Carrera:	**BACHILLERATO Y LICENCIATURA EN ENSEÑANZA DEL INGLÉS**
Período:	II-2020
Documento:	Programa de curso
Curso:	**IO-6020 Análisis y Aplicación de la Teoría de la Adquisición y Aprendizaje de una Segunda Lengua en la Realidad Costarricense**
Modalidad:	100% Virtual (sincrónico y asincrónico)
Horario y Medio:	Jueves de 17:00 a 19:50, Mediación Virtual
Grupo:	01
Créditos:	05
Horas por semana:	03 (1,5 virtual sincrónica y 1,5 virtual asincrónica)
Horas extra clase:	06
Requisitos:	No tiene
Correquisitos:	No tiene
Nivel:	5to año, X ciclo
Docente:	Álvaro Zumbado Venegas.

Horas de atención a estudiantes: Martes 13:00-17:00, Viernes 08:00-12:00
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Course description:

This course is designed to provide practicing teachers with the knowledge and skills to analyze several first and second language acquisition theories and their implications in English teaching in a Costa Rican context. By considering these theories, the students will evaluate resources to successfully carry out the teaching task in an EFL environment. The main issues to be discussed in the course are: comparison of first and second language acquisition theories, language organization and the brain, utilization of problem-solving strategies in first and second language acquisition, and second language acquisition and classroom procedures.

The course is 100% virtual and will be based on UCR´s platform *Mediación Virtual*. Half the class time will be synchronous and the other half asynchronous.

General Objectives:

1. To stimulate critical thinking of individuals with regard to different theories of second language learning that exist in the educational setting. *[cognitive]*

2. To promote coherent and systematic methods and techniques of learning a second language based on a sociocultural reality in an educational setting. *[cognitive, skills, attitude]*

3. To foster the creativity of individuals through the study of theories of acquisition and second language learning and applying these theories to the reality in the medium in which they operate. *[cognitive, skills]*

4. To promote research on second language acquisition and learning. *[cognitive, skills, attitude]*

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Specific Objectives:

1. To analyze theoretical reading material related to different theories of learning and acquiring a second language. *[cognitive, skills]*

2. To assess the appropriateness of applying different theories of acquisition and second language learning to the educational environment today. *[cognitive, skills, attitude]*

3. To analyze the consistency of methods and techniques used in the educational theory of learning and acquiring a second language. *[cognitive, skills]*

4. To identify different environments, methods, techniques and other factors that negatively and positively influence the process of acquisition and second language learning, from a theoretical and a practical perspective. *[cognitive, skills, attitude]*

5. To apply theoretical knowledge to analyze the process of teaching and learning in specific educational realities of the environment in which teachers operate. *[cognitive, skills, attitude]*

6. To apply the theoretical models of acquisition and second language learning in an existing educational environment. *[cognitive, skills, attitude]*

7. To discuss the results of the application of the theory studied in class. *[cognitive, skills, attitude]*

8. To identify different sources of information and tools for the investigation of theory of acquisition and second language learning. *[cognitive, skills, attitude]*

9. To identify different theories related to the field of psycholinguistics and the possible implications of such teaching. *[cognitive, skills]*

10. To analyze the pedagogical implications of social and affective variables involved in the process of teaching and learning a foreign language. *[cognitive, skills]*

Content:

First language acquisition	From sound to word From word to sentence L1 vs L2 acquisition
Language learning context	Naturalistic contexts Instructed learning
Theoretical Perspectives	Contrastive Analysis Universal Grammar The monitor model/Input hypothesis Information processing/cognitive approach Processing-related hypotheses Emergentism and usage-based approaches The sociocultural approach
Teaching approaches and instructional issues	Historical and current perspectives on language teaching Classroom instructional issues
Second language development	Common processes and influences L2 development across linguistic sub-areas Investigating learner language: Language corpora

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The age factor	The critical period hypothesis Abnormal instances: Children raised in isolation Empirical studies Exceptional cases
Individual differences	Intelligence Language learning aptitude Attitudes and motivation Personality Learning style and cognitive style Learning strategies
Bilingualism	Who is a bilingual? Definitions of bilingualism Bilingual development Bilingual lexical representation and lexical access Bilingual cognition

Methodology:

The course will be developed as an online, collaborative workshop and/or seminar within a humanistic, constructivist, investigative, and participative educational environment. Weekly synchronous sessions, accompanied by asynchronous activities, will be held through *Mediación Virtual*. Other technological tools may be used in order to ensure that all students have access to the material covered in class.

Student Role: The students are expected to be prepared in advance by having read the assigned material so that they could be active participants during class presentations, discussions, and activities in general. This preparation considers their own personal experience as language learners and practicing teachers. Additionally, the students will investigate and select resources based on their understanding of SLA and the reality of their own context.

Teacher Role: The facilitator will guide class discussions and provide contextualized explanations for unclear concepts. This person will help the students construct further knowledge based on mutual experience. In doing so, the facilitator will make use of diverse technological resources to provide additional material and enhance learning environments.

Activities and Skills to be developed:
The students will participate in workshops, discussions based on related reading assignments, student reports, and individual research by accessing *Mediación Virtual* synchronously and asynchronously.

All activities will be carried out following the ethical norms the University of Costa Rica has in terms of collaborative work, individual performance, and research. In addition, the ethical component will be covered in all chapters transversally by considering the appropriate teaching and investigating practices derived from the different theories covered.

Evaluation
Student performance on the course will be considered on the basis of specific graded activities ranging from zero to 100 percent. There will also be room for formative assessment, especially in the form of in and out-of-class reflective activities.

Summative Assessment

Assessment Component	Percentage
4 Chapter Activities	20% (5% each)
2 exams	30% (15% each)
1 term paper (in pairs)	35% (20% written report, 15% presentation)
3 short reflections on the readings	15% (5% each)

Note: Grammar, vocabulary, and mechanics will represent at least 20% of the grade on all written assignments .

In Class Chapter Activity: In groups, students will work on four research/practice activity included in each chapter. They will enrich these activities with their own experience as language learners and as practicing teachers and will share their thoughts with the rest of the class in a group forum on *Mediación Virtual*. The criteria for the grade will be the accuracy in relation to the theory presented in the chapters and meeting the deadline for each activity.

Midterm tests: There will be two tests including practical and theoretical aspects addressed in the book and discussed in class. These tests will be available on *Mediación Virtual* as an online activity or as a document to complete and upload back on *Mediación*.

Term paper: In pairs, students will investigate on a topic related to SLA. They will hand in a written review that must include an introduction, the literature review, a discussion of the relevance/irrelevance of the selected topic in the national context, and a set of recommendations for addressing the topic in EFL classes. The report will be presented in class.

Rubric

	Meets expectations (4)	Approaches Expectations (3)	Below expectations (2)	Unsatisfactory (1)
Research Question	Research question(s) formed through clear analysis of the issue, very clearly stated	Research question(s) formed through good analysis of the issue, clearly stated	Research question(s) formed through poor understanding of the issue, somewhat clearly stated	Research question(s) not formed and are not stated
Sources	Eight or more sources from high-quality journals and publications	Five to seven sources from well-respected journals in the field	Three to four sources of low quality journals and/or a few sources are not reliable	Sources are fewer than four and unreliable
Analysis	Well organized, demonstrates logical sequencing and structure	Well organized, but demonstrates illogical sequencing or structure	Weakly organized with no logical sequencing or structure	No organization, sequencing, or structure
Conclusions	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered	There is some indication of conclusions from the evidence offered.	No conclusions are made from the evidence offered
Citation	Information is cited properly	Information is cited properly	Information is cited, but has errors	Information is not cited or is cited with many mistakes
Length	Adheres to 5 – 10 page criteria	Exceed or does not meet 5 – 10 page criteria by 1 page	Exceed or does not meet 5 – 10 page criteria by 2 pages	Exceed or does not meet 5 – 10 page criteria by 3 pages or more
Format	Font, spacing, and APA format are correct	Font and spacing, font and APA, or spacing and APA are correct	Font, spacing, or APA format is correct	Font, spacing, and APAP format are incorrect
Mechanics	Contains no spelling or grammatical errors, demonstrates creative use of language	Contains few spelling or grammatical errors, language use is adequate	Contains noticeable but not distracting spelling or grammatical errors, language use requires attention	There are 4 or more grammatical errors. Contains numerous distracting spelling or grammatical errors, language use is erratic.

Adapted from http://www.uky.edu/~kdbrad2/EPE619/Rubrics/

Reflection on the readings: Considering their own experience as learners and practicing teachers, the students will write one-page reflections on one of the aspects of some of the chapters covered in class. The following rubric will be used to assess this task:

	Meets expectations (4)	Approaches Expectations (3)	Below expectations (2)	Unsatisfactory (1)
Depth	Response demonstrates an in-depth reflection on, and personalization of the chapter	Response demonstrates a general reflection on and personalization of the chapter	Response demonstrates a minimal reflection on and personalization of the chapter	Response demonstrates a lack of reflection on or personalization of the chapter
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner	Writing is unclear and disorganized. Thoughts ramble and make little sense
Mechanics	Contains no spelling or grammatical errors, demonstrates creative use of language	Contains few spelling or grammatical errors, language use is adequate	Contains noticeable but not distracting spelling or grammatical errors, language use requires attention	There are 4 or more grammatical errors. Contains numerous distracting spelling or grammatical errors, language use is erratic.

Adapted from http://www.uri.edu/assessment/files/

Make-up Test:

There will be a make-up test for those students whose final rounds up to 6.0 or 6.5. This test will be about all the chapters discussed in the course. The passing grade for this test will be 7.0, and this will be the final grade of the course even if it was higher. Rounding up grades for make-up tests is not applicable.

Formative Assessment:

Classwork, discussions, and pertinent ideas about the topics discussed will be part of a self-reflective process that will help the students and the facilitator to identify strong points and aspects to work on.

Required Text:

Hummel, K. (2014). Introducing second language acquisition: Perspectives and practices. West Sussex, UK: Wiley Blackwell. *(Available in the English lab library and in acquisition process by the campus library)*

Recommended Texts:

Ellis, R. (2015). *Understanding second language acquisition (2nd. ed.).* United Kingdom: Oxford University Press.

Gass, S., & Selinker, L. (2013). *Second language acquisition: An introductory course (4th ed.).* New York: Routledge.

Hall, J. (2019). *Essentials of SLA for L2 teachers: A transdisciplinary framework.* New York: Routledge.

Ortega, L. (2013). *Understanding second language acquisition.* New York: Routledge.

Tavakoli, H. (2012). *A dictionary of language acquisition*: A comprehensive overview of key terms in first and second language acquisition. Tehran: Rahnama Press.

VanPatten, B., & Williams, J. (Eds.) (2015). *Theories in second language acquisition: An introduction (2nd. ed.).* New York: Routledge.

Additional Information:

REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL. ARTÍCULO 24. Cuando el estudiante se vea imposibilitado, por razones justificadas, para efectuar una evaluación en la fecha fijada, puede presentar una solicitud de reposición a más tardar en cinco días hábiles a partir del momento en que se reintegre normalmente a sus estudios. Esta solicitud debe presentarla ante el profesor que imparte el curso, adjuntando la documentación y las razones por las cuales no pudo efectuar la prueba, con el fin de que el profesor determine, en los tres días hábiles posteriores a la presentación de la solicitud, si procede una reposición. Si ésta procede, el profesor deberá fijar la fecha de reposición, la cual no podrá establecerse en un plazo menor de cinco días hábiles contados a partir del momento en que el estudiante se reintegre normalmente a sus estudios. Son justificaciones: la muerte de un pariente hasta de segundo grado, la enfermedad del estudiante u otra situación de fuerza mayor o caso fortuito. En caso de rechazo, esta decisión podrá ser apelada ante la dirección de la unidad académica en los cinco días hábiles posteriores a la notificación del rechazo, según lo establecido en este Reglamento.

PROCEDIMIENTO POR PLAGIO. Si se detectaran muestras de plagio, aunque se dieran por desconocimiento, el trabajo tendrá una nota de 0, y el alumno enfrentará las sanciones de la Universidad de Costa Rica. Se entiende por plagio, la presentación de ideas de alguna otra persona como propias (en forma total o parcial), la omisión de citar las fuentes de las ideas no propias (aunque sean parafraseadas), y demás conductas que manifiesten deshonestidad intelectual.

Tentative Calendar

Semana	Fecha		Contenido y evaluaciones
1	Agosto	13	Discussion of course syllabus and ethical component. Introduction to SLA
2		20	Chapter 2: First language acquisition
3		27	Chapter 2: First language acquisition **Reflection 1 (5%)**
4	Setiembre	03	Chapter 3: Language Learning Contexts
5		10	Chapter 4: Theoretical Perspectives: Past and Present **Chapter activity 1 (5%)**
6		17	Chapter 4: Theoretical Perspectives: Past and Present
7		24	**First miderm (15%)**
8	Octubre	01	Chapter 5: Teaching Approaches and Instructional Issues
9		08	Chapter 5: Teaching Approaches and Instructional Issues **Chapter activity 2 (5%)**
10		15	Chapter 6: Second Language Development **Reflection 2 (5%)**
11		22	Chapter 6: Second Language Development **Chapter activity 3 (5%)**
12		29	Chapter 7: The Age Factor
13	Noviembre	05	Chapter 8: Individual Differences **Reflection 3 (5%)**
14		12	Chapter 8: Individual Differences **Chapter activity 4 (5%)**
15		19	Chapter 9: Bilingualism
16		26	**Term paper due and presentations (30%)**
17	diciembre	03	**Second midterm (15%)**
18		10	Ampliación y Suficiencia