

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

Codi	44241
Nom	Adquisició de la llengua anglesa: Teories recents i la seua aplicació
Cicle	Màster
Crèdits ECTS	3.0
Curs acadèmic	2021 - 2022

Titulació/titulacions

Titulació	Centre	Curs	Període
2196 - M.U. en Estudis Anglesos Avançats	Facultat de Filologia, Traducció i Comunicació	1	Segon quadrimestre

Matèries

Titulació	Matèria	Caràcter
2196 - M.U. en Estudis Anglesos Avançats	18 - Adquisició de la llengua anglesa: teories recents i la seua aplicació	Obligatòria

Coordinació

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

RESUM

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.



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

COMPETÈNCIES

2196 - M.U. en Estudis Anglesos Avançats

- Que els estudiants sàpiguen aplicar els coneixements adquirits i la seua capacitat de resolució de problemes en entorns nous o poc coneguts dins de contextos més amplis (o multidisciplinaris) relacionats amb la seua àrea d'estudi.
- Que els estudiants siguen capaços d'integrar coneixements i afrontar la complexitat de formular judicis a partir d'una informació que, sent incompleta o limitada, incloga reflexions sobre les responsabilitats socials i ètiques vinculades a l'aplicació dels seus coneixements i judicis.
- Que els estudiants posseïsquen les habilitats d'aprenentatge que els permeten continuar estudiant d'una forma que haurà de ser en gran manera autodirigida o autònoma.
- Capacitat per a emetre juís en funció de criteris, de normes externes o de reflexions personals per al que serà necessari aconseguir un domini suficient del llenguatge acadèmic i científicotècnic en anglés tant en el seu vessant escrita com oral.
- Capacitat per a presentar i defensar un treball d'investigació en l'àrea dels Estudis Anglesos, utilitzant la terminologia i els recursos adequats i apropiats dins del camp objecte d'estudi.
- Capacitat per a reconèixer les metodologies i teories, així com els temes, principis terminològics, teòrics, formals i ideològics fonamentals per a la introducció a la investigació lingüística o literària en l'àrea d'Estudis Anglesos.
- Capacitat per a interpretar i analitzar textos representatius de la pluralitat lingüística i cultural de les societats anglòfones contemporànies a fi de reflexionar sobre la seua rellevància, no sols en referència als contextos sociolingüístics, històrics, polítics i culturals en els que s'inscriuen, sinó també en relació amb la globalització de la cultura, dins dels Estudis Anglesos.
- Capacitat per a aplicar i integrar les destreses i els coneixements teòrics adquirits sobre les distintes ferramentes disponibles tant en suport imprés com a informàtic (TIC) a fi de realitzar una anàlisi crítica pròpia i rigorosa, dins dels Estudis Anglesos.
- Capacitat per a aconseguir autonomia progressiva en l'aprenentatge, busques pròpies de recursos i informació, accedint per a això a fonts bibliogràfiques i documentals sobre els distints àmbits que conformen els Estudis Anglesos.
- Capacitat per a organitzar, estructurar i desenrotllar les idees en variats tipus de documents acadèmics, de major o menor envergadura: des de l'assaig, l'informe tècnic, el comentari crític, fins al plantejament inicial que ha de subjaure a un treball d'investigació de més ampli calat com és la realització d'un Treball Fi de Màster, dins dels Estudis Anglesos.



RESULTATS DE L'APRENTATGE

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.

DESCRIPCIÓ DE CONTINGUTS

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.

VOLUM DE TREBALL

ACTIVITAT	Hores	% Presencial
Classes de teoria	24,00	100
Assistència a esdeveniments i activitats externes	5,00	0
Elaboració de treballs individuals	5,00	0
Estudi i treball autònom	8,00	0
Lectures de material complementari	10,00	0
Preparació d'activitats d'avaluació	10,00	0
Preparació de classes pràctiques i de problemes	6,00	0
Resolució de casos pràctics	7,00	0
TOTAL	75,00	

METODOLOGIA DOCENT

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)



AVALUACIÓ

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.

REFERÈNCIES

Bàsiques

- 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.

Complementàries

- 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.
- CUQ, Jean-Pierre y GRUCA, Isabelle (2003) Cours de didactique du français langue étrangère et seconde. Grenoble: PUG.
- DEKEYSER, R. (2007). Practice in a second language: perspectives from Applied Linguistics and Cognitive Psychology. Cambridge: Cambridge University Press.
- EDMONSON, Willis y HOUSE, Julianne (2000) Einführung in die sprachlehrforschung. Tübingen: Francke
- ELLIS, Rod (1992) Second language acquisition and language pedagogy. Clevedon: Multilingual Matters.
 - ELLIS, Rod (2000) Second language acquisition. Oxford: Oxford University Press.
 - ELLIS, Rod (2000) Instructed second language acquisition: learning in the classroom. Cambridge: Basil Blackwell.
 - 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.



- PORCHER, Louis (2004) L'enseignement des langues étrangères. Paris: Hachette.
- RICHARDS, Jack C. (1991) The Context of language teaching. Cambridge: Cambridge University Press.
- RICHARDS, Jack C. y SCHMIDT, Richard (eds.) (1983) Language and Communication. Harlow, Essex: Longman.
- 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.

ADDENDA COVID-19

Aquesta addenda només s'activarà si la situació sanitària ho requereix i previ acord del Consell de Govern

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