COURSE PROGRAM

Academic Year: 2019/2020

Identification and characteristics of the course			
Code	401444	ECTS Credits	6
Course name (English)	Introduction to Second Language Acquisition		
Course name (Spanish)	Introducción a la adquisición de segundas lenguas		
Degree programs	Master (MEd) in Bilingual Education for Primary and Secondary School Teachers		
Faculty/School	Faculty of Education		
Semester	1st	Type of course	Compulsory
Module	Theoretico-practical foundations of Bilingual Teaching		
Matter	Foundations of Bilingual Teaching		
Lecturer/s			
Name	Office	E-mail	Web page
Alejo González, Rafael	A-17	ralejo@unex.es	
Subject Area	English Philology		
Department	English Philology		
Coordinating Lecturer (If more than one)			

Competencies*

General and basic competencies

GC1 - To understand and analyse CLIL contexts in Primary and Secondary schools

GC4 - To get to know and to be able to apply research techniques and innovative teaching strategies in CLIL contexts

BC8 - To be able to integrate different knowledge sources and to deal with the complexity of articulating their own views based on information that, although incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and viewpoints

BC10 - To acquire learning skills that allow students to continue their study in a way that, to a great extent, should be self-directed or autonomous

Cross-curricular competencies

CCC12 - To be able to argue and justify the logic of decisions, showing appreciation for different points of view.

CCC7 – To search, analyse, assess, link, structure and summarize information coming from different sources, as well as to be able to integrate ideas and knowledge

Specific Competencies

---

*   The sections concerning competencies, course outline, educational activities, teaching methodologies, learning outcomes and assessment systems must conform to that included in the ANECA verified document of the degree program.

SC1 – To be familiar with the theoretical bases of Bilingual Education, AICLE programmes and to be able to establish differences and similarities between the different approaches to bilingual teaching experiences.

Contents

Course outline*

Basic concepts in language acquisition. Linguistic competence. L2 acquisition: main theories. Factors determining acquisition. Features of a good L2 learner: aptitude, motivation, age, personality, cognitive style, learning strategies.

Course syllabus

Name of lesson 1: **Basic concepts of second language acquisition (SLA)**
Contents of lesson 1:
1. Defining the field: what is the role of SLA?
2. Introducing the main concepts and the terminology
3. A short history of SLA
    1. Initial stages
    2. The psychological tradition
    3. Recent developments
4. Methodology in SLA studies

Description of the practical activities of lesson 1:
1. Introductory video and questions
2. Answering a questionnaire
3. Reading articles and answering questions
4. Analysing practical case
5. Elaboration of glossary

Name of lesson 2: **Bilingualism**
Contents of lesson 2:
1. Defining multilingualism and multi-competence
2. Approaches to multilingualism
3. Classification of bilinguals
4. Processing models

Description of the practical activities of lesson 2:
1. Task on bilingualism
2. Online Forum on bilingual people
3. Presentation
4. Contributions to glossary

Name of lesson 3: **Learner language**
Contents of lesson 3:
1. Theoretical background: Interlanguage, Contrastive Analysis and Error Analysis
2. Language Transfer, interference and fossilization
3. Developmental sequences in learner language
    3.1. The acquisition of negation in English
    3.2. Question formation in English
    3.3. Other sequences
4. Exploring errors and Interlanguage

Description of the practical activities of lesson 3:
1. Analysis of transcript and video
2. Reading a text and answering questions
3. Contributions to glossary

Name of lesson 4: **Individual differences in SLA**

Contents of lesson 4:
1. Introduction: 'the good language learner'
2. The critical period hypothesis and age
3. Affect and motivation
4. Intelligence and aptitude
5. Learning styles and strategies

Description of the practical activities of lesson 4:
1. Watching a video and answering questions
2. Completing a language aptitude test
3. Analysing a motivation questionnaire
4. Reading a text and answering questions

Educational activities *									
Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework	
Lesson	Total	L	HI	LAB	COM	SEM	SGT	Online Campus OCUEx	PS
1	42.9	4				2		15	21.9
2	32.5	3				1.5	1	8.5	18.5
3	31.5	3				1.5		13.5	13.5
4	42.1	4				1	1.5	14	21.6
Assessment **	1.5	1.5							
TOTAL	150	15				6	2.5	51	76.5

L: Lectures (100 students)
HI: Hospital internships (7 students)
LAB: Laboratory or field practices (15 students)
COM: Computer room or language laboratory practices (30 students)
SEM: Problem classes or seminars or case studies (40 students)
SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)
PS: Personal study, individual or group work and reading of bibliography

Teaching Methodologies*

1. Lectures. Explaining subject content. Discussion of theoretical aspects. Additional talks by experts may be added.
2. Interactive teaching.
3. Office-hour consultations to solve questions presented by students
4. Autonomous work to analyse documents and to elaborate reports and to answer practical cases.
5. Online learning. Use of online tools to enhance communication between teachers and learners or among the learners. Online learning activities and tasks.

Learning outcomes *

** Indicate the total number of evaluation hours of this subject.

To identify and use the main concepts and terms used in the description of second language acquisition processes
To understand and explain the main theories on Second Language Acquisition
To be able to analyse the methods and methodologies used in the teaching of foreign languages from the perspective of the findings in Second Language Acquisition
To realize and to reflect on the features of a good language learner in order to help learners to develop good language learning strategies

Assessment systems *

The evaluation system comprises three main elements:
1. Active participation in class and in the Online Campus, together with the oral presentation in class of one or more assignments (30%)
2. Online tasks carried out during the course to be delivered at specific dates (20%). This part will be obligatory for students opting for the global evaluation and will also be worth 20%.
3. Written exam (50%) on the content explained during the course, consisting of either a test and/or questions to be developed in written form to evaluate the knowledge and the know-how of students. It will be necessary to reach at least 40% of the maximum mark in this exam in order for the student to pass the subject.

Those students who opt for a global evaluation during the first three weeks of the term (see the regulations of the University of Extremadura on this) will sit an exam. The exam will consist in a written part, which will account for 60% of the mark, and an oral presentation, in which students will be asked about the syllabus explained in class (20%). The remaining 20% corresponds to the evaluation of online tasks carried out during the course.

Bibliography (basic and complementary)

Basic

Bot, K. de, Lowie, W. and Verspoor, M. (2005). *Second language acquisition. An advanced resource book*. London & New York: Routledge.
Tarone, E. and Swierzbin, B. (2009) Exploring learner language Oxford: OUP.
Ortega, L. (2009) *Understanding Second Language Acquisition* London: Hodder Education.

Complementary

Brown, J.D. (1988) Understanding research in second language learning Cambridge: Cambridge University Press.
Cenoz, J. (2004) *An Introduction to Applied Linguistics: English as a Second Language* Vitoria: Servicio Editorial de la Universidad del País Vasco.
Cook, V. (2001) *Second Language Learning and Language Teaching*. 3rd Ed. London: Arnold.
Coyle, D. (2008) CLIL—a pedagogical approach from the
European perspective in N. Van Deusen-Scholl and N. H. Hornberger (eds), *Encyclopedia of Language and Education*, 2nd Edition, Volume 4: *Second and Foreign Language Education*, 97–111.
Doughty, C. and Long, M. (Eds.) (2003) *The Handbook of Second Language Acquisition*. London: Blackwell.
Ellis, R. (1985) *Understanding second language acquisition* Oxford: Oxford University Press.
Ellis, R. (1990) *Instructed second language acquisition* Oxford: Basil Blackwell.
Gass, S. y Selinker, L. (2007) *Second Language Acquisition: An Introductory Course* 3rd Ed. Mahwah, NJ: Lawrence Erlbaum.
Hatch, E. (1983) *Psycholinguistics: a second language perspective* Rowley, Mass.: Newbury House.
Knapp, K. and Seidlhofer, B. (Eds.)(2011) *Handbook of foreign language communication and*

Learning. Berlin/New York: De Gruyter Mouton.

Larsen-Freeman, D. and Long, M. (1991) *An introduction to second language acquisition research* London: Longman.

Lightbown, P.M. y Spada, N. (2006) *How languages are learned* 3rd Ed. Oxford: Oxford University Press.

McLaughlin, B. (1987) *Theories of second language learning* London: Edward Arnold.

Muñoz, C. (2002) *Aprender Idiomas*. Barcelona: Paidós.

Nation, P. (2008) 'Lexical awareness in second language Learning' in Cenoz, J. and N. H. Hornberger (eds.)(2008) *Encyclopedia of Language and Education*, 2nd Edition. Volume 6: *Knowledge about Language*, 167–177

Other resources and complementary educational materials