

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **ADQUISICIÓN Y ENSEÑANZA DEL INGLÉS**

Code: 100555

Degree/Master: **GRADO DE ESTUDIOS INGLESES**

Year: 4

Name of the module to which it belongs: LINGÜÍSTICA INGLESA

Field: ADQUISICIÓN Y ENSEÑANZA DEL INGLÉS

Character: OBLIGATORIA

Duration: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: <https://moodle.uco.es/m2122/course/view.php?id=2442>

LECTURER INFORMATION

Name: ÁVILA LÓPEZ, FRANCISCO JAVIER (Coordinator)

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URL web: <https://moodle.uco.es/m2122/course/view.php?id=2442>

PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

Students should exhibit a B2 level (CEFRL) of English

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INTENDED LEARNING OUTCOMES

CB1	Capacity for analysis and synthesis.
CB2	Capacity to organise and plan work.
CB3	Knowledge of a foreign language (English).
CB4	Knowledge of ICTs for study and investigation.
CB5	Students have the capacity to bring together and interpret relevant data (normally within their field of study) to produce judgements which include a reflection upon relevant themes of a social, scientific and ethical nature.
CB7	Make decisions.
CB8	Students know how to apply their knowledge to their work and vocation in a professional manner and possess the competencies which are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
CB10	Capacity to work in a interdisciplinary team.
CB12	Recognition of diversity and interculturality.
CB13	Capacity to self-evaluate.
CB14	Adaptation to new situations.
CB15	Creativity.
CB16	Knowledge of other cultures and customs.
CB17	Motivated by quality, professional ambition and entrepreneurial spirit.
CB18	Students have shown to possess and understand knowledge in an area of study which forms part of the basis of general secondary education, and are usually at such a level that, whilst perhaps being supported by advanced text books, include some aspects which involve knowledge arising from the forefront of their field of study.
CB19	Students have developed those learning abilities necessary to embark on further studies with a high degree of autonomy.
CU1	Demonstrate the use and fluency of a foreign language.
CU2	Knowledge and perfection of user level in the area of ICTs.
CE9	Capacity to cooperate and collaborate in the learning process of English language as a vehicle to international communication.
CE10	Knowledge of the specific terminology of the main linguistic disciplines.
CE11	Knowledge of the linguistic peculiarities of English and its contrasts with respect to one's native language. Theoretical and practical knowledge of the linguistic mediation between Spanish and English.
CE28	Participation in learning forums and transferal of acquired knowledge: news groups, blogs.
CE30	Analysis of the basic questions related to the learning of second languages, as well as its implications for the teaching of languages in the classroom.
CE31	Application of study of a social and personal nature to concrete learning situations and the teaching of languages.
CE32	Simulations of various methods and approaches of language teaching, through practical activities in class.
CE40	Development of independent selection of language resources and methodologies according to the purposes set.

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CE41	Development of interest in language theory and its application to various fields, such as the study of creative texts in English and the teaching method and learning of English.
CE43	Development of interest in different teaching theories and language learning, in a heterogeneous context inherited from very varied traditions, methods and approaches.
CE51	Capacity to distinguish between different theoretical/critical approaches on the same problem.
CE52	Capacity to identify problems and research topics and evaluate their relevancy.
CE53	Capacity to analyse texts and speeches in English, appropriately using analytical techniques.

OBJECTIVES

1. To provide an overview of SLA theory and the necessary background to stimulate interest in SLA and guidance for further research.
2. To offer practical help to understand, assess, and develop processes for SLA.
3. To foster an understanding of the basic principles and processes that govern second language acquisition.
4. To be able to carry out an interpretation of different aspects of second language acquisition with the help of current linguistic and psycholinguistic and cognitive theory.
5. To interpret relevant second language research in ways that benefit the language learner.
6. To develop the ability to think critically about research findings in the field and to analyse information clearly.
7. To be able to analyse and explain the main ideas of a research paper in second language acquisition.
8. To be able to work autonomously and in groups, using the necessary techniques and tools to design and develop SLA projects.

CONTENT

1. Theory contents

Introduction

1. Theories in Second Language Acquisition

1.1. Background to Second Language Acquisition Research and Language Teaching.

1.1.1. The Goals of Language Teaching.

1.2. The Nature of Theories *Bill VanPatten and Jessica Williams*

1.3. Early Theories in SLA. *Bill VanPatten and Jessica Williams*

1.3.1. Instructed second language acquisition.

1.4. Linguistic Theory, Universal Grammar, and Second Language Acquisition.

1.4.1. The method construct and theories of L2 learning

1.5. One Functional Approach to SLA. The Concept-Oriented Approach. *Kathleen Bardovi-Harlig*

1.5.1. Linguistic syllabuses and SLA.

1.6. Usage-Based Approaches to SLA

1.7. Skill Acquisition Theory

1.8. Input Processing in Adult SLA. *Bill VanPatten*

1.9. Comprehension-based and production-based approaches to language teaching. *Ellis & Shintani (2014).*

1.10. The Declarative/Procedural Model. A Neurobiologically Motivated Theory of First and Second Language. *Michael T. Ullman*

2. Language pedagogy and SLA: an internal perspective



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2.1. General Models of L2 Learning.

2.2. Explicit instruction and SLA.

2.3. Teaching as 'input'

2.4. Teaching as 'interaction'

2.5. Corrective feedback

3. Catering for learner differences through instruction

3.1. Individual differences in SLA

3.2. SLA and the teaching component

4. Current approaches to SLA

2. Practical contents

Projects:

1. Graphical representation of SLA theories

2. Teaching proposals on SLA theories

3. Study replications

4. Presentations

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

Gender equality

METHODOLOGY

General clarifications on the methodology (optional)

Students should get in contact with teachers so as to arrange a specific planning.

Methodological adaptations for part-time students and students with disabilities and special educational needs

Those students that cannot attend lessons on a daily basis must follow an individual plan.

Face-to-face activities

Activity	Large group	Medium group	Total
Group work (cooperative)	-	5	5
Lectures	45	-	45
Mind maps	-	5	5
Presentation	-	5	5
Total hours:	45	15	60

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Off-site activities

Activity	Total
Group work	20
Information search	40
Reference search	20
Self-study	10
Total hours	90

WORK MATERIALS FOR STUDENTS

Case studies
Exercises and activities
Lessons summary
Oral presentations

Clarifications

Todos en la plataforma Moodle: presentaciones, bibliografía, vídeos, foros, trabajos.

EVALUATION

Intended learning	Case Studies	Oral Presentation	Project
CB1	X		X
CB10		X	X
CB12	X		X
CB13	X	X	X
CB14	X	X	X
CB15	X	X	X
CB16	X	X	X
CB17			X
CB18	X	X	X
CB19	X	X	X
CB2	X	X	X
CB3	X	X	X
CB4	X		X

COURSE DESCRIPTION

Intended learning	Case Studies	Oral Presentation	Project
CB5	X		X
CB7	X	X	X
CB8			X
CE10	X	X	X
CE11	X	X	X
CE28	X	X	X
CE30	X	X	X
CE31	X	X	X
CE32	X	X	X
CE40	X	X	X
CE41	X	X	X
CE43	X	X	X
CE51	X	X	X
CE52	X	X	X
CE53	X	X	X
CE9			X
CU1	X	X	X
CU2	X	X	X
Total (100%)	25%	25%	50%
Minimum grade	5	5	5

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

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Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

1. Case studies: report on the selected cases
2. Oral presentation: on a specific item from the contents.
3. Project: on a didactic proposal of the contents.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

4 Different projects / Final Exam

Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:

Se pasa al examen final para las convocatorias extraordinaria y extraordinaria de finalización de estudios

Qualifying criteria for obtaining honors:

9/9,5

BIBLIOGRAPHY

1. Basic Bibliography

- Arnold, J. (1999). *Affect in Language Learning*. Cambridge: CUP.
- Brown, H. Douglas. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd Edition. Longman.
- Cook, V. (2013). *Second language learning and language teaching*. Routledge.
- Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. New York: Routledge.
- Dörnyei, Z. (2020). *Innovations and challenges in language learning motivation*. London: Routledge.
- Mercer, S., & Dörnyei, Z. (2020). *Engaging language learners in contemporary classrooms*. Cambridge: Cambridge University Press.
- Ellis, R., & Shintani, N. (2013). *Exploring language pedagogy through second language acquisition research*. Routledge.
- Mitchell, R., Myles, F., & Marsden, E. (2019). *Second language learning theories*. Routledge.
- VanPatten, B., Keating, G. D., & Wulff, S. (Eds.). (2020). *Theories in second language acquisition: An introduction*. Routledge.

2. Further reading

- DOUGHTY, C. J. - LONG, M.H. (2002) *The Handbook of Second Language Acquisition*. Oxford: Blackwell (Blackwell Handbooks in Linguistics).
- ELLIS, R. (1997) *Second language acquisition*. Oxford: Oxford University Press (Oxford Introductions to Language Study).
- ELLIS, R. (1997) *SLA Research and Language Teaching*. Oxford: Oxford University Press (Oxford Applied



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Linguistics).

JOHNSON, K. (2001) An Introduction to Foreign Language Learning and Teaching. London: Longman (Learning About Language).

MITCHELL, R.- MYLES, F. (1998) Second language learning theories. London: Arnold.

Ritchie, W. C., & Bhatia, T. K. (Eds.). (2009). The New Handbook of Second Language Acquisition (2nd Revised edition). Bingley: Emerald.

SAVILLE-TROIKE, M. (2005) Introducing Second Language Acquisition. Cambridge: Cambridge University Press (Cambridge Introductions to Language and Linguistics).

SCOVEL, T. (2001) Learning New Languages. A Guide to Second Language Acquisition. Boston: Heinle.

COORDINATION CRITERIA

assignment due date

Joint activities: lectures, seminars, visits ...

Tasks performance

SCHEDULE

Period	Group work (cooperative)	Lectures	Mind maps	Presentation
1# Fortnight	0,0	7,0	0,0	0,0
2# Fortnight	0,0	7,0	0,0	0,0
3# Fortnight	1,0	7,0	1,0	1,0
4# Fortnight	1,0	6,0	1,0	1,0
5# Fortnight	1,0	6,0	1,0	1,0
6# Fortnight	1,0	6,0	1,0	1,0
7# Fortnight	1,0	6,0	1,0	1,0
Total hours:	5,0	45,0	5,0	5,0

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.



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COURSE DESCRIPTION

METHODOLOGY

General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

Students should get in contact with teachers so as to arrange a specific planning.

EVALUATION

Intended learnig	Case Studies	Essay	Project
CB1	X	X	X
CB10	X		X
CB12		X	X
CB13	X	X	X
CB14	X	X	X
CB15	X	X	X
CB16	X	X	X
CB17			X
CB18	X	X	X
CB19	X		X
CB2	X	X	X
CB3	X	X	X
CB4		X	X
CB5		X	X
CB7	X	X	X
CB8			X
CE10	X	X	X
CE11	X	X	X
CE28	X	X	X
CE30	X	X	X

COURSE DESCRIPTION

Intended learnig	Case Studies	Essay	Project
CE31	X	X	X
CE32	X	X	X
CE40	X	X	X
CE41	X	X	X
CE43	X	X	X
CE51	X	X	X
CE52	X	X	X
CE53	X	X	X
CE9			X
CU1	X		X
CU2	X	X	X
Total (100%)	25%	25%	50%
Minimum grade	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Attendance will be assessed (Scenario A)?:

No

General clarifications on instruments for evaluation (Scenario A):

1. Case studies: report on the selected cases
2. Oral presentation: on a specific item from the contents.
3. Project: on a didactic proposal of the contents.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):

4 Different projects / Final Exam

CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

COURSE DESCRIPTION

METHODOLOGY

General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

Students should get in contact with teachers so as to arrange a specific planning.

EVALUATION

Intended learnig	Case Studies	Oral Presentation	Project
CB1	X		X
CB10		X	X
CB12	X		X
CB13	X	X	X
CB14	X	X	X
CB15	X	X	X
CB16	X	X	X
CB17			X
CB18	X	X	X
CB19	X	X	X
CB2	X	X	X
CB3	X	X	X
CB4	X		X
CB5	X		X
CB7	X	X	X
CB8			X
CE10	X	X	X
CE11	X	X	X
CE28	X	X	X
CE30	X	X	X
CE31	X	X	X

COURSE DESCRIPTION

Intended learning	Case Studies	Oral Presentation	Project
CE32	X	X	X
CE40	X	X	X
CE41	X	X	X
CE43	X		X
CE51	X		X
CE52	X		X
CE53	X		X
CE9			X
CU1	X	X	X
CU2	X	X	X
Total (100%)	25%	25%	50%
Minimum grade	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Moodle Tools	Case Studies	Oral Presentation	Project
Participation		X	
Questionnaire	X		
Synchronous tests via videoconference	X		
Task			X
Workshops		X	X

Attendance will be assessed (Scenario B)?:

No

General clarifications on instruments for evaluation (Scenario B):

1. Case studies: report on the selected cases
2. Oral presentation: on a specific item from the contents.
3. Project: on a didactic proposal of the contents.

COURSE DESCRIPTION

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

4 Different projects / Final Exam