

Subject:	ADQUISICIÓ DE L'ANGLÈS COM A SEGONA LLENGUA
Code:	28446
Credits:	6
Semester:	1
Groups:	1
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BRIEF DESCRIPTION OF SUBJECT

The main aim of this course is to give students an insight into theories of second language acquisition, to appreciate the evolution of this field over recent years, and to recognise the implications of research findings for classroom practice. The emphasis of the course is theoretical. The course is structured around a series of key journal articles in this field. By the end of the course, students will be familiar with the major theoretical proposals in the field of second language acquisition, will be able to follow the discussion of current topics in research journals, and will have a critical position from which to evaluate methodological proposals for classroom practice.

OBJECTIVES

Students should be able to (i) critically evaluate the different proposals within the field of second language acquisition research, (ii) justify different approaches on the basis of evidence and iii) summarize/explain the main points each article deals with.

ASSESSMENT

Final exam: 75%

Tutorial work: 25%

SYLLABUS

1. Theory Construction: Deductive vs Inductive: criteria of adequacy
2. Contrastive Analysis and Behaviourism as a theory of SLA
3. Access to mental processes: Error Analysis
4. Learner Grammars: Conceptions of Interlanguage
5. Early Findings: Orders and Sequences and their implications
6. A global theory; Krashen's Input Hypothesis and Monitor Model
7. Input, Interaction, and Learning through conversation NS/NNS roles
8. Variation as a condition for SLA
9. How are learners different? Individual Differences in Learning

BIBLIOGRAPHY / MATERIALS

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- Corder, P. (1967) "The Significance of Learner's Errors". *IRAL*. Vol./4.
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- Krashen, S. (1982) *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press. Chapter II.
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- Swain, M. (1985) "Communicative Competence: Some Roles on Comprehensible Input and Comprehensible Output in its Development" In S. Gass and C. Madden (eds.) *Input in Second Language Acquisition*. Rowly, Mass.: Newbury House. pp 235-245.