



## COURSE SYLLABUS

Course				English language acquisition and learning (ELAL)	
Subject	English language teaching				
Module	D2				
Degree	English studies	Code	47182		
Semester	2 <sup>nd</sup>	Type	Optional		
Level	Undergraduate	Year	3 <sup>rd</sup>	[2021-2022]	
ECTS credits	6				
Language	English				
Professors	Raquel Fernández Fuertes		Sonja Mujcinovic		
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Office hours [by appointment]	Mondays: 12:30h-15:30h		Tuesdays: 10:00-15:00h		
	Mondays: 17:00-20:00h		Office hours will be held online.		
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 1<sup>st</sup> year, as well as *English grammar III* from 2<sup>nd</sup> year. Other courses related to *English language acquisition and learning* include *Norma y uso del español* (1<sup>st</sup> year; section C in the official program of the degree in English studies) and *Introducción a la lingüística general* (2<sup>nd</sup> year; section A3).

## 1.3 Prerequisites

Students are recommended to have passed *English grammar I* and *English grammar II* (1<sup>st</sup> year) as well as *English grammar III* (2<sup>nd</sup> 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.

## 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	31	Tasks	50
Classroom practices	31	Exam preparation	38
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 parts:

- lectures (2 hours per week):** these involve the presentation of a series of acquisition/learning topics focused on grammatical analyses in a total of 3 TOPICS [see sections 6 and 7 below for more details].
- practice sessions (2 hours per week):** these involve the practical study of acquisition/learning topics in the form of case studies in a total of 3 TOPICS [see sections 6 and 7 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, bimodal instruction could be enforced. This could mean that 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 practice sessions. More specific information will be provided in moodle as to whether this instruction type needs to be enforced.

**6. Lectures and practice sessions: 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 8, 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. The other 50% will be obtained via the 3 assignments that each student will need to complete individually via moodle after each topic.

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

- Altarriba, 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]

- [Casadilla 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.  
Socckett, 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 and practice sessions: 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. Assessment and summary table**

Students will be evaluated individually using both continuous assessment (assignments) and final assessment (final exam). Content and expression will be evaluated in terms of both the syntactic analysis performed and the use of the tools to carry out a syntactic analysis as seen in class.

INSTRUMENT/PROCEDURE	%	OBSERVATIONS
Final exam	50%	The exam will include all the issues discussed during both the theoretical and practice sessions.
Assignments	50%	The 3 assignments will cover the material seen in each of the corresponding topics discussed during the lectures and practice sessions.

Assessment criteria (see also section 6.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
- assignments (50%): after each of the 3 main topics is presented and discussed in class, students will have an assignment which they will have to complete individually through moodle. They will have a week to do so.

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 assignments 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 assignments.

Clarifications on calls:

- 2<sup>nd</sup> call (*convocatoria extraordinaria*): the assignments cannot be repeated. This is so because students have to complete each of the 3 assignments in a week right after each topic has been covered (see section 6.e.). This means that, for the 2<sup>nd</sup> call, students can only repeat the exam. The mark obtained in the exam will then be added up to the one they had obtained in the assignments.
- 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 data analysis (50%). Students will be provided with the corresponding handouts and practice material, 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.

**9. Schedule and important dates**

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

English language acquisition and learning IMPORTANT DATES [2021-2022]		
Final exams		
- 1 <sup>st</sup> call:	June 13	room 102
- 2 <sup>nd</sup> call:	June 30	room 102

- specific dates for assignments will be posted in advance. Students will have one week to complete each assignment.

**10. Final remarks**

- The working language of this course is English.
- A working knowledge of Spanish and Spanish grammar is required as a comparison across English and Spanish will be done.
- Course material, including the instructions for the 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 practice 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.