

**COURSE DATA****DATA SUBJECT****Code:** 44241**Name:** Second language acquisition: Current theories and their application**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
2243 - Master's Degree in Advanced English Studies	Facultat de Filologia, Traducció i Comunicació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2243 - Master's Degree in Advanced English Studies	Second language acquisition: Current theories and their application	COMPULSORY

COORDINATION

CLAVEL ARROITIA BEGOÑA

SUMMARY

This subject aims to provide students with a detailed, and up-to-date vision of the different theories relating to the learning and teaching of a foreign language with special emphasis on the English language. Some of the most relevant theories about the acquisition of second languages will be reviewed in order to provide a theoretical foundation which will allow students to reflect on the learning process and at the same time prepare them so that they will be in a position to incorporate some of the most important concepts in their own teaching practice. In addition, the subject includes a description and analysis of the most relevant affective factors which are involved in the learning process: age, motivation, intelligence (Multiple Intelligence Theory), aptitude, etc.

The SDGs included in this course are SDG 4 (Quality Education: Ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all) and SDG 5 (Gender Equality: Achieve gender equality and empower all women and girls).

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

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Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.

Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.

Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.

Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.

Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

Ability to present and defend a research project within the field of English Studies using appropriate terminology and resources.

Capacidad para interpretar y analizar textos representativos de la pluralidad lingüística y cultural de las sociedades anglófonas contemporáneas con el fin de reflexionar sobre su relevancia, no sólo en referencia a los contextos socio-lingüísticos, históricos, políticos y culturales en los que se inscriben, sino también en relación con la globalización de la cultura, dentro de los Estudios Ingleses.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

DESCRIPTION OF CONTENTS



1. Second language acquisition theories

In this unit I will review some of the most relevant theories about the acquisition of second languages in order to provide a theoretical foundation which will allow students to reflect on the language learning process. I include the classical theories on second language acquisition in the context of the so-called nativist, environmentalist and interactionist frameworks and also more recent theories based on psycholinguistic processes and information processing.

2. Affective factors in the process of language learning and acquisition

This unit includes a description and analysis of the most relevant affective variables which are involved in the learning process: age, motivation, intelligence, aptitude, etc. We analyze them and observe how they can affect, in turn, the teaching process. Some of these aspects will be studied in more depth, as for instance the age factor, in order for students to learn how to incorporate them in their methodology and when planning their lessons.

3. Language teaching methodologies

In this unit we take a close look at the most important methodologies in the teaching of second languages in order to prepare our students to incorporate some of the most important concepts in their teaching practice. We offer a historical review of some of the most influential methodological approaches and we analyse some of the most recent methodologies applied to the teaching of English as a foreign language.

4. Practical and methodological applications in the teaching of second languages: technological advances and the implementation of new technologies

In this unit we learn how some of the most recently implemented technological advances can be incorporated in the teaching of languages and how they can enhance the teaching/learning process. Blended-learning methodology will be the main approach dealt with in this unit. We will also analyze some practical examples of the use of ICTs in the classroom and some specific tools.

Learning outcomes

To understand the main theories of second language acquisition.

To understand the fundamental concepts that define foreign language learning.

To identify the main affective factors that influence language learning.

To incorporate knowledge of these factors into their teaching practice.



To develop their knowledge and ability to solve problems related to theories of English language acquisition.

To develop their knowledge and ability to solve problems related to the main affective factors involved in the process.

To develop the ability to recognize the main language acquisition processes in their own learning and to reflect on them.

To understand and appreciate, from within the scope of the degree itself, inequalities based on sex and gender in society; integrate the different needs and preferences based on sex and gender in the design of solutions and problem solving.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	24,00
Total hours	24,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	5,00
Independent study and work	18,00
Preparation of lessons	6,00
Preparation for assessment activities	10,00
Resolution of case studies	7,00
Total hours	51,00

TEACHING METHODOLOGY

MD1 Introduction of theoretical content through lectures or master classes, supported by ICT tools when appropriate.

MD2 Pair discussion or group debate

MD3 Reading of relevant material (independently or with classroom discussion, selection of information and connection of concepts, study, preparation of reading logs, outlines or summaries)

MD4 Presentation of annotated readings or oral/written summaries of readings

MD6 Preparation of an individual project (design and development of a paper for oral or written presentation)

MD7 Preparation of a group project (design and development of a paper for oral or written presentation. Negotiation of topic, organization of the project, task distribution, joint writing and revision)



EVALUATION

Assessment breakdown for first and second call. Assessment will be made up of 3 parts:

- Assessment of class attendance and active participation (20%)
- Assessment of competences through written and/or oral tests (50%)
- Assessment of competences through written and/or oral projects (30%)

The mark for the 20% of part A (class attendance and participation) will be carried over to the second call.

IMPORTANT: Intellectual honesty is essential in academic communities and for the fair assessment of student work. All assignments submitted in this course must be the student's own **original work**. Assignments involving **fraudulent collaboration** or generated with the help of **artificial intelligence** (ChatGPT or others) will not be accepted, unless their use is part of the course content and explicitly authorised by the instructor.

Both the exam and practical exercises must be free from spelling and grammatical errors. Each spelling, punctuation, or expression mistake will result in a deduction from the final grade, which may lead to a failing mark.

The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV 108/2017.

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SAVILLE-TROIKE, M. (2006) Introducing Second Language Acquisition. Cambridge: Cambridge University Press.

Supplementary



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- FALARDEAU, Eric et al. (2007) La didactique du français. Les voies actuelles de la recherche. Québec: Pul.
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