

SUBJECT TEACHING GUIDE

908 - Development of Second Language Phonetic and Lexical Competence

Master's Degree in the Learning and Teaching of Second Languages

Academic year 2023-2024

1. IDENTIFYING DATA			
Degree	Master's Degree in the Learning and Teaching of Second Languages	Type and Year	Compulsory. Year 1
Faculty	School of Teacher Training		
Discipline			
Course unit title and code	908 - Development of Second Language Phonetic and Lexical Competence		
Number of ECTS credits allocated	3	Term	Semester based (1)
Web			
Language of instruction	English	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA
Name of lecturer	FRANCISCO GALLARDO DEL PUERTO
E-mail	francisco.gallardo@unican.es
Office	Edificio de Filología. Planta: + 2. DESPACHO PROFESORES (231)
Other lecturers	

3.1 LEARNING OUTCOMES
<ul style="list-style-type: none"> - Knowing and applying different methodologies for the teaching and learning of the lexicon and pronunciation of a second language Knowing, identifying and dealing with obstacles derived from the learning and teaching of the lexicon and pronunciation of a second language Designing specific didactic materials for the teaching of the lexicon and pronunciation of a second language

4. OBJECTIVES

Using appropriate methodology for the development of the different linguistic skills : reading, writing, listening and speaking.
 Relating language functions with phonetic, lexical, grammatical, pragmatic and discursive contents.
 Acquiring basic knowledge about the various methodological approaches employed in the teaching and learning of the lexicon and pronunciation of a second language.
 Developing, using and assessing didactic materials focused on the teaching and learning of the vocabulary and pronunciation of a second language.

6. COURSE ORGANIZATION

CONTENTS	
1	1. INTRODUCTION: General theoretical and methodological principles. 1.1. The role of Linguistics and Phonetics in language teaching and learning 1.2. An overview of foreign language teaching and learning. 1.3. Resources for language teaching and learning 1.4. Factors influencing second language acquisition
2	2. DEVELOPING PHONETIC COMPETENCE IN A SECOND LANGUAGE 2.1. Phonological description of English sound system 2.2. Teaching the pronunciation of a second language 2.3. Planning a pronunciation lesson
3	3. DEVELOPING LEXICAL COMPETENCE IN A SECOND LANGUAGE 3.1. The lexicon of a second language 3.2. Teaching the vocabulary of a second language 3.3. Planning a vocabulary unit

7. ASSESSMENT METHODS AND CRITERIA				
Description	Type	Final Eval.	Reassessn	%
LEARNING UNIT: Oral presentation + written assignment	Work	No	Yes	60,00
READINGS: oral presentation + ecercises	Others	No	Yes	40,00
TOTAL				100,00
Observations				
<p>SCORING To pass the course students must pass both the learning unit and the activities related to the readings . According to Article 35 of the Regulation of the assessment processes at the University of Cantabria, “if a student does not obtain the minimum mark required to pass an evaluation test, the overall mark for the subject will be the lowest value between 4.9 and the weighted average of all the evaluation tests”.</p> <p>LANGUAGE ACCURACY It is assumed that university students have acquired linguistic abilities in relation to oral and written expression. Therefore, spelling, stress mark, punctuation, grammar and lexical correction in assignments and exams are an obligatory prerequisite to pass the subject.</p> <p>PLAGIARISM Regarding the fraudulent performance in exams and assignments, the final mark complies with the provisions of article 32 of the Regulation of the assessment processes at the University of Cantabria: 'The fraudulent conduct in exams or assignments will be graded as Fail '0' in the subject in the corresponding call, invalidating the marks obtained in all the assessment activities for the extraordinary call'.</p> <p>CITATION NORMS The Faculty assumes the APA STYLE as citation criteria for all academic work . Although there are several editions of these guidelines, a BUC link is attached as an initial reference: http://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28</p>				
Observations for part-time students				
<p>These students are subject to the same assessment requirements as full-time students. However, according to Article 24 of the Regulation of the assessment processes for part-time students at the University of Cantabria, students may opt for taking a single final assessment. Such assessment will involve the completion of a final exam. In this case, they must let the teacher know this within the first two weeks of the semester by sending an email indicating their choice.</p>				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- Celce-Murcia, Marianne, Donna M. Brinton , Janet M. Goowin & Barry Griner. 2010. Teaching pronunciation: a course book and reference guide. Cambridge: CUP.
- Cervero, María Jesús & Francisca Pichardo. 2000. Aprender y enseñar vocabulario. Madrid: Edelsa.
- Hewings, Martin. 2014. Pronunciation practice activities: a resource book for teaching English pronunciation. Cambridge: CUP.
- Kenworthy, Joanne. 1993. Teaching English pronunciation. London & New York: Longman.
- Morante Vallejo, Roser. 2005. El desarrollo del conocimiento léxico en segundas lenguas. Madrid: Arco Libros.
- Nolasco Fraguas, Marta. 2004. Enseñanza de una segunda lengua. Manual práctico para docentes. Vigo: Ideas Propias Editorial.

