# COURSE DATA

| Data Subject | |
|---|---|
| Code | 44241 |
| Name | Second language acquisition: Current theories and their application |
| Cycle | Master's degree |
| ECTS Credits | 3.0 |
| Academic year | 2023 - 2024 |

| Study (s) | | | |
|---|---|---|---|
| **Degree** | **Center** | **Acad. year** | **Period** |
| 2196 - M.D. in Advanced English Studies | Faculty of Philology, Translation and Communication | 1 | Second term |
| 2243 - M.D. in Advanced English Studies | Faculty of Philology, Translation and Communication | 1 | Second term |

| Subject-matter | | |
|---|---|---|
| **Degree** | **Subject-matter** | **Character** |
| 2196 - M.D. in Advanced English Studies | 18 - Second language acquisition: current theories and their application | Obligatory |
| 2243 - M.D. in Advanced English Studies | 18 - Second language acquisition: Current theories and their application | Obligatory |

| Coordination | |
|---|---|
| **Name** | **Department** |
| 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.

**Course Guide
44241 Second language acquisition: Current theories
and their application**

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**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 |
| **TOTAL** | **75,00** | |

## 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.

*Having another person or company do the writing of an assignment for you, which includes using artificial intelligence tools like ChatGPT, is considered plagiarism, thus a violation of academic integrity. It will automatically lead to a failing grade and MAES instructors reserve the right to conduct an investigation and reassess students who are suspected of having resorted to any sort of plagiarism in their work.*

## 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**

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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.
BAKHTINE, Mikhail (1984) Esthétique de la création verbale. Gallimard: Paris.
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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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- ELLIS, Rod (1992) Second language acquisition and language pedagogy. Clevedon: Multilingual Matters.

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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 einführung. Berlin: Erich Schmidt.

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- NUNAN, David (1999) Second language teaching and learning. Boston: Heinle & Heinle.

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