ASIGNATURA / COURSE TITLE

Modelos de Adquisición y Desarrollo de las Interlenguas: Interfaces, Transferencia y Análisis de Errores
Models of Acquisition and Development of Interlanguages: interfaces, transfer and error analysis

1.1. Código / Course number

32088

1.2. Materia / Content area

Módulo 3: Linguística aplicada al aprendizaje del inglés como lengua extranjera en contextos bilingües y no bilingües
Module 3: Linguistics Applied to Foreign Language Teaching and Learning in Bilingual and Non-bilingual Contexts

1.3. Tipo / Course type

Formación optativa / Elective subject

1.4. Nivel / Course level

Máster / Master (MA)

1.5. Curso / Year

1º o 2º / 1st or 2nd

1.6. Semestre / Semester

2º / 2nd

1.7. Número de créditos / Credit allotment

5 créditos ECTS / 5 ECTS credits

1.8. Requisitos previos / Prerequisites

Basic notions of linguistics and a good knowledge of English in order to read references and write assignments.
1.9. Requisitos mínimos de asistencia a las sesiones presenciales / Minimum attendance requirement

Attendance to all sessions is compulsory.

1.10. Datos del equipo docente / Faculty data

Docentes(s) / Lecturer(s):

AMAYA MENDIKOETXEA PELAYO [COORDINATOR]
DESPACHO/ OFFICE: 204/MÓDULO VI-BIS
CORREO-E/ E-MAIL: amaya.mendikoetxea@uam.es
HORARIO DE TUTORÍAS/ OFFICE HOURS: to be announced at the beginning of the course.

1.11. Objetivos del curso / Course objectives

The main objective of this course is to introduce the main second language learning/acquisition models and hypotheses and a selection of empirical research of significant relevance in the field.

By the end of the course students are expected to:

• Know and understand main notions and concepts in the field of second language acquisition (vs. first language acquisition)
• Know and understand the main models/hypotheses in the field of second language acquisition
• Be familiar with the main empirical issues in second language acquisition research
• Understand the connection between linguistic theory and second language acquisition research
• Be aware of the factor influencing second language learning/acquisition
• Be able to read selected papers and chapters in the field
• Be able to formulate initial research questions on SLA problems

Skills and competences:

E3. To become familiar with the most relevant language acquisition and teaching/learning theories.
E11. To become aware of the different factors which affect second language learning.
E13: Be able to formulate hypotheses on problems in applied linguistics and reach sound conclusions.
E15: To have an analytical attitude to linguistic evidence and show initiative in solving technical and procedural problems in the use of the scientific method.

E21. To become aware of one's own processes of acquisition of another language, and of what it means to be a non-native speaker.

E22. To be able to identify the importance of the variables which affect second language learning so as to foster the best learning environment conditions.

1.12. Contenidos del programa / Course contents

1. INTRODUCING SECOND LANGUAGE ACQUISITION
1.1 What is SLA?
1.2. The nature of language acquisition
   1.2.1. L1 versus L2 acquisition
   1.2.2. The logical problem of language acquisition
1.3. Theoretical frameworks for SLA
1.4. Some notes on the ‘critical period’ in the development of L2 grammars

2. APPROACHES TO SLA (1): EARLY APPROACHES
2.1. The Contrastive Analysis
2.2. The notion of Interlanguage and the Interlanguage Hypothesis
2.3. Error Analysis
2.4. The Natural Order Hypothesis

3. APPROACHES TO SLA (2): EXTERNAL AND INTERNAL FACTORS IN SECOND LANGUAGE ACQUISITION/LEARNING
3.1. SLA and linguistic theory
   3.1.1. The approach based on UG
   3.1.2. Functional approaches to SLA
3.1. Psychological and sociological approaches to SLA research
3.2. Individual factors in SLA
3.3. External factors in SLA: the role of input and interaction in SLA

4. ANALYSING LEARNER LANGUAGE: THE ROLE OF TRANSFER
4.1. What is transfer?
4.2. The role of the L1 in early SLA
4.3. Recent Perspectives on the role of the L1 in SLA
4.4. Transfer: the UG perspective

5. ANALYSING LEARNER LANGUAGE THROUGH LEARNER CORPORA
5.1. Learner language
5.2. Gathering learner language
5.3. Learner corpora
5.4. Learner corpus research
6. **FROM PARAMETERS TO INTERFACES IN SLA**

6.1. On parameters, functional categories and features
6.2. A shift in perspective in linguistic theory
6.3. SLA at the interfaces. Practical case: word order

### 1.13 Referencias de consulta / Course bibliography

**General:**


**Specific:**

ASIGNATURA: MODELOS DE ADQUISICIÓN Y DESARROLLO DE LAS INTERLENGUAS: INTERFACES, TRANSFERENCIA Y ANÁLISIS DE ERRORES  
CÓDIGO: 32088  
CENTRO: FACULTAD DE FILOSOFÍA Y LETRAS  
NIVEL: MASTER  
TITULACIÓN: MASTER EN LINGÜÍSTICA APLICADA AL INGLÉS  
TIPO: OPTATIVA  
Nº DE CRÉDITOS: 5


Mendikoetxea, A. & C. Lozano. (first view online 2018). From corpora to experiments: methodological triangulation in the study of word order at the interfaces un adult late bilinguals (L2 learners). *Journal of Psycholinguistic Research*. DOI: [http://dx.doi.org/10.1007/s10936-018-9560-0](http://dx.doi.org/10.1007/s10936-018-9560-0)


2. Métodos docentes / Teaching methodology

The teaching-learning methodology includes the following activities:

A. **Contact activities** (six sessions of four hours of classes plus programmed tutorials):

- **Theoretical and practical classes:** four-hour sessions in which the teacher presents the content of the course, and then the students apply these theoretical concepts in discussions, surveys, tasks, oral presentation, etc., to deepen their understanding of the issues.
- **Tutorias:** programmed sessions to monitor student progress.
- **Online work:** online tasks aimed at monitoring student progress, discussion forums, etc.

B. **Non-contact activities:**

- **Readings:** guided reading of theoretical references.
- **Presentations and Practical exercises:** summaries, critical analysis of readings, to be discussed both in classes and online.
- **Studying for tests**
- **Preparation of project:** working in teams/individually under teacher’s supervision
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TIPO: OPTATIVA
Nº DE CRÉDITOS: 5

3. **Tiempo de trabajo del estudiante / Student workload**

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<th>Porcentaje</th>
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<td>presentaciones, etc.</td>
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<td>Preparación del trabajo del curso</td>
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4. **Métodos de evaluación y porcentaje en la calificación final / Evaluation procedures and weight of components in the final grade**

Evaluation will be based on:
- Attendance and participation: 10%
- Presentations: 20%
- Written test: 30%
- Final project: 40%

The test will be taken on the last contact session for the course.

There are two dates for completing work for assessment of MULAI courses: at the end of the semester in which it is taught (May), or in June, coinciding with the dates announced by the Faculty. Lecturers will announce dates to hand in class projects.
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Nº DE CRÉDITOS: 5

5. Cronograma / Course calendar

<table>
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