

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://platea.ujaen.es/my/>

LECTURER INFORMATION

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

None specified

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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

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
 - 2.1. General Models of L2 Learning.
 - 2.1.1. The method construct and theories 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



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- 3.1. Individual differences in SLA
- 3.2. SLA and the teaching component
- 4. Current approaches to SLA

2. Practical contents

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)

Hybrid methodology made of interactive workshops and focus groups in the classroom.

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

Tailor suited activities selected from the official curriculum.

Face-to-face activities

Activity	Large group	Medium group	Total
Group presentation	5	-	5
Group work (cooperative)	-	5	5
Lectures	30	-	30
Mind maps	-	5	5
Presentation	-	5	5
Projects	10	-	10
Total hours:	45	15	60

Off-site activities

Activity	Total
Group work	20
Information search	40



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Activity	Total
Reference search	20
Self-study	10
Total hours	90

WORK MATERIALS FOR STUDENTS

Case studies - <https://moodle.uco.es/m2223/course/view.php?id=2609>

Exercises and activities

Lessons summary - <https://moodle.uco.es/m2223/course/view.php?id=2609>

Oral presentations

References - <https://moodle.uco.es/m2223/course/view.php?id=2609>

EVALUATION

Intended learning	Case Studies	Exams	Project
CB1	X	X	X
CB10		X	X
CB12			X
CB13	X		X
CB14	X		X
CB15	X		X
CB16	X	X	X
CB17	X	X	X
CB18	X	X	X
CB19	X	X	X
CB2	X	X	X
CB3	X		X
CB4	X		X
CB5	X	X	X
CB7	X		X
CB8	X		X
CE10	X	X	X
CE11	X	X	X

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Intended learning	Case Studies	Exams	Project
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	X	X
CU1	X	X	X
CU2	X	X	X
Total (100%)	10%	50%	40%
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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Method of assessment of attendance:

No tiene porcentaje en la puntuación final, pero se requiere al menos una asistencia del 80% para poder acceder a la evaluación por parciales.

There is no weight for attendance in the final mark but an 80% of attendance is required to be evaluated through the in-class quizzes and dynamic groups activities in class.

General clarifications on instruments for evaluation:

Quizzes (in-class)

Group work

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

Selections from the regular activities

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

Final exam including all the contents.

Qualifying criteria for obtaining honors:

90% in every dimension (theoretical, & practical) of the assessment in instalments.

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 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.

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COORDINATION CRITERIA

Joint activities: lectures, seminars, visits ...

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.