



CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS
CICLO: I-2014
DOCUMENTO: PROGRAMA SEMESTRAL DEL CURSO
CURSO: IO-6020- ANÁLISIS. Y APLICACIÓN. DE LA TEORÍA. DE LA ADQUISICIÓN. Y APRENDIZAJE UNA SEGUNDA. LENGUA. EN LA REALIDAD. COSTARRICENSE.
CRÉDITOS: 4
HORAS DE CLASE:4
REQUISITO: NO TIENE
COREQUISITO: NO TIENE
NIVEL: X
DOCENTES: M.Ed. José Chan Díaz
HORAS DE ATENCIÓN A ESTUDIANTES: Lunes 11 am a 12 md, Jueves 10 a 11 md y de 4 a 5 pm y Viernes de 8 am a 12 am. (Oficina 18)

I. COURSE DESCRIPTION:

This course is designed to provide practicing teachers the knowledge and skills to analyze several first and second language acquisition theories and their implications in English teaching in a Costa Rican context. Students will also enrich and relate these theories to 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, second language acquisition and classroom procedures.

II. GENERAL OBJECTIVES:

1. To stimulate critical thinking of individuals with regard to different theories of second language learning that exist in the educational setting.
2. To promote coherent and systematic methods and techniques of learning a second language based on a sociocultural reality in an educational setting.
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.
4. To promote research of acquisition and second language learning through the use of technological tools.



III. **SPECIFIC OBJECTIVES**

1. To analyze theoretical reading material related to different theories of learning and acquiring a second language.
2. To assess the appropriateness of applying different theories of acquisition and second language learning to the educational environment today.
3. To analyze the consistency of methods and techniques used in the educational theory of learning and acquiring a second language.
4. To identify different environments, methods, techniques and other factors that negatively and positively influence the process of acquisition and second language learning, from theoretical and practical perspective.
5. To apply theoretical knowledge to analyze the process of teaching and learning in specific educational realities of the environment in which teachers operate.
6. To apply the theoretical models of acquisition and second language learning in an existing educational environment.
7. To discuss the results of the application of theory studied in class.
8. To identify different sources of information and tools for the investigation of theory of acquisition and second language learning.
9. To identify different theories related to the field of psycholinguistics and the possible implications of such teaching.
10. To analyze the pedagogical implications of social and affective variables involved in the process of teaching and learning a foreign language.

IV. **CONTENT:**

a) Introduction
b) Related discipline
c) The lexicon
d) Second and foreign language data
e) The role of the native language: historical overview
f) Recent perspectives on the role of previously known languages
g) Formal approaches to SLA
h) Typological and functional approaches



i) Looking at interlanguage processing
j) Interlanguage in context
k) Input, interaction, and output
l) Instructed second language learning
m) Beyond the domain of language
n) An integrated view of second language acquisition

IV. **METHODOLOGY:**

At the beginning of each session, students will meet in groups to work on their literature review (15 min). Meanwhile, the assigned student(s) for the day will set up equipment to make a presentation of the chapter (20 min). Then, students in groups will carry out task designed by the presenters (10 min). A short general class discussion led by the presenters will take place (5 minutes). A “point for discussion” task from Gass and Selinker (2008) selected by the instructor will be assigned to groups (10 min). A randomly selected group will present task results (5 min) followed by a “Questions & Answers” session (5 min). Depending on time constraints, mini-lessons for resource presentations will take place. In other words, classes will be student-centered. The professor will discuss theory, provide explanations and serve as a model on each topic through the analysis and discussion of readings prepared in advance by the students. Active participation, both in practice and in peer feedback, will be an essential part of the course, which will include the learner’s own personal experiences as an important element to classroom learning. Students will be investigating and selecting resources based on their beliefs and understandings as well as the reality of the context and what is known about their students and the principles of language acquisition.

V. **EVALUATION:**

Chapter Presentation (in groups)	15%
Mini Tasks (Points for discussion)*	15%
Three partial tests (C.1-4, 13 15%, 5-9 15%% y C.10-14 20%)	50%
Literature Review** (in trios)	15%
Technological Resource Demonstration (in pairs)***	5%

(Note: Rubrics will be provided for each task. Grammar, vocabulary and mechanics (when applicable) will represent at least 20% of the grade)

Chapter Presentation: selected students will be responsible for summarizing a chapter or two, designing a PPP and making a presentation of the most important aspects in the chapter(s).



*For the Mini-Tasks, the students making presentations of assigned chapters need to give a summary of the chapter to each student, select a point for discussion, develop activities for the point and lead a class discussion. The rest of the class is expected to participate in the activities and turn in answers. Mini Task grade will be earned individually in each class.

Partial exams will include practical and theoretical issues taken from the book. Students are expected to address the questions in the exams supporting their answers with the theory presented and discussed in class.

****LITERATURE REVIEW 45 pts:**

Steps to be followed to complete your Literature Review: (Bring one source per person on a weekly basis as per timetable)

1. Brainstorm ideas on the main topic
2. Delimit topic 1 pt
3. Write Research question 1 pt
4. Write Thesis statement 2 pt
5. Present Research Proposal 5 pts
6. Turn in and possibly present types of publication used (scope) 1 pptr / 6 pts total
7. Write critical analysis of articles chosen supporting position 10 pts
8. Write critical analysis of articles contrary to position selected 10 pts
9. Turn in literature review (Introduction, Objectives, Literature Review, Methodology) 10 pts

***Technological Resource Presentation: assigned groups are expected to prepare a mini lesson to demonstrate how to use technology to teach vocabulary in a Costa Rican context as per timetable.

INFORMACION ADICIONAL

No habrá exámenes o trabajos de reposición sin una justificación válida (como por ejemplo: enfermedad -con dictámen médico- o muerte de un familiar). Se debe presentar la documentación pertinente en un lapso de 8 días después de la ausencia como estipula el Reglamento de Régimen Académico Estudiantil.

Todos los trabajos escritos deberán presentarse de forma impresa siguiendo con los lineamientos indicados previamente por el o la docente. Sin excepción toda asignación debe entregarse en la fecha indicada.



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.

Por favor noten que las normas universitarias clara y enfáticamente estipulan que los teléfonos celulares deben de ser apagados durante el tiempo lectivo. Según oficio ELM-CENV-984-2004, en relación con la Circular No.31-2000 suscrita por el entonces Vicerrector de Docencia, el hacer uso del celular en forma permanente en el tiempo destinado al desarrollo de las lecciones, NO es adecuado porque constituye un distractor en el proceso enseñanza – aprendizaje; en consecuencia, es PROHIBIDO que los (as) profesores (as) y los (as) estudiantes hagan uso del mismo en el aula durante el desarrollo de actividades académicas, excepto en situaciones de emergencia o de excepción, condicionado.

Se hará un examen de ampliación para aquellos estudiantes cuya nota final sea 6.0 o 6.5. Este examen se programará oportunamente y será de toda la materia estudiada en el curso. Si el estudiante aprueba este examen, su nota final será 7.0.

V. **BIBLIOGRAFÍA OBLIGATORIA:**

Gass, S. & Selinker, L. (2008). **Second Language Acquisition An introductory Course 3rd Ed.** New York: Routledge

VI. **BIBLIOGRAFÍA COMPLEMENTARIA:**

Biller, Lowell W. (2003). **Creating Brain-Friendly Classrooms.** Oxford: The Scarecrow Press, Inc.

Brown, H. Douglas. (2000). **Principles of Language Learning and Teaching – 4TH Edition.** New York: Addison Wesley Longman, Inc.

Ellis, Rod. (1994). **Understanding Second Language Acquisition.** U.S.A.: Oxford University Press.

Graves, Kathleen. (2000). **Designing Language Courses.** Boston: Heinle & Heinle Publishers.

Jensen, E. (1998). **Teaching With the Brain in Mind.** U.S.A.: ASCD



Krashen, S. & Terrel, T; (1983). **The Natural Approach**. U.S.A.: Pergamon Pres.

Manchur, Carolyn. (1996). **Cognitive Type Theory & Learning Styles**.
U.S.A.: ASCD.

Nation, P. (2001). **Learning Vocabulary in Another Language**, Cambridge:
Cambridge University Press

Richards, S. y Lockhart, C. (1995). **Reflexing teaching in second language
classrooms**. New York; Cambridge University Press.

Shapiro, Lawrence E. (1997). **La inteligencia emocional de los niños**. Argentina:
Javier Vergara Editor S.A.

VI. TIMETABLE****

Week	**Resources	Literature Review Steps	Chapters / SS presenting
Week 1 March 10-14		Brainstorm ideas on the main topic	Introduction (20 p)
Week 2 March 17-21	1	Delimit topic	Related disciplines (20P) 1 2 The lexicon (30p) 3 4
Week 3 March 24-28	2	Write Research question Resource P1	Second and foreign language data (40p) The role of the native language: historical overview(20p) 5 6 7 8
Week 4 March 31-April 4	3	Resource P 2-3	Recent perspectives on the role of previously known languages (40p) Formal approaches to SLA (20p) Typological and functional approaches 9 10 11 12
Week 5 April 7-11	11 de abril: No Class		
Easter Week April 14-18	No Class		
University Week April 21-25	Review		
Week 6 April 28- May 2	4	Write Thesis statement Resource P4	First Partial Exam (Units 1 to 4 and 9)



Week 7 May 5-9	5	Present Research Proposal Resource P 5-6	(20p) Looking at interlanguage processing (40p) 13 14 15 16
Week 8 May 12-16	6	Turn in Types of publication used (scope) Resource P7	Interlanguage in context (40) 17 18 19
Week 9 May 19-23		Resource P8-9	Second Partial Exam (Units 5 to 8)
Week 10 May 26-30		Write critical analysis of articles chosen Resource P10	Input, interaction, and output (65p) 20 21 22 23 24
Week 11 June 2-6		Resource P11-12	Instructed second language learning (20p) 25
Week 12 June 9-13		Write critical analysis of articles contrary to position selected Resource P13	Beyond the domain of language (55 p) 26 27 28
Week 13 June 16-20		Resource P14	An integrated view of second language acquisition (25p) 29 30
Week 14 June 23-27		Turn in literature review Resource P15-16	Review (make up day)
Week 15 June 30-July 4			Third Partial Exam (Units 10 to 14)
Week 16/17 July 7-18			<i>Ampliación Exam</i>

****Journals: *Tesol Quarterly, Linguistics, TESL Journal, ELT Journal, Applied Linguistics***

******Nota:** Este es un cronograma tentativo, los contenidos que se desarrollarán durante el semestre están sujetos a cambios según lo estimen el docente del curso, esto de acuerdo a las necesidades de los y las estudiantes, así como situaciones propias del curso.