

## COURSE PROGRAM

Academic Year: 2024/2025

<b>Identification and characteristics of the course</b>			
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 Universitario en Enseñanza Bilingüe en Inglés para la Educación Primaria y Secundaria /Master in Bilingual Education through English for Primary and Secondary School Teachers		
Faculty/School	Faculty of Education and Psychology		
Semester	1 <sup>st</sup>	Type of course	Compulsory
Module	Theoretical and practical principles of Bilingual Education		
Matter	Foundations in Bilingual Education		
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)			
<b>Competencies</b>			
<b>Basic and general competencies</b>			
CG1 - 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.			
CB8 - 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			
CB10 - 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			
<b>Cross-curricular competencies</b>			
CT12 - To be able to discuss and justify the logic of decisions, showing appreciation for different points of view.			
CT7 - To search, analyse, assess, link, structure and summarize information coming from different sources, as well as to be able to integrate ideas and knowledge			

<b>Specific competencies</b>
CE1 - To get to know the main theoretical underpinnings of Bilingual Education and Content and Language Integrated (CLIL) Programmes and to be able to establish similarities and differences between the different approaches to Bilingual Education.
<b>Contents</b>
<b>Course outline</b>
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.
<b>Course syllabus</b>
<p>Name of lesson 1: <b>Basic concepts of second language acquisition (SLA)</b></p> <p>Contents of lesson 1:</p> <ol style="list-style-type: none"> <li>1. Defining the field: what is the role of SLA?</li> <li>2. Introducing the main concepts and the terminology</li> <li>3. A short history of SLA             <ol style="list-style-type: none"> <li>1. Initial stages</li> <li>2. The psychological tradition</li> <li>3. Recent developments</li> </ol> </li> <li>4. Methodology in SLA studies</li> </ol> <p>Description of the practical activities of lesson 1:</p> <ol style="list-style-type: none"> <li>1. Introductory video and questions</li> <li>2. Answering a questionnaire</li> <li>3. Reading a text and answering questions</li> <li>4. Analysing practical case</li> <li>5. Elaboration of a glossary</li> </ol>
<p>Name of lesson 2: <b>Bilingualism</b></p> <p>Contents of lesson 2:</p> <ol style="list-style-type: none"> <li>1. Defining multilingualism and multi-competence</li> <li>2. Approaches to multilingualism</li> <li>3. Classification of bilinguals</li> <li>4. Processing models</li> </ol> <p>Description of the practical activities of lesson 2:</p> <ol style="list-style-type: none"> <li>1. Task on bilingualism</li> <li>2. Forum on bilingual people</li> <li>3. Presentation</li> <li>4. Contributions to glossary</li> </ol>
<p>Name of lesson 3: <b>Learner language</b></p> <p>Contents of lesson 3:</p> <ol style="list-style-type: none"> <li>1. Theoretical background: Interlanguage, Contrastive Analysis and Error Analysis</li> <li>2. Language Transfer, interference and fossilization</li> <li>3. Developmental sequences in learner language             <ol style="list-style-type: none"> <li>3.1. The acquisition of negation in English</li> <li>3.2. Question formation in English</li> <li>3.3. Other sequences</li> </ol> </li> <li>4. Exploring errors and Interlanguage</li> </ol> <p>Description of the practical activities of lesson 3:</p> <ol style="list-style-type: none"> <li>1. Analysis of transcript and video</li> <li>2. Reading a text and answering questions</li> </ol>

3. Contributions to glossary								
Name of lesson 4: <b>Individual differences in SLA</b>								
Contents of lesson 4:								
<ol style="list-style-type: none"> <li>1. Introduction: 'the good language learner'</li> <li>2. The critical period hypothesis and age</li> <li>3. Affect and motivation</li> <li>4. Intelligence and aptitude</li> <li>5. Learning styles and strategies</li> </ol>								
Description of the practical activities of lesson 4:								
<ol style="list-style-type: none"> <li>1. Watching a video and answering questions</li> <li>2. Completing a language aptitude test</li> <li>3. Analysing a motivation questionnaire</li> <li>4. Reading a text and answering questions</li> </ol>								
<b>Educational activities</b>								
<b>Student workload in hours by lesson</b>		<b>Lectures</b>	<b>Practical activities</b>				<b>Monitoring activity</b>	<b>Homework</b>
<b>Lesson</b>	<b>Total</b>	<b>L</b>	<b>HI</b>	<b>LAB</b>	<b>COM</b>	<b>SEM</b>	<b>SGT</b>	<b>PS</b>
1	40,9	4				2		21,9/13
2	38	3				1,5	1	19,5/13
3	30	3				1,5		13,5/12
4	39,6	3,5				1	1,5	21,6/12
<b>Assessment</b>	1,5	1,5						
<b>TOTAL</b>	150	15				6	2,5	126,5
L: Lectures (85 students)								
HI: Hospital internships (7 students)								
LAB: Laboratory or field practices (15 students)								
COM: Computer room or language laboratory practices (20 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								
<b>Teaching Methodologies</b>								
<ol style="list-style-type: none"> <li>1. Lectures. Explaining subject content. Discussion of theoretical aspects. Additional talks by experts may be added.</li> <li>2. Interactive teaching.</li> <li>3. Office-hour consultations to solve questions presented by students</li> <li>4. Autonomous work to analyse documents and to elaborate reports and to answer practical cases.</li> <li>5. Online learning. Use of online tools to enhance communication between teachers and learners or among the learners. Online learning activities and tasks.</li> </ol>								
<b>Learning outcomes</b>								
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 oral presentations 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 choosing the global evaluation option 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.

The students can opt for a global evaluation of the subject in the different exam periods. In order to do so, they will need to apply for it through the specific virtual link created in the Online Campus. Unless the student specifically completes this link, the default evaluation will be continuous assessment. The deadlines for selecting the global evaluation system will be the first quarter of the semester in which the subject is taught (first and second semester).

Students opting for a global evaluation (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.

### 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 Swierzbinska, 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*. 3<sup>rd</sup> 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* 3<sup>rd</sup> 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* 3<sup>rd</sup> 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.) *Encyclopedia of Language and Education*, 2nd Edition. Volume 6: *Knowledge about Language*, 167–177

**Other resources and complementary educational materials**