

**FITXA IDENTIFICATIVA****Dades de l'Assignatura**

Codi	35348
Nom	Adquisició i ensenyament de l'anglès com a llengua estrangera
Cicle	Grau
Crèdits ECTS	6.0
Curs acadèmic	2018 - 2019

Titulació/titulacions

Titulació	Centre	Curs	Període
1000 - G.Estudis Anglesos	Facultat de Filologia, Traducció i Comunicació	4	Segon quadrimestre

Matèries

Titulació	Matèria	Caràcter
1000 - G.Estudis Anglesos	5 - Lingüística de la Lengua Inglesa	Obligatòria

Coordinació

Nom	Departament
CLAVEL ARROITIA, BEGOÑA	155 - Filologia Anglesa i Alemanya

RESUM

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.

CONEIXEMENTS PREVIS**Relació amb altres assignatures de la mateixa titulació**

No heu especificat les restriccions de matrícula amb altres assignatures del pla d'estudis.



Altres tipus de requisits

Students should have successfully completed English Language 6. We recommend a C1+ level.

COMPETÈNCIES

1000 - G.Estudis Anglesos

- Que els estudiants sàpien aplicar els seus coneixements al seu treball o vocació d'una forma professional i posseïsquen les competències que solen demostrar-se per mitjà de l'elaboració i defensa d'arguments i la resolució de problemes dins de la seua àrea d'estudi.
- Treballar i aprendre de manera autònoma i planificar i gestionar el temps de treball.
- Demostrar una competència comunicativa i social en llengua anglesa (comprensió i expressió oral i escrita, interacció comunicativa i mediació, inclosa la correcció gramatical i estilística).
- Descriure els mecanismes de l'adquisició d'una segona llengua i aplicar estratègies i recursos d'ensenyament i aprenentatge de l'estudi de la llengua i literatura angleses, incloent l'anglès per a fins específiques.
- Conèixer i aplicar corrents i metodologies de la lingüística.

RESULTATS DE L'APRENTATGE

On successful completion of this course, students will be able to:

- explain in English concepts, theories and phenomena related to the second language acquisition
- defend their point of view in issues related to the acquisition and teaching of the English language
- use IT tools and resources in the study of the acquisition and teaching of the English language
- express ideas and concepts to a specialists and a non-specialists by using concise language and illustrate them with appropriate examples
- show how the study of English language and literature can be applied to the field of teaching.
- explain the connection between linguistics and teaching methodology

DESCRIPCIÓ DE CONTINGUTS

1. PART I. SECOND LANGUAGE ACQUISITION Introduction. What is meant by Second Language Acquisition?



2. Child Language Acquisition

3. Second Language Acquisition

4. Factors which influence SLA I: The linguistic environment for SLA

5. Factors which influence SLA II: Explanation for differential success among language learners

6. Theories in SLA

7. Corpus Linguistics and its application to Second Language Acquisition and Teaching

8. PART II. TEACHING ENGLISH AS A FOREIGN LANGUAGE: Approaches to TESOL

9. Teaching the receptive skills

10. Teaching the productive skills

11. Teaching grammar and vocabulary

12. Lesson planning and programming

**VOLUM DE TREBALL**

ACTIVITAT	Hores	% Presencial
Classes de teoria	60,00	100
Elaboració de treballs en grup	5,00	0
Estudi i treball autònom	65,00	0
Preparació d'activitats d'avaluació	10,00	0
Resolució de casos pràctics	5,00	0
Resolució de qüestionaris on-line	5,00	0
TOTAL	150,00	

METODOLOGIA DOCENT

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.

AVALUACIÓ

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. 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, and the mark for the 10% of 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.

Communicative competence in English at the C1 level (CEFR) will be taken into account.

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

REFERÈNCIES

Bàsiques

- 10.1. General bibliography (Coursebook)
CLAVEL-ARROITIA, B. 2012. Second Language Acquisition and Teaching English as a Foreign Language. Valencia: PUV.

Complementàries

- 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.
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 - HALLIDAY, M. A. K., W. TEUBERT, C. YALLOP, A. ÈERMAKOVA & R. FAWCETT. 2004. Lexicology and Corpus Linguistics. An Introduction. London and New York: Continuum.



- KLEIN, W. 1986. *Second Language Acquisition*. Cambridge: Cambridge University Press.
- LARSEN-FREEMAN, D. & LONG, M.H. 1991. *An Introduction to Second Language Acquisition Research*. London: Longman.
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- McLAUGHLIN, B. 1987. *Theories of Second Language Learning*. London: Edward Arnold.
- NUNAN, D. 1992. *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- ORTEGA, L. 2007. *Understanding Second Language Acquisition*. London: Hodder Arnold.
- PÉREZ CAÑADO, M. L. 2011. The Effects of CLIL within the APPP: Lessons Learned and Ways Forward. In R. Crespo & A. García de Sola (eds.) *Studies in Honour of Ángeles Linde López*. Granada: Universidad de Granada, 389-406.
- SAVILLE-TROIKE, M. 2006. *Introducing Second Language Acquisition*. New York: Cambridge University Press.
- SCARCELLA, R.C., ANDERSEN, E.S. & KRASHEN, S.D. (eds.) 1990. *Developing Communicative Competence in a Second Language*. New York: Newbury House.
- SELINKER, L. 1992. *Rediscovering Interlanguage*. London: Longman.
- SKEHAN, P. 1989. *Individual Differences in Second Language Learning*. London: Edward Arnold.
- TARONE, E. 1988. *Variation in Interlanguage*. London: Edward Arnold.
- TOGNINI-BONELLI, E. 2004. Working with corpora: issues and insights. In C. Coffin, A. Hewings & K. O'Lalloran (eds) *Applying English Grammar: Functional and Corpus Approaches*. London: Arnold, 11-24.
- 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.
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- 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.

