

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	Máster en Enseñanza Bilingüe para la Educación Primaria y Secundaria		
Faculty/School	Facultad de Educación		
Semester	1 st	Type of course	Compulsory
Module	Bases teórico-prácticas de la Enseñanza Bilingüe		
Matter	Fundamentos de la Enseñanza Bilingüe		
Lecturer/s			
Name	Office	E-mail	Web page
Alejo González, Rafael	A-17	ralej@unex.es	
Subject Area	English Philology		
Department	English Philology		
Coordinating Lecturer (If more than one)			
Competencies*			
Competencias Generales y Básicas			
CG1 - Entender y analizar los contextos de enseñanza bilingüe en centros de Educación Primaria y Secundaria			
CG4 - Conocer y aplicar técnicas de investigación e innovación docente en contextos de enseñanza bilingüe			
CB8 - Que los 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			
CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.			
Competencias Transversales			
CT12 - Ser capaz de argumentar y justificar lógicamente las decisiones, sabiendo aceptar otros puntos de vista.			
CT7 - Encontrar, analizar, criticar, relacionar, estructurar y sintetizar información			

* 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.

proveniente de diversas fuentes, así como integrar ideas y conocimientos.

Competencias específicas

CE1 - Conocer las bases teóricas de la Educación Bilingüe, los programas de Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) y saber establecer diferencias y similitudes entre los distintos enfoques para la Enseñanza Bilingüe.

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 a text and answering questions
4. Analysing practical case
5. Elaboration of a 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. 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:

<ol style="list-style-type: none"> 1. Analysis of transcript and video 2. Reading a text and answering questions 3. Contributions to glossary
<p>Name of lesson 4: Individual differences in SLA</p> <p>Contents of lesson 4:</p> <ol style="list-style-type: none"> 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 <p>Description of the practical activities of lesson 4:</p> <ol style="list-style-type: none"> 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	PS
1	42,9	4				2		21,9
2	32,5	3				1,5	1	19,5
3	31,5	3				1,5		13,5
4	42,1	4				1	1,5	21,6
Assessment **	1,5	1,5						
TOTAL	150	15				6	2,5	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*

<ol style="list-style-type: none"> 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.
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Learning outcomes *

To identify and use the main concepts and terms used in the description of second language acquisition processes
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** Indicate the total number of evaluation hours of this subject.

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 during the course at specific dates (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 which will account for 100% of the final mark. 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 (30%) and a task that will be presented through the Online Campus

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.

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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