

**FICHA IDENTIFICATIVA****Datos de la Asignatura**

Código	44241
Nombre	Adquisición de la lengua inglesa: Teorías recientes y su aplicación
Ciclo	Máster
Créditos ECTS	3.0
Curso académico	2021 - 2022

Titulación(es)

Titulación	Centro	Curso	Periodo
2196 - M.U. en Estudios Ingleses Avanzados	Facultad de Filología, Traducción y Comunicación	1	Segundo cuatrimestre

Materias

Titulación	Materia	Caracter
2196 - M.U. en Estudios Ingleses Avanzados	18 - Adquisición de la lengua inglesa: teorías recientes y su	Obligatoria

Coordinación

Nombre	Departamento
CLAVEL ARROITIA, BEGOÑA	155 - Filología Inglesa y Alemana

RESUMEN

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.



CONOCIMIENTOS PREVIOS

Relación con otras asignaturas de la misma titulación

No se han especificado restricciones de matrícula con otras asignaturas del plan de estudios.

Otros tipos de requisitos

COMPETENCIAS

2196 - M.U. en Estudios Ingleses Avanzados

- Que los/las estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- Que los/las estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
- Que los/las estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo
- Capacidad para emitir juicios en función de criterios, de normas externas o de reflexiones personales para lo que será necesario alcanzar un dominio suficiente del lenguaje académico y científico-técnico en inglés tanto en su vertiente escrita como oral.
- Capacidad para presentar y defender un trabajo de investigación en el área de los Estudios Ingleses, utilizando la terminología y los recursos adecuados y apropiados dentro del campo objeto de estudio.
- Capacidad para reconocer las metodologías y teorías, así como los temas, principios terminológicos, teóricos, formales e ideológicos fundamentales para la introducción a la investigación lingüística o literaria en el área de Estudios Ingleses.
- Capacidad para interpretar y analizar textos representativos de la pluralidad lingüística y cultural de las sociedades anglófonas contemporáneas con el fin de reflexionar sobre su relevancia, no sólo en referencia a los contextos socio-lingüísticos, históricos, políticos y culturales en los que se inscriben, sino también en relación con la globalización de la cultura, dentro de los Estudios Ingleses.
- Capacidad para aplicar e integrar las destrezas y los conocimientos teóricos adquiridos sobre las distintas herramientas disponibles tanto en soporte impreso como informático (TIC) con objeto de realizar un análisis crítico propio y riguroso, dentro de los Estudios Ingleses.
- Capacidad para conseguir autonomía progresiva en el aprendizaje, búsquedas propias de recursos e información, accediendo para ello a fuentes bibliográficas y documentales sobre los distintos ámbitos que conforman los Estudios Ingleses.



- Capacidad para organizar, estructurar y desarrollar las ideas en variados tipos de documentos académicos, de mayor o menor envergadura: desde el ensayo, el informe técnico, el comentario crítico, hasta el planteamiento inicial que debe subyacer a un trabajo de investigación de más amplio calado como es la realización de un Trabajo Fin de Máster, dentro de los Estudios Ingleses.

RESULTADOS DE APRENDIZAJE

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.

DESCRIPCIÓN DE CONTENIDOS

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.

VOLUMEN DE TRABAJO

ACTIVIDAD	Horas	% Presencial
Clases de teoría	24,00	100
Asistencia a eventos y actividades externas	5,00	0
Elaboración de trabajos individuales	5,00	0
Estudio y trabajo autónomo	8,00	0
Lecturas de material complementario	10,00	0
Preparación de actividades de evaluación	10,00	0
Preparación de clases prácticas y de problemas	6,00	0
Resolución de casos prácticos	7,00	0
TOTAL	75,00	

METODOLOGÍA DOCENTE

The teaching methodology will be based upon the following aspects:

M1_ 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)

EVALUACIÓN

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.

REFERENCIAS

Básicas

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- 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.

Complementarias

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- 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.
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- 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.
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- 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 extranjerias en la Educación Secundaria Obligatoria. Madrid: Síntesis.
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LLOBERA, Miquel (coord.) (2000) Competencia comunicativa: documentos básicos en la enseñanza de lenguas extranjeras. Madrid: Edelsa.

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ADENDA COVID-19

Esta adenda solo se activará si la situación sanitaria lo requiere y previo acuerdo del Consejo de Gobierno

HYBRID LEARNING MODE (BLENDED)

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 or task.

2. Workload and teaching schedule



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. Methodology

Theoretical/practical (face-to-face) classes + synchronous BBC videoconferences + materials uploaded to AV + narrated power point presentations + tasks in AV + individual meetings with students in AV

4. Assessment

Face-to-face exam or academic essay

5. Bibliography

The recommended reference list remains the same as it is accesible

DISTANCE (ONLINE) LEARNING

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 teaching schedule



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. Methodology

- Materials uploaded to Aula Virtual
- BBC Synchronous Video Conference
- Narrated power point presentations
- Meetings with students on the videoconferencing platform
- 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. Bibliography

The recommended reference list remains the same as it is accesible