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| Fundamentos 1 | Oral II |
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| * **Language Acquisition**

**Theories of Language Acquisition (LA)*** Language acquisition: first and second
* Stages of LA
* Childhood bilingualism

**Critical Period Theory*** Explaining Second Language Acquisition: The behaviourist perspective. The innatist perspective. The cognitive perspective. The sociocultural perspective

 **Language learning in early childhood**. First Language Acquisition. The first 3 years, pre-school and school. **Explaining FLA:** behaviourist, innatist and interactionist perspectives and theories. Language disorders. Second language learning SLL. Learners characteristics. Learning conditions. Language ofSLL. Contrastive analysis, error analysis and interlanguage. Developmental sequences. Vocabulary, pragmatics and phonology.Observing Learning and Teaching in the Second Language Classroom:- Natural acquisition settings- Structure-based instructional settings- Communicative instructional settings- Observation schemes: Teacher – Student interactions &amp; Student – student interactions.- Corrective feedback in the classroom- Questions in the classroom* Individual differences in second language learning
* Intelligence
* Language learning aptitude
* **Learning styles**
* Personality
* Attitudes and motivation
* Motivation in the classroom
* Identity and ethnic group affiliation
* Learner beliefs
* Individual differences and classroom instruction
* Age and second language learning
* The critical period: More than just pronunciation?
* Intuitions of grammaticality
* Rate of learning
* Age and second language instruction

Communicative Competence. 2. Discourse and ContextThe 4 Language Skills: developmentLearner´s individual factors in second language acquisition/learningCognitive Styles and Learning StrategiesInterlanguage: definition Fossilization and Universal Grammar: relationship and definition 2) Errors: types and causes | Variedades de inglés. Inglés como Lengua Internacional. Pronunciación en discurso lento y rápido.* Fluency and pronunciation

Watch the video "When the World Is Looking at You" and follow the video instructions. Film yourself answering the final questions and send the video via whatsapp (mine 1159955444) * Watch the second video ‘The Chaos' - A poem about the difficulties of English pronunciation. Do imitation work and look vocabulary up.
* Read the poem aloud.
* Oral narration theory

 Communicative Competence: The language in the Radio Oral narration: definition and explication. Listening comprehension &amp; imitation work Oral narration: tales, stories and fables. Practice Transcription.* Listening Practice:
1. Listen to the audios, do tasks 1 and 2 and questions for discussion next class. Try not to read the scripts, challenge yourself!
* A business interview, at <https://learnenglish.britishcouncil.org/skills/listening/upper-intermediate-b2/a-business-interview>
* A design presentation, at <https://learnenglish.britishcouncil.org/skills/listening/upper-intermediate-b2/a-design-presentation>
* Phonetics and Phonology
1. See the English Phonemic Chart (below) and say which sounds are similar to the Spanish sounds and which are different. To answer in the class at Zoom.
2. Practice:
* From English Pronunciation in Use Advanced:
* Accents: units 1 & 2
* Pronunciation in slow and fast speech: units 5 & 6.

BibliographyHewings, Martin (2007) *English Pronunciation in Use Advanced*, OUP.* Listening Practice:

Listen to the audios and complete Quizzes 1 and 2* Online PerilsDescription: Radio interview about the dangers of the web: spam, viruses and more.Language: Internet expert describes ways of avoiding the "dark" side of the online world.Dialect: North American & British English | Length: 6m 43s
* At <https://www.esl-lounge.com/student/listening-advanced.php>
* Phonetics and Phonology
1. Difference between Phonemic and Phonetic Transcription (attached file)
2. Practice:
* From English Pronunciation in Use Advanced:
* Consonant clusters: at the beginning, at the end, and within and across words: units 7,8, 9.

BibliographyHewings, Martin (2007) *English Pronunciation in Use Advanced*, OUP. Ch 7, 8, 9.Stress and Unstressed Syllables & Reading stories to kidsRead and practice from English Pronunciation in Use: a) weak forms of function words b) prominent function words (emphasis) c) vowels in unstressed syllables in content words d) syllabic consonants Chapters 21/22/23/24 2) - Listen and practice reading to kids: Where’s My Teddy? - Audio Read Aloud Bedtime Stories for Kids <https://www.youtube.com/watch?v=sxUbLZMKZ2s>Elision and assimilationPronounciation in conversation from English pronounciation in use units 26-31Pron. in Conversation and Rising and falling tonesUnits 32-39BRITISH PRONUNCIATION, INTONATION, STRESSED WORDS, WEAK FORMS, FUNCTION WORDS, CONTENT WORDS: watch this video and imitate the speaker <https://www.youtube.com/watch?v=sXA0LvkKIQw> |
| Introduction to Linguistic Theory by Adam Szczegielniak <https://drive.google.com/open?id=15ZDmRLGptJQyE03PMcSZ4ptWFJkhfTSw><https://drive.google.com/open?id=1EGyQuCpOE1OQRYWFUiJv0Nw-l5w7YxRc> Dictionary of Language Teaching and Applied Linguistics, Longman <https://drive.google.com/open?id=1C09sMkPFIXoq9qhw36AlJus_rHALBfsb> * Szczegielniak, Adam (2016) Introduction to Linguistic Theory, Cengage Learning.
* Linguistic Dictionary.
* - Lightbown, Patsy and Nina Spada (2013) How Languages are Learned, Oxford University
* Press, UK. Chapters 1 and 2.
* - Linguistic Dictionary.

Lightbown, Patsy M. & Nina Spada (2013, 4th ed) *How Languages are learned*, Oxford University Press. Ch. 4 Lightbown, Patsy M. &amp; Nina Spada (2013, 4 th ed) How Languages are learned, Oxford UniversityPress. Ch. 5Lightbown, Patsy M. & Nina Spada (2013, 4th ed) *How Languages are learned*, Oxford University Press. Ch. 3 <https://www.oposinet.com/temario-primaria-ingles/temario-2-educacion-primaria-ingles/topic-3-development-of-language-skills-listening-speaking-listening-and-writing-communicative-competence-in-english/>- Vesna Bagarić (2007) DEFINING COMMUNICATIVE COMPETENCE. Metodika, Vol. 8, br. 1, 2007, page 94-103. Review paper Received: 15.04.2007.UDK: 378.678 - Dijk, T. (2008). Context and discourse. In Discourse and Context: A Sociocognitive Approach (pp. 111-216). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511481499.005-Yule, George (2020, 7th ed.) The Study of Language, CUP. Ch 14 and 20- Nordquist, Richard. "Interlanguage Definition and Examples." ThoughtCo, Aug. 25, 2020, thoughtco.com/what-is-interlanguage-1691074. On <https://www.thoughtco.com/what-is-interlanguage-1691074> (online too) - Touchie, Hanna Y. SECOND LANGUAGE LEARNING ERRORS THEIR TYPES, CAUSES, AND TREATMENT, JALT Journal, Volume 8, No. I (1986) | Hewings, Martin (2007) English Pronunciation in Use Advanced, Cambridge UniversityPress. Chapters 1-2-5-6.<https://youtu.be/KvPyFoORY0Y> <https://www.youtube.com/watch?v=QO178ZfEVME>* Fludernik, Monika (2013) Conversational Narration – Oral Narration, Published on the living handbook of narratology (http://www.lhn.uni-hamburg.de)
* 6 minute English

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-200430><https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-200521><https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-200123>* New Inventions

<https://learnenglishteens.britishcouncil.org/new-inventions>* Unusual English Festivals

<https://learnenglishteens.britishcouncil.org/skills/listening/upper-intermediate-b2-listening/unusual-british-festivals>* The Elephant and The Ant - Story For Kids

<https://www.youtube.com/watch?v=h2Xj-A7HsYE>* A pronunciation dictionary
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