

TEXTOS DOCENTS

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ADQUISICIÓ DE L'ANGLÈS COM A SEGONA LLENGUA

M^a Luz Celaya

Departament de Filologia Anglesa i Alemanya

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PROLOGUE

"Adquisició de l'anglès com a segona llengua I i II" are two of the subjects in the field "English Applied Linguistics" (see "Guia de l'estudiant" for other subjects in this area). This field was included in the Department programme to offer students a wide range of subjects which could prepare them for their professional life. "Adquisició" was taught in 1994-95 for the first time and it was then that the need for teaching material that could facilitate both the study and the research in Second Language Acquisition (SLA) became evident. Thanks to the grant offered by the Gabinet d'Avaluació i Innovació Universitària de la Universitat de Barcelona this "text-guia" began to take form and was completed after two terms of teaching and trying out ideas in class. The text, therefore, benefited from the experience that teaching a subject always implies and from the comments and ideas put forward by the students.

In 1999 Dr Carme Muñoz coordinated the text-guia *Second Language Acquisition Workbook*, a collection of problems on language acquisition, with Dr Celaya and Dr Rodríguez as co-authors. This workbook allows students to analyse real examples and reflect upon most of the issues presented in "Adquisició".

THE COURSE

1. ADQUISICIÓ DE LLENGÜES

1.1. The subject and the field

"Adquisició de l'anglès com a segona llengua I i II" are two of the subjects offered within English Applied Linguistics. Subjects from this area were offered for the first time in our Department with the New Plan in 1994-95 as an answer to the need of adapting university studies to professional demands.

"Adquisició de l'anglès com a segona llengua" focuses on the acquisition of English as a second / foreign language, after an introduction to the acquisition of English as a first language. Among all the perspectives available, it was thought that focusing on SLA was the best option to choose if we wanted to match students' expectations and needs, due to the close relationship between this orientation and their reality.

1.2. Relation with other subjects in the Department

It is assumed that previous knowledge of compulsory subjects includes "Llengua anglesa I", "Llengua anglesa II", "Gramàtica descriptiva de l'anglès I" and "Lingüística aplicada anglesa".

2. GENERAL OBJECTIVES

Teaching the most relevant concepts about the acquisition of English as a second language and studying in detail specific aspects about the acquisition of English in a foreign language learning context as well as basic notions of research in the field of SLA.

A review of the most outstanding material will be carried out both in class by the teacher and as assignment by the students.

3. METHODOLOGY

The teacher will assume a leading role in the presentation of the contents but discussion and participation are foremost. Students are expected to work on their own, both individually and in teams and groups and present their own research project in class.

4. ASSESSMENT

The following tasks will be taken into account for assessment:

- Research carried out in teams.
- Class presentations of readings, research, topics for discussion, ...
- Participation in class.
- Final exam. The exam covers the contents of the course both from a theoretical and a practical point of view (see models of exam questions at the end of this text).

5. BIBLIOGRAPHY

The compulsory textbooks are:

LIGHTBOWN, P.M. & N. SPADA. 1999. *How Languages are Learned (Revised Edition)*. Oxford: Oxford University Press, 2000.

MUÑOZ, C., M.L. CELAYA & F. RODRÍGUEZ. 1999. *Second Language Acquisition Workbook*. Barcelona: Edicions de la Universitat de Barcelona.

Several other readings will be recommended for each of the units.

6. CLASS MATERIAL

- This "text-guia" + coursebooks + recommended readings
- Tape-recordings
- Video "Talking in a Second Language" coordinated by C. Muñoz

7. TEXT-GUIA

This text contains 12 units and a glossary of the most relevant terms that appear in the course. At the end, several exam questions have been included as a guide for the final exam.

Each of the units is presented in the following way:

. Table of contents: detailed table of contents, expanded from the table at the beginning of the “text-guia”.

. Teaching objectives: pedagogical objectives, not contents, that are expected to be achieved at the end of each unit.

. Contents: a brief summary of the contents that shall be presented in class.

. Recommended bibliography: books, pages or chapters from books and articles for further study taking into account the students' level. Both seminal works and recent ones are included in the references.

. Tasks: activities to be done in class, as homework or as further work. The tasks are mainly practical but there are also some theoretical tasks.

UNIT 0: INTRODUCTION

TABLE OF CONTENTS

1. An introduction to the contents of the course

2. General guidelines about the class

2.1. Methodology

2.2. Research by the students

3. Bibliography

3.1. The bibliography for the course. Textbooks and recommended readings. Main journals

3.2. Libraries with SLA material

3.3. How to display a bibliography

TEACHING OBJECTIVES

- Introducing the subject.
- Fomenting participation and class discussion.
- Becoming aware of empirical research.
- Getting familiar with libraries and SLA material (books, journals, bibliographical references).

CONTENTS

1. AN INTRODUCTION TO THE CONTENTS OF THE COURSE

This course covers the main aspects of SLA, with special reference to English as a second / foreign language. As can be seen in the table of contents at the beginning of this text there is a wide range of topics which covers the main aspects of SLA and offers the necessary guidelines to those students who need or wish to acquire a deeper knowledge of any of the areas in the future.

2. GENERAL GUIDELINES ABOUT THE CLASS

2.1. Methodology

The teacher explains the contents of the subject and also guides students when they have to work on their own. Class participation and discussion are required. Students bring their ideas and their own experience of foreign language learning to the class.

2.2. Research by the students

Students are required to carry out a piece of research, preferably empirical. Guidelines to take into account:

- . Area of study
- . Bibliography
- . Hypothesis
- . The subjects
- . The material
- . Analysis of results and discussion

3. BIBLIOGRAPHY

3.1. The bibliography for the course. Textbooks and recommended readings. Main journals

General comments on coursebooks and SLA material available in Barcelona.

3.2. Libraries with SLA material / Electronic access

Information on libraries with SLA material in Barcelona. How to find a book or an article in a journal. Access via electronic means.

3.3. How to display a bibliography

Main rules about the display of a bibliography both to facilitate access to references in libraries and journals and to be able to write a bibliography.

RECOMMENDED BIBLIOGRAPHY

ALCARAZ, E. 1990. *3 Paradigmas de la Investigación Lingüística*. Alcoy: Editorial Marfil.

TASKS

1. Analysis of a sample from an SLA bibliography.
2. Read chapter 9 in Alcaraz (1990). Discussion in class.
3. Write an invented bibliography following the norms that have been explained in class.

UNIT 1: APPLIED LINGUISTICS AND SECOND LANGUAGE ACQUISITION

TABLE OF CONTENTS

1. What is applied linguistics (AL)? A historical introduction

- 1.1. Linguistics and Applied Linguistics
- 1.2. The term "applied"
- 1.3. AILA. AESLA

2. The two main orientations of AL

- 2.1. Applications of linguistics
- 2.2. Intersections with other areas

3. Subfields in AL

- 3.1. The beginnings
- 3.2. 1975 and 1996
- 3.3. 2000

4. AL and Second Language Acquisition (SLA)

- 4.1. Definition of SLA. SLA and related areas
- 4.2. SLA in our course

TEACHING OBJECTIVES

- Delimiting the scope of study of the course.
- Defining SLA and its relationship with other areas.
- Distinguishing applications from non-applications of linguistics.

CONTENTS

1. WHAT IS APPLIED LINGUISTICS (AL)? A HISTORICAL INTRODUCTION

1.1. Linguistics and Applied Linguistics

AL has been defined as "the study of language and linguistics in relation to practical problems" (Richards, Platt & Weber 1985: 15).

1.2. The term "applied"

The term "applied" must not be taken as a synonym of "practical". As a scientific field, AL can also be theoretically-oriented.

1.3. AILA. AESLA

We shall see in this section the beginnings of AL with the creation of AILA (International Association of Applied Linguistics); reference will be made to other European associations, the Spanish AESLA (Asociación Española de Lingüística Aplicada) among them.

2. THE TWO MAIN ORIENTATIONS OF AL

2.1. Applications of linguistics

Two main orientations of AL are usually distinguished in the literature: applications and intersections. The former represents the strictest interpretation of the term, that is, the use of linguistic knowledge to solve problems of a linguistic nature

2.2 Intersections with other areas

"Intersections" implies the relationship between linguistics and other related areas, which gives way to new fields of study, e.g. linguistics + psychology = psycholinguistics.

3. SUBFIELDS IN AL

In this section an overall view of the areas in AL will be offered from a historical perspective. We shall thus be able to appreciate the evolution in this field, both from a qualitative and a quantitative perspective.

3.1. The beginnings

Three subfields in the first AILA conference: translation, teaching and the state of SLA research in Europe.

3.2. 1975 and 1996

Sections in the AILA conferences with a predominance of teaching.

3.3. 2000

About the 2000 EUROSALA conference.

4. AL AND SECOND LANGUAGE ACQUISITION (SLA)

4.1. Definition of SLA. SLA and related areas

Definition of SLA with special reference to the relationship between SLA and other areas of enquiry.

4.2. SLA in our course

The concept will be narrowed for the purposes of the course, which focuses on the acquisition of English as a second / foreign language.

RECOMMENDED BIBLIOGRAPHY

BAHNS, J. 1990. "Consultant, not initiator: the role of the applied SLA researcher." *ELT Journal* 44, 2: 110-116.

CABRÉ, M. T. & L. PAYRATÓ. 1990. "La lingüística aplicada avui." En CABRÉ, M. T. ET AL. *La Lingüística Aplicada Avui*. Barcelona: Fundació Caixa de Pensions - Publicacions Universitat de Barcelona.

EBNETER, T. 1976. *Angewandte Linguistik 1 und 2. Eine Einführung*. München: Wilhelm Fink Verlag. Traducción española: *Lingüística Aplicada*. Madrid: Gredos, 1982.

GASS, S. M. 1993. "Second language acquisition: past, present and future." *Second Language Research* 9, 2: 99-117.

LARSEN-FREEMAN, D. & M. H. LONG. 1991. *An Introduction to Second Language Acquisition Research*. London and New York: Longman, 1992. Ch. 1.

PAYRATÓ, L. 1998. *De profesión, lingüista*. Barcelona: Ariel.

RICHARDS, J., J. PLATT & H. WEBER. 1985. *Longman Dictionary of Applied Linguistics*. Harlow, Essex: Longman.

SCHACHTER, J. 1993. "Second language acquisition: perceptions and possibilities." *Second Language Research* 9, 2: 173-187.

SLAMA-CAZACU, T. 1984. *Linguistique Appliquée: une Introduction*. Brescia: La Scuola.

TASKS

1. Comparison of programmes of AILA / AESLA conferences over the years to see the evolution in the field.
2. A list of areas of research / activities will be provided to discuss which of them lie within the field of AL and which of them do not.