

Syllabus

Subject

Subject / Group	11184 - Language Acquisition in Multilingual Contexts / 1
Degree	Master's Degree in Modern Languages and Literatures
Credits	5
Period	First semester
Language of instruction	Spanish

Lecturers

Office hours for students

Lecturer	Starting time	Finishing time	Day	Start date	End date	Office / Building
Maria Juan Garau maria.juan@uib.es	15:30	16:15	Wednesday	10/09/2018	15/07/2019	8, Beatriu de Pinós

Context

'Language Acquisition in Multilingual Contexts' is one of the elective subjects that students may take as part of the Theoretical and Applied Linguistics Pathway on the Master's in Modern Languages and Literatures. The subject introduces the concepts of bilingualism and multilingualism linked to expanding globalisation where the co-existence and alternation of languages are more rule than exception. Several multilingual education models are analysed, as well as the multilingual policies that underpin them, in addition to their influence on second and subsequent language acquisition. In order for students to be able to formulate their own study proposals, examples of research done in different learning contexts are critically analysed, such as traditional formal education, content and language integrated learning, or stays in countries where the target language is spoken.

Requirements

There are no essential requirements for taking this subject. Nonetheless, students are recommended to have taken general linguistics subjects previously and, more specifically, language acquisition and learning subjects such as elective 21838 'Acquisition of English as a Foreign Language' on the Degree in English Studies (UIB). They are also recommended to have sufficient knowledge of English to be able to read scientific documents in this language.

Skills

Syllabus

Specific

- * 1. The ability to find and handle specialised bibliographical resources in/on philology either in the field of literature or linguistics. 11. The ability to propose working research hypotheses into the topics included in the Master's programme, using methodological resources from different contemporary linguistic or literary theories. 4. Knowledge of the state of play in specialised studies across the different disciplines within philology. 5. Developing a critical ability to evaluate different scientific contributions in the research fields inherent to the Master's programme.

Generic

- * 3. The ability to locate, understand and interpret specialised information in a specific field of study in philology. 6. The ability to identify problems linked to the knowledge acquired and to recognise possible areas of research in the discipline. 11. Students should know how to apply the knowledge acquired and their problem-solving abilities in new or relatively unknown settings within wider or multidisciplinary contexts related to their area of study. 12. Students should have learning skills that enable ongoing training which shall mostly be self-managed or independent.

Basic

- * The core skills students must attain at the end of the Master's can be viewed at the following link: http://estudis.uib.cat/master/comp_basiques

Content

The subject shall be developed around five broad topics—each different yet interconnected—and whose specific content shall be explained throughout the course.

Theory content

1. Bilingualism and multilingualism
2. Research into second and subsequent language acquisition
3. Stays in countries where the target language is spoken
4. Content and language integrated learning
5. Second and subsequent language acquisition

Teaching Methodology

The course methodology is highly participatory and collaborative. Students will be encouraged to be fully involved in their own learning process throughout the different in-class and distance learning activities: demonstrating independence and the ability to learn 'from' and 'with' the rest of the group.

Syllabus

Volume

The work volume for the subject is spread across in-class and distance work activities that are set out below.

In-class work activities (1 credit, 25 hours)

Format	Name	Group Type	Description	Hours
Theory classes		Large group (G)	The course methodology is highly participatory and collaborative. Students will be encouraged to be fully involved in their own learning process throughout the different in-class and distance learning activities: demonstrating independence and the ability to learn 'from' and 'with' the rest of the group.	12
Practical classes		Medium group (M)	These sessions (0.28 ECTS credits) shall resolve practical problems and exercises based on the reading material for the course and the content of the masterclasses. Students shall also present their research project and discuss it with the lecturer and classmates.	7
ECTS Tutorials		Small group (P)	Students will be able to resolve specific doubts about the course, either individually or in a small group, during the tutorials (0.16 ECTS credits). They may also speak to the lecturer about developing their own research project.	4
Assessment		Large group (G)	Assessment hours (0.08 ECTS credits) shall be given over to a written test on the different content of the course. There will also be a self-assessment component for course learning and assessment.	2

Students will be provided with the subject schedule on the UIBdigital platform at the start of the semester. As a minimum, this schedule shall include the dates for the continuous assessment tests and for submission of work. In addition, the lecturer shall notify students as to whether the subject work plan shall be undertaken as per the schedule or via another method, including the Aula Digital platform.

Distance work activities (4 credits, 100 hours)

Format	Name	Description	Hours
Individual self-study and work		Students' individual self-study and work shall be worth 2.4 ECTS credits. Study hours shall be dedicated to preparing assessment tests. Individual work hours shall be used to prepare work, do supplementary reading for the course content, collect data, undertake online tutorials or check the subject website via the Aula Digital platform (e.g. click on recommended links, undertake self-assessment exercises, look at presentations, etc.).	60



Syllabus

Format	Name	Description	Hours
Independent group work		Students' independent group study and work shall be worth 1.6 ECTS credits. It shall mainly be used to undertake joint activities via the Aula Digital platform (e.g. participating in opinion fora on a specific topic based on course reading material), preparing presentations and practical exercises.	40

Specific hazards and protection measures

The learning activities of this subject do not entail specific health and safety hazards for students. There is, therefore, no need for special protection measures.

Student learning assessment

The subject includes two assessment pathways. Pathway A is designed for those who can regularly attend class activities and submit the assigned tasks within the set deadline. Pathway B is designed for those who cannot commit to regularly attending sessions and submitting periodic tasks. Students can decide at the start of the course which pathway best suits their circumstances and notify the lecturer via a learning contract signed and submitted during the second week of the course. Those who do not submit the contract shall be allocated to assessment pathway B by default.

Fraud in assessment components

In accordance with article 33 of the Academic Regulations, 'regardless of the disciplinary procedure that may be taken against the guilty student, clear falsification of any assessment component included in the subject course guides shall, as per the lecturer's evaluation, lead to a deduction in the student's mark which could include a '0 fail' mark in the annual subject assessment'.



Syllabus

Theory classes

Format	Theory classes
Technique	Observation techniques (non-recoverable)
Description	The course methodology is highly participatory and collaborative. Students will be encouraged to be fully involved in their own learning process throughout the different in-class and distance learning activities: demonstrating independence and the ability to learn 'from' and 'with' the rest of the group.
Assessment criteria	Active regular participation
Percentage of final mark:	5% for pathway A
Percentage of final mark:	0% for pathway B

Practical classes

Format	Practical classes
Technique	Performance tests of real or dummy tasks (non-recoverable)
Description	These sessions (0.28 ECTS credits) shall resolve practical problems and exercises based on the reading material for the course and the content of the masterclasses. Students shall also present their research project and discuss it with the lecturer and classmates.
Assessment criteria	Suitability of responses (comprehension and in-depth knowledge of the course content, level of tasks completed); clarity in presentations; argumentative skills; ability to summarise; use of audiovisual elements; correct language, and the ability to capture and hold the group's interest.
Percentage of final mark:	15% for pathway A
Percentage of final mark:	0% for pathway B

Assessment

Format	Assessment
Technique	Long-answer tests, discursive (recoverable)
Description	The assessment hours (0.08 ECTS credits) shall be given over to sitting a written test on the different content covered by the course. There will also be a self-assessment component for course learning and assessment.
Assessment criteria	Suitability of responses (comprehension and in-depth knowledge of the course content, level of tasks completed); clarity in presentations; argumentative skills and correct language.
Percentage of final mark:	50% for pathway A
Percentage of final mark:	50% for pathway B

Individual self-study and work

Format	Individual self-study and work
Technique	Work and projects (recoverable)
Description	Students' individual self-study and work shall be worth 2.4 ECTS credits. Study hours shall be dedicated to preparing assessment tests. Self-study hours shall be given over to preparing work, doing supplementary reading for the course, collecting data, undertaking online tutorials or checking the subject website via the Aula Digital platform (e.g. clicking recommended links, doing self-assessment exercises, looking at presentations, etc.).
Assessment criteria	Content quality; clarity in presentation and correct language; following the guidelines provided; critical evaluation of resources, and presentation

Syllabus

Percentage of final mark: 25% for pathway A

Percentage of final mark: 40% for pathway B

Independent group work

Format	Independent group work
Technique	Work and projects (recoverable)
Description	Students' independent group study and work shall be worth 1.6 ECTS credits. It shall mainly be used to undertake joint activities via the Aula Digital platform (e.g. participating in opinion fora on a specific topic based on course reading material), preparing presentations and practical exercises.
Assessment criteria	Quality of interventions in fora and other joint activities, often done via the Aula Digital platform.

Percentage of final mark: 5% for pathway A

Percentage of final mark: 10% for pathway B

Resources, bibliography and supplementary documentation

Students will be provided with access to a dossier of readings for the course, as well as a more extensive list of resources. Some of the basic and supplementary bibliography to prepare for the course is listed below.

Basic bibliography

- Coyle, D., Hood, P., & Marsh, D. 2010. Content and language integrated learning. Cambridge: Cambridge University Press.
- Gass, S.M., & Selinker, L. 2008. Second language acquisition. An introductory course (3rd ed.). Abingdon: Routledge.
- Housen, A., Kuiken, F., & Vedder, I. 2012. Dimensions of L2 performance and proficiency. Complexity, accuracy and fluency in SLA. Amsterdam: John Benjamins.
- Juan-Garau, M. & Salazar-Noguera, J. 2015. Content-based Language Learning in Multilingual Educational Environments. Dordrecht: Springer.
- Kinginger, C. 2009. Language learning and study abroad. A critical reading of research. Basingstoke: Palgrave Macmillan.
- Ortega, L. 2009. Understanding second language acquisition. London: Hodder Education.
- Pérez-Vidal, C., Juan-Garau, M., & Bel, A. (Eds.). 2008. A portrait of the young in the new multilingual Spain. Clevedon: Multilingual Matters.

Supplementary bibliography

- Auer, P., & Wei, L. (Eds.). 2009. Handbook of multilingualism and multilingual communication. Berlin: Mouton de Gruyter.
- Gabrys-Barker, D., & Bielska, J. (Eds.). 2013. The affective dimension in second language acquisition. Bristol: Multilingual Matters.
- García Mayo, P., Gutiérrez Mangado, M.J., & Martínez Adrián, M. 2013. Contemporary approaches to second language acquisition. Amsterdam: John Benjamins.

Other resources

To be provided at the start of the course.

