

**COURSE DATA****DATA SUBJECT****Code:** 35348**Name:** Acquisition and teaching of English as a foreign language**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Facultat de Filologia, Traducció i Comunicació	4	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1000 - Degree in English Studies	Linguistics of the English language	COMPULSORY

COORDINATION

CLAVEL ARROITIA BEGOÑA

SUMMARY

Acquisition and Teaching of English as a Foreign Language is a compulsory fourth-year (second semester) subject that is part of the module *Professional Settings*.

The aim of the course is to study the factors that intervene in the acquisition of English as a foreign language and the study of the teaching of English as a foreign language.

The SDGs included in this course are SDG 4 (Quality Education: Ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all) and SDG 5 (Gender Equality: Achieve gender equality and empower all women and girls).

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS



COMPETENCES / LEARNING OUTCOMES

1000 - Degree in English Studies

Demonstrate communicative and social competence in the English language (oral and written comprehension and expression, communicative interaction and mediation that includes correct grammar and style).

Describe the mechanisms of the acquisition of a second language and apply strategies and resources in the teaching and learning English language and literature including English for specific purposes.

Know and apply the currents and methodologies of linguistics.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Work and learn autonomously, and plan and manage ones workload.

DESCRIPTION OF CONTENTS

Unit 0. Introduction. What is meant by Second Language Acquisition?

1. The role of Second Language Acquisition in the world
2. Why study Second Language Acquisition?
3. Development of the field of Second Language Acquisition study
4. The scope of research in Second Language Acquisition
5. Learner variables

Unit 1: First Language Acquisition

1. Behavioral approaches



2. Nativist approach
3. Functionalist approaches

Unit 2: Second Language Acquisition

1. Previous work on first language acquisition
2. Controversial perspectives on how language is acquired
3. Growing disillusionment with second language teaching approaches
4. Current issues in second language acquisition

Unit 3: Factors influencing SLA I: The linguistic environment for SLA

1. Caretaker talk
2. Foreigner talk
3. Interlanguage talk
4. Interaction research
5. Classroom interaction
6. Small-group work and interaction

Unit 4: Factors influencing SLA II: explaining differential success among language learners

1. Learner age
2. Aptitude



3. Learning styles
4. Affective factors
5. Personality factors

Unit 5: Theories in SLA

1. Introduction
2. Types of theories
 - 2.1. Nativist Theories of SLA
 - 2.1.1. Chomsky's Universal Grammar and SLA
 - 2.1.2. Krashen's Monitor Theory
 - 2.2. Environmentalist Theories of SLA
 - 2.2.1. Schumann's Acculturation Model
 - 2.3. Interactionist Theories of SLA
 - 2.3.1. Givón's Theory
 - 2.3.2. Multidimensional Model of the ZISA group

Unit 6: Corpus Linguistics and its application to Second Language Acquisition and Teaching

- Definition of Corpus Linguistics
- AntConc
- Applications of Corpus Linguistics in language learning and teaching
- Data-Driven Learning (DDL)
- Challenges

Unit 7: Approaches to TESOL

1. Methods, methodologies, approaches, techniques



2. Language teaching in the pre-method era
 - 2.1. Grammar-Translation Method
 - 2.2. Direct Method

3. Modern teaching methods and approaches
 - 3.1. Audio-Lingual Method (aka The Army Method)
 - 3.2. Functional-Notional Method
 - 3.3. The Communicative Approach
 - 3.4. Task-Based Learning
 - 3.5. Content and Language Integrated Learning (CLIL)

4. Minority methods and approaches
 - 4.1. The Silent Way
 - 4.2. Suggestopedia
 - 4.3. Total Physical Response
 - 4.4. The Natural Approach

5. The post-method era and recent approaches in language teaching
 - 5.1. Post-method approaches
 - 5.2. The Lexical Approach
 - 5.3. Neurolinguistic Programming
 - 5.4. Multiple Intelligence Theory
 - 5.5. Cooperative Learning
 - 5.6. Computer-assisted Language Learning (CALL)

Unit 8: Teaching pronunciation

1. Components of pronunciation
2. Learner goals
3. Learner self-involvement
4. Modes of practice
5. Teaching stress and rhythm: techniques and procedures
6. Teaching intonation: techniques and procedures
7. Teaching sound segments: techniques and procedures



8. Use of poems, songs, etc. and audiovisual resources for pronunciation teaching

Unit 9: Teaching grammar

1. Inductive and deductive methods
2. Controlled and semi-controlled practice
3. Communicative activities
4. Use of authentic materials for presenting and practicing grammatical content

Unit 10: Teaching vocabulary

1. Presenting vocabulary in context
2. Identification of semantic fields
3. Word families, antonyms, synonyms, etc.
4. Vocabulary review techniques

Unit 11: Teaching listening comprehension

1. Pre-listening activities: predicting from headlines, passage titles, images, guessing meaning, etc.
2. While listening: skimming, scanning
3. Post-listening: comments on the topic, parallel role-plays, etc.

Unit 12: Teaching speaking skills



1. Pre-communicative activities: games, controlled role-plays, etc.
2. Communicative activities: free role-plays, debates, contests
3. Social interaction activities: conversation

Unit 13: Teaching reading comprehension

1. Pre-reading tasks: predicting selected words from the text, guessing words from context activities, etc.
2. While reading: skimming, scanning, identifying text structure, summarizing, etc.
3. Intensive and extensive reading
4. Organizing a classroom library
5. Checking students' extensive reading

Unit 14: Teaching writing skills

1. Pre-writing: analysis of written discourse
2. Semi-controlled writing using graded models
3. Communicative writing: messages, diaries, letters
4. Writing a project

Unit 15: Lesson planning and programming

1. Cross-curricular vs. compulsory subjects



2. Principles of lesson planning
3. Setting lesson objectives
4. Structuring the lesson
5. Identification of materials and activities

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	5,00
Independent study and work	65,00
Preparation of lessons	0,00
Preparation for assessment activities	15,00
Resolution of case studies	5,00
Total hours	90,00

TEACHING METHODOLOGY

Students are encouraged to learn as autonomously as possible, acquiring the knowledge and skills targeted in each unit of the course book and in the additional material used in the classroom.

Your teacher will give you information on requisites relating to attendance at the beginning of the course.

EVALUATION

Assessment is made up of two parts:



a) Individual written examination	90%
b) Portfolio tasks / active participation in class.	10%
Total	100%

Students will be required to sit a written exam (part A). To pass the subject, students need to get at least 50% in part A. This assessment breakdown will be applied to both the first and the second call.

Only those students who attend class regularly can do part B (portfolio and class participation). Part B is not compulsory but if you get a low pass mark in part A and do not do part B, you may fail the whole subject. The mark for part B will be carried over to the second call.

These activities (part B) can only be done during the course and cannot be handed in for the second call. The mark for these activities (part B) is only counted if the student passes part A.

Assessment Criteria

Students will need to show that they have grasped the theoretical concepts that have been explained in class and in the reading material provided.

The ability to communicate at the C2 (CEFR level) is required to pass the course as a whole. Students whose communication (written and/or oral) displays errors that are not consistent with the above level will fail the module regardless of their performance related to the course contents.

Plagiarism will not be tolerated; it is a serious academic offence and any student who is found to have plagiarised will face serious consequences.

Intellectual honesty is vital to an academic community and for the fair evaluation of the student's work. All work submitted in this course must be originally authored by every student. No student shall engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV 108/2017.



Both in the exam and in practical exercises, correct spelling and grammar will be required. Each spelling, typographical, or expression error will result in a reduction of the grade obtained, which can lead to failure.

REFERENCES

- 10.1. General bibliography (Coursebook) CLAVEL-ARROITIA, B. 2012. *Second Language Acquisition and Teaching English as a Foreign Language*. Valencia: PUV.
- 10.2. Select bibliography: 10.2.1 SLA Bibliography ALCÓN-SOLER, E. & MARTÍNEZ-FLOR, A. (eds.) 2008. *Investigating Pragmatics in Foreign Language Learning, Teaching and Testing*. Clevedon, UK: Multilingual Matters. CADLIN, C.N. (ed.) 1987. *Principles and Practice in Second Language Acquisition*. Englewood Cliffs, N.J.: Prentice Hall. DECHERT, H.W. (ed.) 1990. *Current Trends in European Second Language Acquisition Research*. Clevedon: Multilingual Matters. DAY, R.R. (ed.) 1986. *Talking to Learn: Conversation in Second Language Acquisition*. Rowley, Mass.: Newbury House. ELLIS, R. 1994. *The Study of Second Language Acquisition*. Oxford: Oxford University Press. FINE, J. (ed.) 1988. *Second Language Discourse: A Textbook of Current Research*. Norwood, N.J. Ablex. FLOWERDEW, J. 2012. *Discourse in English Language Education*. Abingdon, UK: Routledge. FLOWERDEW, L. 2012. *Corpora and language education*. Palgrave Macmillan. GASS, S.M. & MADDEN, C.G. (eds.) 1985. *Input in Second Language Acquisition*. Rowley, Mass.: Newbury House. GASS, S.M. & SCHACHTER, J. (eds.) 1989. *Linguistic Perspectives on Second Language Acquisition*. Cambridge: Cambridge University Press. HALLIDAY, M. A. K., W. TEUBERT, C. YALLOP, A. ÈERMAKOVA & R. FAWCETT. 2004. *Lexicology and Corpus Linguistics. An Introduction*. London and New York: Continuum.
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- 10.2.2 Teaching English as a Foreign Language BACHMAN, L.F. 1989. *Fundamental Considerations in Testing*. London: Oxford University Press. BELL, R.T. 1981. *An Introduction to Applied Linguistics. Approaches and Methods in Language Teaching*. London: Batsford. BOWEN,



T. & MARKS, J. 1994. Inside Teaching. Heinemann. BROWN, G. & YULE, G. 1983. Teaching the Spoken Language: An Approach Based on the Analysis of Conversational English. Cambridge: Cambridge University Press. BROWN, H.D. 1994. Teaching by Principles: An Interactive Approach to Language Pedagogy. Hemel, Hempstead: Prentice Hall. BRUMFIT, C. 1986. The Practice of Communicative Teaching. Oxford: Pergamon Press. COOK, V. 1991. Second Language Learning and Language Teaching. London: Edward Arnold. EDGE, J. 1993. Essentials of English Language Teaching. London: Longman. HARMER, J. 1990. The Practice of English Language Teaching. London: Longman. McCARTHY, M. 1991. Discourse Analysis for Language Teachers. Cambridge: Cambridge University Press. ODLIN, T. (ed.) 1994. Perspectives on Pedagogical Grammar. Cambridge: Cambridge University Press.

- RICHARDS, J. & RODGERS, T. 2001. 2n ed. Approaches and methods to Language Teaching: A Description and Analysis. Cambridge: Cambridge University Press. RODGERS, T. S. 2009. The methodology of foreign language teaching. In K. Knapp & B. Seidlhofer (eds) Handbook of Foreign Language Communication and Learning. Berlin, New York: Mouton de Gruyter, 341-372. SHARMA, P. & BARRET, B. 2007. Blended Learning. Oxford: Macmillan STERN, H.H. 1983. Fundamental Concepts of Language Teaching. Oxford: Oxford University Press. TEJADA-MOLINA, G., M. L. PÉREZ-CAÑADO & G. LUQUE-AGULLÓ. 2005. Current approaches and teaching methods. Bilingual programmes. In D. Madrid, N. McLaren & A. Bueno (eds) TEFL in Secondary Education. Granada: Editorial Universidad de Granada, 155-209. THORNBURY, S. 2011. Language Teaching Methodology. In James Simpson (ed.) Routledge Handbook of Applied Linguistics. New York: Routledge, 185-199. UR, P. 199. A Course in Language Teaching. Cambridge: Cambridge University Press. WHITE, R. 1988. The ELT Curriculum: Design, Innovation and Management. Oxford: Basil Blackwell.