

CARRERA:	Bachillerato y Licenciatura en la Enseñanza del Inglés
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
GRUPO:	01
TIPO DE CURSO:	Teórico-práctico
CLASIFICACIÓN DE CURSO:	Propio
MODALIDAD:	Alto Virtual
CICLO LECTIVO:	II-2025
REQUISITO:	Tener el 75% del plan de estudio aprobado
CORREQUISITO:	No tiene
CREDITOS:	5
NIVEL:	5to año, X ciclo
HORARIO DE CLASE:	M-17:00-19:50
HORAS DE CONTACTO:	3
HORAS DE ESTUDIO INDEPENDIENTE:	12
HORAS DE ATENCIÓN AL ESTUDIANTE:	L: 13:00-15:00 (CIDICER) K: 13:00-16:00 (virtual) M: 10:00- 12:00 (virtual)

PROFESORA: Dra. Natalia Ramírez-Casalvolone

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 classroom procedures.

The course will be 100% online and will use Mediación Virtual (MV), according to institutional guidelines. The students will find the content, Power Point presentations, assignments and evaluations on MV. The lessons can be both synchronous (via Zoom, TEAMS, or any other convenient platform) and 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]

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
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	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
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 and cognition

	Bilingual lexical representation and lexical access
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METODOLOGY AND DIDACTIC STRATEGY

The course will be offered as an 100% online, collaborative workshop and/or seminar within a humanistic, constructivist, investigative, and participative educational environment. Synchronous and asynchronous sessions 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 have read the assigned material so that they can actively participate during the online sessions. 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 during the online synchronous and asynchronous sessions to provide additional material and enhance learning environments.

ACTIVITIES TO MEET THE OBJECTIVES

The students will participate in workshops, discussions based on related reading assignments, student reports, and individual research by accessing Mediación Virtual synchronously and asynchronously.

ETHICAL COMPONENT

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.

ASSESSMENT

The course will include two types of assessment: summative y formative.

A. SUMMATIVE ASSESSMENT: The following table describes the evaluated activities to be carried out in the course.

Activity	Percentage
In class participation (includes online discussions, short homework and additional assignments the professor may deem necessary to support students' learning process)	20%
Essays and Chapter Activities.	20%
2 midterm evaluation activities (not necessarily in test format)	20% (10% each test)
Research project (Systematic literature review)	25% (20% written report, 5% its presentation)
3 short reflections	15% (5% each)
TOTAL	100%

Note: Grammar, vocabulary, and mechanics will represent at least 15% of the grade on all written assignments.

In-class participation (20%): Active participation is an essential component of this course and includes both in-person and online engagement. Students are expected to contribute meaningfully to discussions, complete brief homework tasks, and respond to online prompts or forums. Additionally, the professor may assign short complementary activities throughout the term to reinforce course content and support the learning process. These assignments are designed to encourage consistent involvement, critical thinking, and the practical application of course materials.

Essays and Chapter Activity (20%): (in groups and/or individually) This component evaluates students' ability to engage critically and thoughtfully with course content. Students will complete written reflections, short essays, and designated chapter activities throughout the term. These

assignments are intended to foster deeper understanding, personal engagement with key concepts, and the development of analytical writing skills. Clear organization, original thinking, and connections to readings or class discussions will be essential criteria in assessment.

Midterms (20%): Midterm exams will assess the content studied throughout the course and will require students to demonstrate both understanding and critical thinking. Exams can include case analysis tasks that reflect real or plausible situations within the Costa Rican educational context, encouraging students to apply theoretical knowledge to practical, locally relevant scenarios.

Research Project (25%): students will research on a topic related to SLA. They will hand in a written report that must include an introduction, a literature review, a discussion on the implications of the selected topic in the national language learning context, and a set of recommendations for addressing the topic in EFL classes. The report will be presented in class in synchronous form. Detailed instructions for this assignment will be given during the first weeks of the semester.

Reflection activities (15%): Drawing on their experiences as both learners and practicing teachers, students will write one-page reflections focusing on a specific aspect from one of the assigned chapters.

FINAL NOTE:

All submitted work must be entirely original and demonstrate the academic and linguistic proficiency expected of students at the licenciatura level. Language accuracy, appropriate vocabulary use, and grammatical control will be evaluated across all assignments. Students are also expected to exhibit oral English performance that aligns with the quality of their written work. As advanced learners, students should actively practice self-monitoring strategies when speaking and take personal responsibility for their ongoing and consistent improvement in the use of the English language.

Tentative Rubric for Chapter Activities and Essays:

	Meets expectations (4)	Approaches Expectations (3)	Below expectations (2)	Needs improvement (1)
Depth	Excellent and thorough application of SLA theories with deep understanding. Enhancements are highly original,	Good understanding and application of SLA theories with effective integration of personal experiences.	Basic understanding and application of SLA theories with some integration of personal experiences. Enhancements are	The work demonstrates minimal understanding and integration of SLA theories and personal experiences. The



	deeply integrated with personal experiences, and significantly enrich the theoretical concepts.	Enhancements are original and add meaningful insight.	present but lack depth and originality.	application is inaccurate and the enhancements lack quality and relevance.
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	Contains numerous distracting grammatical and spelling errors, language use is erratic

Tentative Rubric for Research Project:

CRITERIA	Proficient <i>3pts</i>	Sufficient <i>2pts</i>	Below expectations <i>1-0pts</i>
CONTENT			
Abstract Contains max. 200 words. It accurately describes the purpose, subsections of the review, and key recommendations obtained.			
Introduction and problem statement Includes sufficient background information, the purpose and justification of the topic, and an appropriate problem statement leading to the research questions.			
Research question Main research question is focused and accomplishable. Contains at least 3 sub-questions clearly tied to the main problem.			
Coverage of content			

Each of the subsections is related to a sub-question. Content is covered in depth without being redundant and by using appropriate support from sources.			
Discussion The authors are able to relate the theory in the review to classroom problems in the country.			
Recommendations Detailed and EXHAUSTIVE list of recommendations is given based on the evidence offered.			
MECHANICS/CONVENTIONS/FORATTING			
Basic APA Paper is correctly formatted according to APA style. Aspects include: margins, indentations, headings, font style and size, pagination and spacing, in-text citations and reference page.			
Reference page Sources are organized alphabetically and comply with APA norms. Contains at least 10 up-to-date academic sources including at least one of each type (book, book chapter, academic journal article).			
Writing style and clarity Language is concise, formal, and free of errors in grammar, punctuation, or spelling. Transitions are used correctly throughout the paper. Paragraphs are coherent and cohesive.			

Tentative Rubric for Reflection Papers:

Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement
Integration of Personal Experience and Theoretical Concepts	Thoughtfully integrates personal experiences as both a language learner and teacher with theoretical concepts from the chapters. Connections are clear and insightful.	Integrates personal experiences and theoretical concepts with some clarity. Connections are generally clear but may lack depth.	Attempts to integrate personal experiences and theoretical concepts, but connections may be superficial or unclear.	Struggles to integrate personal experiences with theoretical concepts. Connections are weak or missing.

Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement
Critical Thinking and Analysis	Demonstrates a high level of critical thinking and analysis. Provides deep insights and thorough reflection on the SLA theories.	Shows good critical thinking and analysis. Provides relevant insights and reflections on SLA theories.	Shows some critical thinking and analysis, but reflections may be basic or lack depth.	Limited critical thinking and analysis. Reflections are minimal or lack insight.
Relevance and Focus	Clearly addresses the chosen question and remains focused throughout the reflection.	Addresses the chosen question well and mostly stays focused, with minor digressions.	Addresses the chosen question but may include irrelevant information or lack focus.	Does not adequately address the chosen question or frequently loses focus.
Clarity and Coherence	Reflection is well-organized, clear, and coherent. Ideas are effectively communicated and easy to follow.	Reflection is mostly organized and clear. Some minor issues with coherence or organization.	Reflection has organizational or clarity issues, making it somewhat difficult to follow.	Reflection is poorly organized and lacks clarity, making it difficult to understand.
Grammar and Writing Mechanics	Writing is free of grammatical errors and typos. Demonstrates excellent command of language and style.	Few grammatical errors or typos. Writing is clear with minor issues in language or style.	Several grammatical errors or typos. Writing is generally clear but with noticeable issues.	Frequent grammatical errors and typos. Writing is unclear and difficult to understand.

MAKE-UP TEST

There will be a make-up test for those students whose final grade rounds up to 6.0 or 6.5. This test will include all the chapters discussed in the course. The passing grade for this test is 7.0, and this will be the final grade of the course even if the test grade is higher.

B. FORMATIVE ASSESSMENT

Classwork, discussions, and peer feedback on the topics covered 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*. Wiley Blackwell. (Available in the English lab library)

RECOMMENDED TEXTS

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

- Gass, S., & Selinker, L. (2013). *Second language acquisition: An introductory course (4th Ed.)*. Routledge.
- Hall, J. (2019). *Essentials of SLA for L2 teachers: A transdisciplinary framework*. Routledge.
- Ortega, L. (2013). *Understanding second language acquisition*. Routledge.
- Tavakoli, H. (2012). *A dictionary of language acquisition: A comprehensive overview of key terms in first and second language acquisition*. Rahnama Press.
- VanPatten, B., & Williams, J. (Eds.) (2015). *Theories in second language acquisition: An introduction (2nd. Ed.)*. Routledge.

COURSE REGULATIONS 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.

Componente ético: Se debe actuar con respecto hacia los principios que regulan la propiedad intelectual, las características de la población y los derechos humanos. Se debe garantizar el debido consentimiento informado en los procesos de recolección de datos.

NOTA IMPORTANTE SOBRE EL PLAGIO:

Plagio es cuando se presenta el trabajo de otros, incluyendo el trabajo de otros estudiantes, como propio. No se permite presentar, de forma oral o escrita, ideas o materiales tomados de otras fuentes sin citar correctamente y en su totalidad, al menos de que la información sea de conocimiento general. Faltar a la integridad académica (hacer trampa y cometer plagio) también constituye el usar, proveer, o intentar usar o proveer asistencia, materiales, información u otras formas de “ayuda académica”. Si usa las palabras, gráficos, imágenes, cálculos o ideas de cualquier otra persona o sistema de inteligencia artificial debe citarlos correctamente. Generadores o programas de inteligencia artificial como **ChatGPT, Grammarly, QuillBot, Spinbot, Dall-E, etc.** no deben

ser utilizados en esta clase sin permiso explícito de la persona docente. Generadores de texto IA no deben ser utilizados para:

- Crear o revisar borradores de asignaciones (por ejemplo, outlines de ensayos y presentaciones orales)
- Para editar su trabajo.
- Para revisar el trabajo de sus compañeros.
- Para referencias académicas como citas textuales o hechos sin previa corroboración.

El uso de cualquier plataforma de IA sin previo consentimiento será considerado plagio y se reportará a las autoridades correspondientes y se seguirá el debido proceso, de acuerdo a las políticas universitarias.

TENTATIVE CALENDAR

Week	Date	Topics and assignments	Assessment
1	August 13	Discussion of course syllabus and ethical component. Introduction to SLA: Teacher presentation	
2	August 20	Chapter 2. First language acquisition	Introductory Essay (5%)
3	August 27	Chapter 3. Language Learning Contexts	Reflection paper (5%)
4	September 3	Chapter 4. Theoretical Perspectives: Past and Present	
5	September 10	Chapter 4. Theoretical Perspectives: Past and Present	Essay and/or Chapter activity 1 (5%)
6	September 17	Chapter 5. Teaching Approaches and Instructional Issues	
7	September 24	First midterm (not necessarily in test format)	Midterm (15%)
8	October 1	Chapter 6. Second Language Development	Reflection paper 2 (5%)

9	October 08	Chapter 6. Second Language Development	Essay and/or Chapter activity 2 (5%)
10	October 15	Chapter 7. The Age Factor	Reflection 3 (5%)
11	October 22	Chapter 8. Individual Differences	
12	October 29	Chapter 9. Bilingualism	Essay and/or Chapter activity 3 (5%)
13	November 05	Research paper due and presentations	Research Project (25%)
14	November 12	Research paper due and presentations	Research Project (25%)
15	November 19	Second midterm (not necessarily in test format)	Midterm (10%)
16	November 26	Final grades	
17	December 03	Ampliación	