PRODEP-EEAILE

Sub-Proyecto Relación lengua-conceptos-uso

Palabras-conceptos

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| Módulo - Unidad | Tema | Palabras / expresiones |
| I – 1-lesson2 | Lengua | Language system |
|  |  | Language as social practice |
|  |  | Target language |
|  |  | Common European Framework of Reference for Languages |
|  |  | Language competence |
|  |  | Language performance |
|  |  | Language functions |
|  |  | pragmatics |
|  |  | Sociolinguistics |
|  |  | Structuralism |
|  |  | Generative linguistics |
|  |  | Language in use |
|  |  | Text types |
|  |  | Linguistic form |
|  |  | Form, meaning and use |
| M1 | Enseñanza de lengua como práctica social | Features of language |
|  |  | Displacement |
|  |  | Arbitrary nature of language |
|  |  | Creative nature of language |
|  |  | Conventional nature of language |
|  |  | Polysemy / polysemic |
|  |  | Communities of practice |
|  |  | English as lingua franca |
|  |  | Communication models |
|  |  | Communication strategies |
|  |  | SPEAKING (acronym) |
|  |  | Accent |
|  |  | Dialect |
|  |  | Mutual intelligibility |
|  |  | Language variation |
|  |  | Stereotype |
|  |  | Units of language |
|  |  | Sentence |
|  |  | Text |
|  |  | Genres |
|  |  | Exemplars |
|  |  | Communicative purpose |
|  |  | Domain of discourse |
|  |  | Coherence |
|  |  | Cohesion |
|  |  | Cohesive devices |
|  |  | Texture |
|  |  | Text linguistics |
|  |  | Parallelism |
|  |  | Referring expressions |
|  |  | Repetition and lexical chains |
|  |  | Substitution |
|  |  | Ellipsis |
|  |  | Conjunctions and discourse markers |
|  |  | Speech acts |
|  |  | Locutionary, illocutionary and perlocutionary acts |
|  |  | Discourse analysis |
|  | Medios de transmisión de lenguaje | Language media |
|  |  | Spoken discourse |
|  |  | Written discourse |
|  |  | Context-dependent |
|  |  | Intonation |
|  |  | Stress patterns |
|  |  | Maxims of conversation |
|  |  | Cooperative principle |
|  |  | Conversational analysis |
|  |  | Principles of politeness |
|  |  | Deictics |
|  |  | Conversational turn |
|  | Estrategias de comprensión, comunicación y aprendizaje | Comprehension strategies |
|  |  | Communication strategies |
|  |  | Previous knowledge |
|  |  | Inference |
|  |  | Learning strategies |
|  | Índices de conocimiento de una lengua | Language proficiency |
|  |  | Language competences |
|  |  | Communicative competence |
|  |  | Communicative competence criteria |
|  |  | Linguistic competence |
|  |  | Sociolinguistic competence |
|  |  | Discursive competence |
|  |  | Strategic competence |
|  |  | Pragmatic competence |
|  |  | Intercultural competence |
|  |  | Phonetics |
|  |  | Morphology and lexicón |
|  |  | Syntax |
|  |  | Semantics |
| MI\_U2 | Adquisición de lenguaje | Second language acquisition |
|  |  | Behaviorism |
|  |  | Constructivism |
|  |  | Sociocultural theory |
|  |  | Contrastive analysis |
|  |  | Cross-linguistic influence |
|  |  | Acquisition-learning dichotomy |
|  |  | Comprehensible input |
|  |  | Information processing |
|  |  | Monitor hypothesis |
|  |  | Monitor model |
|  |  | Natural order hypothesis |
|  |  | Affective-filter hypothesis |
|  |  | Input hypothesis |
|  |  | Input |
|  |  | Intake |
|  |  | Confirmation checks |
|  |  | Interaction hypothesis |
|  |  | Interactional modifications |
|  |  | Negotiation of meaning |
|  |  | Recasts |
|  |  | Reformulations |
|  |  | Modified input |
|  |  | Foreigner talk |
|  |  | Noticing |
|  |  | Acoustically salient sound |
|  |  | Focus on form |
|  | output | Contextual cues |
|  |  | Collaborative dialogue |
|  |  | Hypothesis testing |
|  |  | Metalinguistic knowledge / function |
|  |  | Output |
|  |  | Output hypothesis |
|  |  | Tense markings |
|  | Teorías de aprendizaje de lengua | Artifacts |
|  |  | Genetic method |
|  |  | Mediation |
|  |  | Symbolic tolos |
|  |  | Private speech |
|  |  | Intramental plane |
|  |  | Intermental plane |
|  |  | Product-oriented theories |
|  |  | Zone of Proximal Development |
|  |  | Contextual cues |
|  |  | Collaborative dialogue |
|  |  | Hypothesis testing |
|  |  | Metalinguistic knowledge / function |
|  |  | Output hypothesis |
|  |  | Tense markings |
|  | Influencias extra-lingüísticas en el desarrollo de lenguaje | Critical period |
|  |  | Individual differences |
|  |  | Non-linguistic factors |
|  |  | Rate of acquisition |
|  |  | Instrumental motivation |
|  |  | Intrinsic motivation |
|  |  | Resultative hypothesis |
|  |  | “good learner’s” habits |
|  |  | Direct learning strategies |
|  |  | Indirect learning strategies |
|  |  | Learning styles |
|  |  | Strategic investment |
|  |  | Large classes |
|  |  | EFL |
|  |  | Monolingual clases |
|  | Enseñanza de inglés | Approach |
|  |  | Method |
|  |  | Technique |
|  |  | Grammar-translation method |
|  |  | Direct method |
|  |  | Audiolingual method |
|  |  | Mimicry |
|  |  | Drill |
|  |  | Communicative language teaching |
|  |  | Experiential learning model |
|  |  | Reflective observation |
|  |  | Transformation |
|  |  | Abstract conceptualization |
|  |  | Taxonomy of learning domains |
|  |  | Task-based learning framework |
|  |  | Interactional view of language |
|  |  | Communicative view of language |
|  |  | Learner centered instruction |
|  |  | Social context |
|  |  | Computer-assisted language learning |
|  |  | Real world or target task |
|  |  | Pedagogical tasks |
|  |  | Rehearsal tasks |
|  |  | Activation tasks |
|  |  | Enabling skills |
|  |  | Scaffolding |
|  |  | Interactivity |
|  |  | Interpersonality |
|  |  | Teachers’ roles |
|  |  | Knowledge base |
|  |  | Engaged learning |
|  |  | Students’ roles |
|  |  | Power relationship |
|  |  | Coercive relationship |
|  |  | Referent relationship |
|  |  | Reward-based relationship |
|  |  | Interactional competence |
|  |  | Phantom |
|  |  | Authentic materials |
|  |  | Instructional materials |
| M2-U1 | Lectura | Decoding |
|  |  | Inferring |
|  |  | Critical reading |
|  |  | Top-bottom approach |
|  |  | Bottom-up approach |
|  |  | Interactive approach |
|  |  | Schema theory |
|  |  | Content schema |
|  |  | *CALLA (The cognitive academic language learning approach)* |
|  |  | *Content-based approach* |
|  |  | *Literacy transfer* |
|  |  | *Phonics instruction* |
|  | Enseñanza de lectura | *Sheltered instruction* |
|  |  | *After-reading phase* |
|  |  | *Before-reading phase* |
|  |  | *Discourse markers* |
|  |  | *During-reading phase* |
|  |  | *Reading assessment* |
|  |  | *Skimming* |
|  |  | *Scanning* |
|  |  | *SQ3R Sequence* |
|  |  | *Strategies for reading comprehension* |
|  |  | *Collocations* |
|  |  | *Register* |
|  |  | *Word* |
|  |  | *Word parts* |
|  | Estrategias de aprendizaje de vocabulario | *Affix (suffix and prefix)* |
|  |  | *context* |
|  |  | *global clue* |
|  |  | *linguistic/cultural clue* |
|  |  | *Local clue* |
|  |  | *Difficulty level* |
|  |  | *Reading lab* |
|  |  | *Readable material* |
|  | Lectura y tecnología | *Collaborative learning* |
|  |  | *Netiquette* |
|  |  | *Flesch-Kincaid* |
|  |  | *Readability score* |
|  | Escritura | *Micro and macroskills for writing* |
|  |  | *Syllabus* |
|  |  | *Controlled writing* |
|  |  | *Real wriging* |
|  |  | *Feedback* |
|  |  | *Rubric* |
|  |  | *CALL* |
|  |  | *Receptive skill* |
|  |  | *Background knowledge* |
|  | Comprensión oral | *Chunking* |
|  |  | *Clustering* |
|  |  | *Colloquial language* |
|  | Expresión oral | *back-channeling* |
|  |  | *casual and formal style* |
|  |  | *conversational analysis* |
|  |  | *corpus analysis* |
|  |  | *discourse analysis* |
|  |  | *fillers* |
|  |  | *fixed phrases* |
|  |  | *gaze* |
|  |  | *hesitation markers* |
|  |  | *interactional talk* |
|  |  | *moves* |
|  |  | *routines* |
|  |  | *slips*  *idea unit*  *transactional talk* |
|  |  | *stylistic variation* |
|  |  | *talk as performance* |
|  |  | *turns / turn taking* |
|  |  | *accuracy* |
|  |  | *connected discourse* |
|  |  | *content words* |
|  |  | *falling intonation* |
|  |  | *Use* |
|  |  | *fluency* |
|  |  | *function words* |
|  |  | *intelligibility* |
|  |  | *intonation contours /curves* |
|  |  | *language oriented approaches* |
|  |  | *lexical stress* |
|  |  | *message oriented approaches* |
|  |  | *native-like* |
|  |  | *norm* |
|  |  | *pitch* |
|  |  | *plateau* |
|  |  | *reduction* |
|  |  | *rhythm* |
|  |  | *rising intonation* |
|  |  | *segmental* |
|  |  | *stress* |
|  |  | *suprasegmental* |
|  |  | *unaccented* |
|  |  | *Usage* |
| M3 U1 | Interculturalidad | *Intercultural competence* |
|  |  | *Decentering* |
|  |  | *Native speaker model of language learning* |
|  |  | *Ethnocentrism* |
| M3\_U2 | Evaluación | *Formative testing* |
|  |  | *Summative testing* |
|  |  | *Norm-based testing* |
|  |  | *Criterion-based testing* |
|  |  | *Validity* |
|  |  |  |