistic influence.
- Understand the fundamentals of L1+L1 acquisition processes.
- Apply these notions to the grammatical analysis of linguistic data.

c. Content

Part 1. L1 grammars: characteristics, grammatical properties and their acquisition.
Part 2. Two L1 grammars: characteristics, grammatical properties and their acquisition.
Part 3. Comparing grammatical properties between two languages: 2L1 contexts.
Part 4. Practice sessions: case studies.

g. Resources

Note. Links in section g correspond to references available via the UVa library, some of which can be accessed online. Other formats and editions might be available, and these can be checked by searching the title of the reference using the [UVa library search engine](#).

g1. Basic bibliography

- Bavin, E.L. 2009 [The Cambridge handbook of child language](#). CUP
Cinque, G. and R. Kayne 2005 [The Oxford handbook of comparative syntax](#). OUP.
Clark, E. 2009 [First language acquisition](#). CUP.
Deuchar, M. and S. Quay 2000 [Bilingual acquisition: theoretical implications of a case study](#). OUP.
Freidin, R. (ed.) 1991 [Principles and parameters in comparative grammar](#). MIT.
Herschenson, J. 2007 [Language development and age](#). CUP.
Hickey, R. 2010 [The handbook of language contact](#). Blackwell.
Rizzi, L. 2000 [Comparative syntax and language acquisition](#). Routledge.
Richards, B. 1990. [Language development and individual differences](#). CUP.
Silva-Corvalán, C. 2014 [Bilingual language acquisition: Spanish and English in the first six years](#). CUP.
Yip, V. and S. Matthews. 2007. [The bilingual child: early development and language contact](#). CUP.
Yule, G. 2006 [The study of language](#). CUP.

g2. Additional bibliography

- Bhatia, T.J., and W.C. Ritchie (eds.) 2006 [The handbook of bilingualism](#). Blackwell.
Clark, E.V. 2009 [First language acquisition](#). CUP.
De Houwer, A. 1990 [The acquisition of two languages from birth: a case study](#). CUP.
Grosjean, F. 1982 [Life with two languages](#). Harvard University Press.
Guijarro-Fuentes, P. et al. (eds.) 2008 [First language acquisition of morphology and syntax: perspectives across languages and learners](#). John Benjamins.
Lust, B.C. and C. Foley (eds.) 2004 [First language acquisition : the essential readings](#). Blackwell.
Nicol, J.L. 2001 [One mind, two languages : bilingual language processing](#). Blackwell.
Schmid, M.S. (ed.) 2004 [First language attrition : interdisciplinary perspectives on methodological issues](#). John Benjamins.
Seliger, H.W. 1991 [First language attrition](#). CUP.
Spolsky, B. and F.M. Hult 2008 [The handbook of educational linguistics](#). Wiley.
Treffers-Daller, J. and C. Silva-Corvalán 2016 [Language dominance in bilinguals: issues of measurement and operationalization](#). CUP.

Topic 3: The grammatical analysis of the learning processes

ECTS credits: 2

a. Contextualization and justification

Taking as a point of departure the approach and the tools seen in topic 1, as well as the analyses in topic 2, topic 3 presents how grammar analyses apply in the case of two languages that do not share the same status, i.e., first languages (L1) and second languages (L2).

b. Objectives

- Develop a more refined approach to central notions to the analysis of the learning process such as interlanguage or transfer.
- Understand the fundamentals of L1+L2 comparisons.
- Apply these comparisons to the grammatical analysis of linguistic data.

c. Content

Part 1. L2 grammars: characteristics, grammatical properties and their acquisition.
Part 2. Comparing L1 and L2 grammars.
Part 3. Practice sessions: case studies.

g. Resources

Note. Links in section g correspond to references available via the UVa library, some of which can be accessed online. Other formats and editions might be available and these can be checked by searching the title of the reference using the [UVa library search engine](#).

g1. Basic bibliography

- Carter, R. and D. Nunan (eds.). 2001 [The Cambridge guide to teaching English to speakers of other languages](#). CUP
- Dörnyei, Z. 2001 [Motivational strategies in the language classroom](#). CUP.
- Genesee, F. 2006 [Educating English language learners](#). CUP.
- Klein, W. 1986 [Second language acquisition](#). CUP.
- Lightbown, P. and N. Spada 2010 [How languages are learned](#). OUP.
- Saville-Troike, M. 2012 [Introducing second language acquisition](#). CUP.
- Schreier, D. 2013 [English as a contact language](#). CUP.

g2. Additional bibliography

- Austin, L. et al. 2019 [Proficiency predictors in sequential bilinguals: the proficiency puzzle](#). CUP.
- De Bot, K. et al. 2005 [Second language acquisition: an advanced resource book](#). Routledge.
- Doughty, C.J. and M.H. Long (eds.) 2003 [The handbook of second language acquisition](#). Blackwell.
- Haznedar, B. and E. Gavruseva 2008 [Current trends in child second language acquisition](#). John Benjamins.
- Men, H. 2018 [Vocabulary increase and collocation learning. A corpus-based cross-sectional study of Chinese learners of English](#). Springer.
- Oliveira, A.W. and M.H. Weinburgh (eds.) 2017 [Science teacher preparation in content-based second language acquisition](#). Springer.
- Socket, G. 2014 [The online informal learning of English](#). Palgrave MacMillan.
- VanPatten, B. and J. Williams (eds.) 2007 [Theories in second language acquisition: an introduction](#). LEA.
- White, L. 2003 [Second language acquisition and universal grammar](#). CUP.

7. Lectures: timing (per topic)

TOPIC	ECTS	TIMING
1. Preliminaries to the grammatical analysis of the acquisition and learning processes	1	4 weeks

2. The grammatical analysis of the acquisition processes	1	5 weeks
3. The grammatical analysis of the learning processes	1	5 weeks

8. Group work

a. Contextualization & justification

Group work sessions deal with grammar analyses through the use of linguistic data. They are meant to provide the students with a more practically-oriented approach to the study of language acquisition and learning by (i) working with specific empirical studies on different grammar properties and (ii) making students work in groups to carry out their own grammatical analysis based on data.

b. Objectives

Taking as a point of departure the outline offered in topic 1 on how to work with linguistic data (see section 6 above and section c below), the objectives of the group work sessions include the following:

- develop communication, cooperative and teamwork skills;
- understand how empirical studies are structured;
- analyze how in the targeted empirical studies syntactic properties are presented;
- discuss and offer a critical view of these studies; and
- be able to conduct an empirical study on a specific syntactic property using linguistic data.

c. Content

Group work sessions are structured as follows throughout the semester (see section 9 below):

- preliminaries: where the dynamics of group work and grammar analysis will be established;
- 3 blocks which mirror the basic organization of the 3 topics (see section 6 above) and will, therefore, discuss the comparison between L1 grammars as well as that between L1 and L2 grammars; and
- final session where each group will present the work they have carried out throughout the semester.

Specific instructions will be provided in due time via moodle.

d. Methodology

GROUP FORMATION

Students have to arrange themselves in groups (4 groups). All groups must be set by the second week of class.

Each group has to decide on a speaker who will be responsible for (i) the presentation of the group work to the professor and (ii) the actual uploading of the questionnaires. However, the whole group will be responsible for their performance outside and inside the classroom as well as in the questionnaires. The speaker will change from block to block and so a different person should be chosen as a speaker for each block.

GROUP WORK

A number of articles will be proposed, and specific instructions will be given to each group. The groups will use the assigned articles as the starting point for different types of analyses, as directed by the professor and following the instructions provided.

e. Work plan

The work plan for the 3 blocks is described below and it involves both classroom activities as well as outside-classroom ones.

1. before each block: students will be provided with a series of materials (articles, protocols, instructions, etc.) available through moodle.
 2. before the classroom sessions: students in each group should meet and work together to prepare for the classroom session (e.g., read their assigned article thoroughly and try to solve their doubts among themselves, propose an analysis, elaborate a work plan, design tests, select data, etc.).
 3. during the classroom sessions: students will present their work/findings to the professor; students will elaborate a list of doubts or issues to be discussed with the professor; the speaker will be in charge of interacting with the professor who will be moving from group to group during the two-hour class; and, if it is the last session in a block, students will have to (i) do a short oral presentation and (ii) provide an evaluation of their own performance as well as that of the other groups using an evaluation template.
 4. after the classroom sessions: students should work on the next topic; if it is the last session in a block, they have to work on and complete a questionnaire paying special attention not only to content but also to expression and organization. The restrictions on the elaboration of questionnaires should be strictly followed, including deadline and space limitations. The speaker of each group is in charge of uploading to moodle the questionnaire and the evaluation template used for self- and peer-evaluation.
- f. Assessment
- Students will be evaluated as a group and by the professor as follows:
- through their participation in the group activities in the interaction with others;
 - through the material elaborated by the group both in the classroom and outside; and
 - through their performance in the questionnaires and in the different oral presentations.
- Self- and peer-evaluation will be used to assess a small portion of the group performance in the presentations. Specific instructions will be provided, and an evaluation template will be made available through moodle.
- g. Basic bibliography
- The articles that will be selected for group work sessions may include the ones below:
- Brisard, F., E. Laarman and E. Nicoladis 2008 Clausal order and the acquisition of Dutch deverbal Compounds. *Morphology*. 18, 143-166.
- Silva-Corvalán, C. and S. Montanari 2008 The acquisition of ser, estar (and be) by a Spanish-English bilingual child: The early stages. *Bilingualism: Language and Cognition*. 11 (3), 341-360.
- The final list of selected articles as well as the different articles themselves will be posted in moodle.
- h. Additional bibliography
- Berman, R. and D. Slobin 1994 [Relating events in narrative : a crosslinguistic developmental study](#). LEA.
- Blom, E. and S. Unsworth 2010 [Experimental methods in language acquisition research](#). John Benjamins.
- Crystal, D. 2003 [A dictionary of linguistics and phonetics](#). Blackwell.
- Finch, G., J. Peck and M. Coyle 2003 [How to study linguistics](#). Palgrave Macmillan.
- Gass, S.M. and A. Mackey 2007 [Data elicitation for second and foreign language research](#). LEA.
- Herschenson, J. 2007 [Language development and age](#). CUP.
- Mayer, M. 1969 *Frog, where are you?* Dial Press.
- McDaniel, D., C. McKee and H. Smith Cairns (eds.) 1998 [Methods for assessing children's syntax](#). MIT.
- Marzio, M. (dir.) 2012 *Real English*. Marzio School. <<http://www.real-english.com/>> (July 2021).
- Schneider, P., R.V. Dubé and D. Hayward 2005 *The Edmonton Narrative Norms Instrument*. University of Alberta Faculty of Rehabilitation Medicine <<http://www.rehabresearch.ualberta.ca/enni/>> (July 2021).

i. Necessary resources

Dialnet (digital repository for bibliographical resources) (via UVa): <<http://dialnet.unirioja.es>>. EsPal database for selecting stimuli in Spanish: <<http://www.bcbl.eu/databases/espal/>>. IRIS digital repository for bibliographical resources: <<http://www.iris-database.org>>. The lousy linguist (notes on linguistics and cognition): <<http://thelousylinguist.blogspot.com.es>>. MacWhinney, B. 2000 [talkbank](#) & [CHILDES](#) .
[UVa e-campus](#)

Students are welcome to bring books, laptops or any resource they might need for the group work sessions.

9. Group work: timing

BLOCK	ECTS	TIMING
1. Preliminaries to the grammatical analysis of the acquisition and learning processes	0.7	3 weeks
2. The grammatical analysis of the acquisition processes	1	4 weeks
3. The grammatical analysis of the learning processes	1.1	5 weeks
Final presentations	0.2	1 weeks

10. Assessment and summary table

Students will be evaluated both individually (through a final exam) and as a group (through their performance in the group work sessions, questionnaires, and oral presentations). Content and expression will be evaluated in terms of both the syntactic analysis performed and the use of the tools to carry out syntactic analyses as seen in class. In the case of the group work, a small percentage of the group mark will be obtained through self- and peer-evaluation. More specific information appears below.

INSTRUMENT/PROCEDURE	%	OBSERVATIONS
Final exam	50%	The exam will include all the issues discussed during the lectures in both the theoretical and practice sessions.
Group work	50%	The group work sessions will be evaluated in terms of the student's performance: - during the classroom sessions: 10 points per block [total: 30 points] - in the questionnaires: 5 points per questionnaire [total: 15 points] - in the final presentation: 5 points [total: 5 points]

Assessment criteria (see also sections 6.f. and 8.f. above):

- final exam (individual mark = 50%): content and expression will be evaluated in terms of both the grammatical analysis performed and the use of the tools to carry out a grammatical analysis of the acquisition/learning process, as seen in class; and
- group work (group mark = 50%): both the performance of the group in the different group work sessions in class as well as their performance in the questionnaires and in the different oral presentations will be evaluated. In the first case, it involves the outside classroom work which will need to be presented by the speaker to the professor in each of the group work sessions. Self- and peer-evaluation will be used to assess a small portion of the group performance in the presentations.

Clarifications on grades:

- the pass-fail line for the final exam is 25%;
- only when the exam is successfully completed (i.e., passed), marks corresponding to group work will be added to that of the exam; and

- when failing to reach a passing level in the exam, the final mark will correspond to that in the final exam; if the student does not sit for the final exam, the final mark will correspond to the one obtained in the group work.

Clarifications on calls:

- 2nd call (*convocatoria extraordinaria*): this course’s group work cannot be re-evaluated given that it corresponds to group work (and not to individual work) and that it addresses group work competences (and not individual ones) (see sections 2.1. and 2.2. above). This means that, for the 2nd call, the student will be re-evaluated in terms of the 50% corresponding to the exam, as in table above. The mark obtained in the exam will then be added up to the one the student obtained in the group work.
- last call (*convocatoria fin de carrera*): students will be evaluated in terms of an exam which will be broken down into two parts: (i) questions regarding the material discussed in the lectures, including information on the TALKBANK project (50%); and (ii) questions pertaining to two articles from the group work sessions (50%). Students will be provided with the corresponding handouts, practice material and articles, but no actual presentation of these will be done by the professors. Students will also be given the opportunity to attend online office hours to solve doubts.

11. Schedule and important dates

English language acquisition and learning SCHEDULE [2021-2022]		
	WEDNESDAY	THURSDAY
12:00 – 13:00	LECTURES	GROUP WORK
13:00 – 14:00		

Clarifications on group work sessions:

- during the first three weeks, group work sessions will be devoted to the analysis of data and basic instructions on the TALKBANK project (MacWhinney 2000-2019); and
- specific dates for questionnaires and oral presentations will be posted in advance. In the case of the questionnaires, students would have one week to complete them.

English language acquisition and learning IMPORTANT DATES [2021-2022]			
Group work		Final exams	
- February 28:	group formation	- 1 st call:	June 13 room 102
- March 10:	group work sessions start	- 2 nd call:	June 30 room 102

12. Final remarks

- The working language of this course is English.
- A working knowledge of Spanish and Spanish grammar is required as a comparison across the two languages will be done.
- Course material, including instructions for different activities, will only be made available via moodle.
- Students are expected to take part actively both in the lectures as well as in the group work sessions.
- Students need to ensure that they hand in all the required tasks by the due date.
- Students will be expected to spend time studying outside the class, and will be provided guidance, facilities and materials to help them develop their expertise as independent language learners. Students will need to spend the stipulated hours of independent learning to meet the learning outcomes.