



<b>CARRERA:</b>	Bachillerato y Licenciatura en Enseñanza del Inglés
<b>CICLO:</b>	II -2018
<b>DOCUMENTO:</b>	Programa Semestral de curso
<b>CURSO:</b>	<b>IO-6020 Análisis y Aplicación de la Teoría de la Adquisición y Aprendizaje de una Segunda Lengua</b>
<b>CRÉDITOS:</b>	4
<b>HORAS:</b>	4
<b>REQUISITO:</b>	No tiene
<b>CORREQUISITO:</b>	No tiene
<b>PROFESOR:</b>	Magister José Mauricio Montero Esquivel
<b>HORARIO de CLASES:</b>	Viernes; 09:00 am -11:50 am. Aula 310.
<b>Horas de atención a est:</b>	Martes y Viernes de 01:00 pm a 04:50 pm Of. #12. // e-mail: rainbat8@gmail.com



### I. 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, 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, 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. (cognitive)
2. To promote coherent and systematic methods and techniques of learning a second language based on a sociocultural reality in an educational setting. (application)
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. (application)
4. To promote research on second language acquisition and learning. (application)

### III. SPECIFIC OBJECTIVES

1. To analyze theoretical reading material related to different theories of learning and acquiring a second language. (cognitive)
2. To assess the appropriateness of applying different theories of acquisition and second language learning to the educational environment today. (cognitive)
3. To analyze the consistency of methods and techniques used in the educational theory of learning and acquiring a second language. (cognitive)

[rainbat8@gmail.com](mailto:rainbat8@gmail.com)  
Phone. 25117094

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)
5. To apply theoretical knowledge to analyze the process of teaching and learning in specific educational realities of the environment in which teachers operate. (application)
6. To apply the theoretical models of acquisition and second language learning in an existing educational environment. (application)
7. To discuss the results of the application of the theory studied in class. (application)
8. To identify different sources of information and tools for the investigation of theory of acquisition and second language learning. (cognitive)
9. To identify different theories related to the field of psycholinguistics and the possible implications of such teaching. (cognitive)
10. To analyze the pedagogical implications of social and affective variables involved in the process of teaching and learning a foreign language. (cognitive)

#### **IV. CONTENT**

a) Introduction b) Learning a first language c) Foundations of L2 Acquisition d) Formal Approaches to SLA e) Looking at interlanguage processing f) Input, Interaction, and Output g) Instructed Second Language Learning h) Observing L2 Teaching i) Beyond the Domain of Language j) L2 learning and teaching K) an Integrated View of Second Language Acquisition

#### **V.METHODOLOGY**

The course will proceed mainly in workshop or seminar fashion. Reading assignments will form the basis of each class. Homework must be completed on time. Active participation, both in practice and in peer feedback, is expected during presentations, class discussions, and lectures. It will include the learner's own personal experiences as an important element of learning. The instructor will discuss theory, provide explanations, and serve as a model on each topic through the discussion of readings prepared in advance by the students. Students will be investigating and selecting resources based on their beliefs and understandings as well as the reality of their context and what is known about their students and the principles of language acquisition. Field work will be required for achieving a better understanding of the principles of language teaching in the national context.

## VI. EVALUATION:

### A. Summative

- |  |  |
|--|--|
| 1) Chapter Presentation                      | 15% (15% leading a discussion task)        |
| 2) 2 Exams                                   | 30% (15% each)                             |
| 3) Term paper (in pairs)                     | 30% (20% written report; 10% presentation) |
| 4) 5 Short reflection papers on the readings | 25% (individually)                         |

**Note:** guidelines and evaluation rubrics will be provided in advance for each task.

- 1) Chapter Presentation:** In groups, students will be responsible for summarizing a chapter and presenting the most important aspects in the chapter(s) to the class. In addition to theory, the presentations should include an interactive activity to demonstrate a key point in the chapter and to generate discussion. Active participation from students will be considered for the group's grade in this task.
- 2) Exams:** There will be two exams including practical and theoretical issues discussed in the book and in class. Students are expected to support their answers effectively using these considerations.
- 3) Term Paper:** In groups of three, students will select a topic from a list previously provided by the instructor and develop a theoretical discussion on the subject. The discussion must include an abstract, a brief introduction, a justification, a research question, a theoretical framework, a literature review, a discussion of the implications for language teaching and learning in the national context, and a set of recommendations for addressing the topic in EFL classes. The resulting report will be presented in class. A process approach will be followed in the writing of the term paper, thus students will be asked to deliver three updates of the paper as they write it.
- 4) Reflection questions on the readings:** The instructor will assign a set of questions for discussion as part of the homework. The answers must be brought on the following day of classes and handed in at the beginning of the lesson. Additional sources used to support the answers must be acknowledged in the document.

### B. Formative:

Formative assessment will be carried out through the following activities:

- 1) In class discussion of chapter specific issues powered by the students presenting each chapter via the *interactive activity* and supervised by the instructor.
- 2) Feedback sessions based on summative assessment results after each evaluation task.
- 3) Student-instructor conferences to guide, support and provide feedback in the construction of the *term paper*.

Ciudad Universitaria Carlos Monge Alfaro. San Ramón, Alajuela  
Professor Mag. José Mauricio Montero Esquivel  
[rainbat8@gmail.com](mailto:rainbat8@gmail.com)  
Phone. 25117094

## **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 académica.

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.

### **VII. BIBLIOGRAFÍA OBLIGATORIA:**

Gass, S. & Selinker, L. (2013). *Second Language Acquisition: An introductory Course 4th Ed.* New York: Routledge

### **VIII. BIBLIOGRAFÍA COMPLEMENTARIA:**

Billier, 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.

Brown, H.D..& Gonzo, S (1995).*Readings on Second Language Acquisition.* New Jersey, Prentice-Hall

**IO-6020 SECOND LANGUAGE ACQUISITION (SLA) - TENTATIVE CALENDAR**

DATE / WEEK	ASSIGNED READINGS	Assessment
WEEK #1	Introduction to the course Introduction (Chap.1)	
WEEK #2	Second and Foreign Language Data (Chap 2) <del>Where do Data Come From? (Chap.3)</del>	
WEEK #3	The Role of the Native Language: An Historical Overview (Chap.4	<b>Yulisa Mora</b>
WEEK #4	The Transition Period (Chap.5)	<b>Ericka</b>
WEEK #5	Alternative Approaches to the Role of Previously Known Languages (Chap. 6)	<b>Ariel</b>
WEEK #6	Formal Approaches to SLA (Chap.7)	<b>Verónica</b>
WEEK #7	The Lexicon (Chap.8)	<b>Marcela</b>
WEEK #8	Looking at Interlanguage Processing (Chap.10)	<b>Karina</b>
WEEK #9		<b>Midterm Test 1</b>
WEEK #10	Interlanguage in Context (Chap.11 )	<b>Jordy</b>
WEEK #11	Input, Iteration, and Output (Chap.12)	
WEEK #12	Instructed Second Language Learning (Chap.13)	
WEEK #13	Nonlanguage Influences (Chap.14)	
WEEK #14	An Integrated View of Second Language Acquisition (Chap.16)	
WEEK #15	Term paper oral presentations	<b>Term paper</b>
WEEK #16		<b>Midterm Test 2</b>
WEEK #17		<b>GRADES</b>
WEEK #18		Make up test ( <i>ampliación</i> )
WEEK #19		Cierre de Actas