

Academic Year/course: 2024/25

66950 - Theories and methodological aspects in the teaching and learning of second languages (with special reference to Spanish)

Syllabus Information

Academic year: 2024/25

Subject: 66950 - Theories and methodological aspects in the teaching and learning of second languages (with special reference to Spanish)

Faculty / School: 103 - Facultad de Filosofía y Letras

Degree: 618 - Master's Degree in Teaching Spanish as a Foreign Language

ECTS: 6.0

Year: 1

Semester: First semester

Subject type: Compulsory

Module:

1. General information

This subject aims to provide knowledge on the main psycholinguistic theories and methodological models on second language acquisition and learning from a chronological perspective, as well as on the processes, strategies and fundamental variables involved in such acquisition. It also offers a general theoretical introduction to the various theories and methods of second language acquisition and learning.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>): 4, 5, 10, 16 and 17. An advanced instrumental mastery of the Spanish language is required (non-native students will be required to have a B2 level of Spanish).

2. Learning results

Upon completion of the subject, the student will be able to:

-understand the fundamental processes, principles and variables involved in the acquisition/learning of second languages in general and Spanish in particular.

-know the main psycholinguistic and methodological theoretical models regarding second language acquisition/learning and, in particular, Spanish.

-recognize the theoretical, psycholinguistic and methodological perspective of the different studies related to SFL.

-apply different concepts and tools related to the processes of SFL acquisition/learning in order to identify needs and propose methodologies to meet them.

3. Syllabus

1. Introduction to Second Language Acquisition/Learning (SLA). Fundamental concepts: linguistic competence and communicative competence; linguistic knowledge: declarative and procedural.

2. Linguistic theories of language acquisition/learning: the formal paradigm and SLA models; the functional paradigm and SLA models.

3. Processes, strategies and fundamental variables involved in language acquisition/learning. Similarities and differences between mother tongue and second language (SFL). Interlanguage. Errors and their treatment. Individual and contextual variables in the SLA process.

4. Academic activities

The learning process planned for this subject is based, on the one hand, on the exposition and explanation by the teaching staff of the most relevant aspects of the subject's contents. This presentation is framed within the participatory master class model, so that not only teachers intervene, but also students must participate actively. On the other hand, students will complement this work by performing different planned tasks. These will help students put into practice and deepen the theoretical and practical aspects learned in the classroom.

5. Assessment system

First call

a) Continuous assessment

Theoretical-practical tests to control the knowledge of the subject (70 %). The assessment criteria will determine the degree of understanding and assimilation of the subject's theoretical concepts as well as the ability to put them into practice.

Academic work in accordance with the contents of the subject (30 %). The bibliography consulted, the scientific accuracy, the personal reflection on the topic addressed, the originality of the presentation and of the selection of contents will be assessed.

Both the submission of the academic work and the completion of the indicated theoretical-practical tests will be done before the end of the class period.

b) Global assessment (on the date set in the academic calendar)

Written exam on the theoretical and practical contents taught and developed in the subject (70% weighting). The assessment criteria will determine the degree of understanding and assimilation of the subject's main theoretical concepts and the ability to put them into practice.

Academic work in accordance with the contents of the course (30% weighting). The bibliography consulted, the scientific accuracy, the personal reflection on the topic addressed, the originality of the presentation and of the selection of contents will be assessed.

Second call

Global assessment

Identical to that of the first call.

6. Sustainable Development Goals

4 - Quality Education

5 - Gender Equality

17 - Partnerships for the Goals