

**COURSE DATA****Data Subject**

<b>Code</b>	44241
<b>Name</b>	Second language acquisition: Current theories and their application
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2019 - 2020

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2196 - M.D. in Advanced English Studies	Faculty of Philology, Translation and Communication	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2196 - M.D. in Advanced English Studies	18 - Second language acquisition: current theories and their application	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
CLAVEL ARROITIA, BEGOÑA	155 - English and German

**SUMMARY**

This subject aims to provide students with a detailed, and up-to-date vision of the different theories relating to the learning and teaching of a foreign language with special emphasis on the English language. Some of the most relevant theories about the acquisition of second languages will be reviewed in order to provide a theoretical foundation which will allow students to reflect on the learning process and at the same time prepare them so that they will be in a position to incorporate some of the most important concepts in their own teaching practice. In addition, the subject includes a description and analysis of the most relevant affective factors which are involved in the learning process: age, motivation, intelligence (Multiple Intelligence Theory), aptitude, etc.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

## OUTCOMES

### 2196 - M.D. in Advanced English Studies

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.
- Ability to present and defend a research project within the field of English Studies using appropriate terminology and resources.
- Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.
- Ability to interpret and analyze texts that represent the linguistic and cultural diversity of contemporary English-speaking societies. Students should be able to reflect on their significance, considering their sociolinguistic, historical, political, and cultural contexts, as well as the impact of globalization on culture, within the field of English Studies.
- Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.
- Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.
- Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

## LEARNING OUTCOMES

To be aware of the main theories of second language acquisition.



To be familiar with the main concepts which define the learning of a foreign language.

To be able to recognise the main affective factors which influence the learning of languages.

To be able to incorporate knowledge of these factors into her or his teaching practice.

To be able to develop her or his knowledge and ability to resolve problems related with theories about the acquisition of English.

To be able to develop her or his knowledge and ability to resolve problems related with the main affective factors involved in said process.

To develop the ability to recognise the main processes of language acquisition in her or his own learning and reflect on these processes.

## DESCRIPTION OF CONTENTS

### 1. Second language acquisition theories

In this unit I will review some of the most relevant theories about the acquisition of second languages in order to provide a theoretical foundation which will allow students to reflect on the language learning process. I include the classical theories on second language acquisition in the context of the so-called nativist, environmentalist and interactionist frameworks and also more recent theories based on psycholinguistic processes and information processing.

### 2. Affective factors in the process of language learning and acquisition

This unit includes a description and analysis of the most relevant affective variables which are involved in the learning process: age, motivation, intelligence, aptitude, etc. We analyze them and observe how they can affect, in turn, the teaching process. Some of these aspects will be studied in more depth, as for instance the age factor, in order for students to learn how to incorporate them in their methodology and when planning their lessons.

### 3. Language teaching methodologies

In this unit we take a close look at the most important methodologies in the teaching of second languages in order to prepare our students to incorporate some of the most important concepts in their teaching practice. We offer a historical review of some of the most influential methodological approaches and we analyse some of the most recent methodologies applied to the teaching of English as a foreign language.

**4. Practical and methodological applications in the teaching of second languages: technological advances and the implementation of new technologies**

In this unit we learn how some of the most recently implemented technological advances can be incorporated in the teaching of languages and how they can enhance the teaching/learning process. Blended-learning methodology will be the main approach dealt with in this unit. We will also analyze some practical examples of the use of ICTs in the classroom and some specific tools.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	24,00	100
Attendance at events and external activities	5,00	0
Development of individual work	5,00	0
Study and independent work	8,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	10,00	0
Preparation of practical classes and problem	6,00	0
Resolution of case studies	7,00	0
<b>TOTAL</b>	<b>75,00</b>	

**TEACHING METHODOLOGY**

The teaching methodology will be based upon the following aspects:

TM1\_ Introduction of theoretical content through lectures, with IT support where relevant

TM2\_Pair or group work

TM3\_ Set readings (autonomous reading or with classroom discussion, selecting relevant information, relating concepts, studying, completing work sheets, writing outlines or summaries)

TM4\_Oral presentation of set readings, oral or written summaries

TM5\_Theoretical and practical problem solving (exercises, compilation of data for analysis, analysis of written, oral, audiovisual, digital and/or multimodal texts from different genres)



## EVALUATION

Assessment breakdown for first and second call. Assessment will be made up of 3 parts:

- Assessment of class attendance and active participation (20%)
- Assessment of competences through written and/or oral tests (50%)
- Assessment of competences through written and/or oral projects (30%)

The mark for the 20% of part A (class attendance and participation) will be carried over to the second call.

## REFERENCES

### Basic

- SAVILLE-TROIKE, M. (2006) *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.
- LARSEN-FREEMAN, D. & LONG, M. H. (1991) *An introduction to second language acquisition research*. Harlow: Longman.
- ELLIS, Rod (1994) *The study of second language acquisition*. Oxford: Oxford University Press.

### Additional

- CLAVEL-ARROITIA, B. (2012) *Second Language Acquisition and teaching of English as a Foreign Language*. València: Publicacions de la Universitat de València.
- RICHARDS, J. C. (1991) *The context of language teaching*. Cambridge: Cambridge 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.
- AHRENHOLZ, Bernt y OOMEN-WELKE, Ingelore (2008) *Deutsch als zweitsprache*. Hohengehren: Schneider.
- BAKHTINE, Mikhail (1984) *Esthétique de la création verbale*. Gallimard: Paris.
- BEACCO, Jean-Claude et al. (2007) *L'approche par compétences dans l'enseignement des langues: Enseigner à partir du Cadre européen commun de référence pour les langues*. Paris: DIDIER.
- BOUQUET, Simon (2001) *Théories linguistiques et enseignement du français aux non francophones*. Paris. CLE International.
- BRONCKART, Jean-Paul et al. (2005) *Repenser l'enseignement des langues: comment identifier et exploiter les compétences*. Villeneuve de l'Ascq: Septentrion.





- CARTER, Ronald y NUNAN, David (2001) The Cambridge guide to teaching english to speakers of other languages. Cambridge: Cambridge University Press.
- CELCE-MURCIA, Marianne (2001) Teaching English as a Second or Foreign Language. Boston: Heinle & Heinle.
- CUQ, Jean-Pierre (2003) Dictionnaire de didactique de français langue étrangère et seconde. Paris: CLE.
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- DEKEYSER, R. (2007). Practice in a second language: perspectives from Applied Linguistics and Cognitive Psychology. Cambridge: Cambridge University Press.
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  - FALARDEAU, Eric et al. (2007) La didactique du français. Les voies actuelles de la recherche. Québec: Pul.
  - HELBIG, Gerhard et al. (2001) Deutsch als Fremdsprache: ein internationales handbuch. Berlin: Walter de Gruyter.
  - HUNEKE, Hans-Werner y STEINIG, Wolfgang (2007) Sprachdidaktik Deutsch: eine einföhrung. Berlin: Erich Schmidt.
  - KRASHEN, Stephen (1987) Principles and practice in second language acquisition. Oxford: Pergamon Press.
  - MCLAREN, Neyl et al. (eds.) (2005) TEFL in Secondary Education. Granada: Editorial Universidad de Granada.
  - NUNAN, David (1999) Second language teaching and learning. Boston: Heinle & Heinle.
  - NUSSBAUM, Luci et al. (2001) Didáctica de las lenguas extranjeras en la Educación Secundaria Obligatoria. Madrid: Síntesis.
  - LANTOLF, James (ed.). (2000) Sociocultural theory and second language learning. Oxford: Oxford University Press.
  - LARSEN-FREEMAN, Diane y LONG, Michael H. (1991) An introduction to second language acquisition research. Harlow: Longman.
  - LIGHTBOWN, Patsy y SPADA, Nina (2000) How languages are learned. Oxford: Oxford University Press.
  - LLOBERA, Miquel (coord.) (2000) Competencia comunicativa: documentos básicos en la enseñanza de lenguas extranjeras. Madrid: Edelsa.
  - POPP, Heidrun (ed.) (1995) Deutsch als Fremdsprache: an den Quellen eines Faches. München: Iudicium.



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- RÖSLER, Dietmar (1994) Deutsch als Fremdsprache. Stuttgart: Metzler.
- SAVIGNON, Sandra J. (1997) Communicative competence: theory and classroom practice. New York: McGraw-Hill.
- TAGLIANTE, Christine (2008) La classe de langue. Paris: CLE International.
- TODOROV, Tzvetane (1981) M. Bakhtine, le principe dialogique. Paris: Seuil.
- UR, Penny (2000) A course in language teaching: practice and theory. Cambridge: Cambridge University Press.
- VANPATTEN, Bill y WILLIAMS, Jessica (2007) Theories in second language acquisition : an introduction. Mahwah : Lawrence Erlbaum.

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **1. Contents**

The contents initially included in the teaching guide will be maintained

The activities planned for the continuous assessment of the students will continue with the planned sequencing and timing. The percentage for the portfolio as reflected in the teaching guide remains the same as does the percentage allotted to the final exam.

### **2. Workload and long-term programming**

The weight of the different activities that make up the workload in ECTS credits reflected in the original teaching guide will remain the same.

### **3. Teaching Methodology**

1. Materials uploaded to Aula Virtual
3. BBC Synchronous Video Conference
5. Narrated power point presentations



10. Meetings with students on the videoconferencing platform

12. Exchange of emails and the use of the Forum in Aula Virtual

Students are provided with teaching materials consisting of power point presentations, videos, questionnaires, and other types of materials along with guides to help them work with the materials in each one of the units. These materials are uploaded weekly following the academic planner provided at the beginning of the course.

Narrated power point presentations are uploaded for each one of the units and this gives students the opportunity to ask questions via email after watching each one; the students are required to work with the materials corresponding to each week –according to the original schedule; emails are checked and answered daily. They also have to send the teacher the tasks required for each one of the units on a weekly basis. At the end of the course there will be a videoconference session to review the contents of the course so students can ask questions.

#### **4. Assessment**

The percentage given to each part of the assessment in the teaching guide remains the same.

20% of the evaluation, devoted to class attendance and participation, is maintained, but it has been adapted to the new circumstances. Students have to write a summary of each one of the narrated power point presentations, watch a series of videos and answer the corresponding questionnaires, write a short text including their reflection on particular topics included in the units, carry out the activities in the assigned book chapter, watch a series of videos about different TESOL methods and write a short text about which one they consider to be the most adequate and choose an example of implementation of a particular ICT tool or activity that they have experienced as teachers or students and write a short text about it. The activities are sent to the teacher at the end of the week in which the unit is presented.

30% of the evaluation, devoted to the oral presentation, is also maintained and the students have to record said presentation and send it to their teacher.

50% of the mark, devoted to the final written exam, is maintained, but it has been adapted to the new online environment. It now consists of 2.000-word essay on a topic assigned by the instructor.

#### **THE ASSESSMENT BREAKDOWN FOR BOTH CALLS:**

\*Student attendance and active participation (20% of the final grade. If the student achieves a pass mark in the first call, the grade will be carried forward to the second call).

\* Oral presentation (30% of the final grade. If the student achieves a pass mark in the first call, the grade will be carried forward to the second call).

\* 2.000-word essay on a topic assigned by the instructor (30% of the final grade. If the student achieves a pass mark in the first call, the grade will be carried forward to the second call).





N.B. Please, note that plagiarism will not be tolerated; it is a serious academic offence. Any student who is found to have committed plagiarism in his/her work for the course will face serious consequences, which will lead to failing the whole subject.

## 5. References

The recommended reference list remains the same as it is accesible.