

**CARRERA:** BACHILLERATO Y LICENCIATURA EN ENSEÑANZA DEL INGLÉS

**CICLO:** III-2019

**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

**MEDIACIÓN VIRTUAL:** Bimodal

**HORARIO Y AULA:** Viernes de 09:00 a 11:50 (Aula 201) y de 13:00 a 15:50 (Mediación)

**GRUPO:** 01

**CRÉDITOS:** 4

**HORAS POR SEMANA:** 6

**HORAS EXTRA CLASE:** 8

**REQUISITO:** No tiene

**CORREQUISITO:** No tiene

**NIVEL:** Quinto año, décimo ciclo

**DOCENTE:** Álvaro Zumbado Venegas.

**HORAS DE ATENCIÓN A ESTUDIANTES:** En verano no hay

#### **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 has a bimodal component, based on UCR's platform METICS.**

#### **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

### **Introduction to Second Language Acquisition**

*SLA, L2, L1, LLS*

### **Foundations of Second Language Acquisition**

*Nature of language learning, L1 vs L2, Frameworks for SLA*

### **The Linguistics of Second Language Acquisition**

*Approaches to SLA, Universal Grammar, Functional Approaches*

### **The Psychology of Second Language Acquisition**

*Learning Processes, Differences in Learners, Multilingualism*

### **Social Contexts of Second Language Acquisition**

*Microsocial and macrosocial factors, Communicative Competence*

### **Acquiring Knowledge for L2 Use**

*Competences, Receptive and Productive Activities*

### **L2 Learning and Teaching**

*Interactive Perspectives, Implications for L2 learning and Teaching*

## METHODOLOGY

The course will proceed mainly in workshop or seminar fashion developed within a humanistic, constructivist, investigative, and participative educational environment

**THE STUDENTS' ROLE:** Reading assignments will form the basis of each class. Students will need to be active participants during presentations, class discussions, and lectures. This considers students' own personal experiences as an important element of learning. They will have weekly homework that must be completed on time. 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.

**THE TEACHER'S ROLE:** The facilitator will discuss theory, provide explanations, and serve as a model on each topic through the discussion of readings prepared in advance by the students. The facilitator will be a co-creator in mutually constructing knowledge and experience, a team member, and a guide in the learning process. In doing so, he or she will take advantage of technological resources to provide materials and learning environments.

### ACTIVITIES AND SKILLS TO BE DEVELOPED:

Students will participate in workshops, traditional classes, virtual environments, discussions based upon related reading assignments, student reports, and other practical activities. These activities will consider the inclusion of **ethical aspects** in language learning and teaching, academic work, and teaching activities for and with adolescents of different backgrounds in the country. Students will also obtain an understanding of the importance of **ethics** in research in relation to plagiarism and applying APA citation principles throughout the different course tasks done in and out of class. The activities are suggestions. The facilitator may adjust them to satisfy the classroom needs.

## EVALUATION

### SUMMATIVE ASSESSMENT

ASSESSMENT COMPONENT	PERCENTAGE
In-class Chapter Activity	15%
2 exams	30% (15% each)
Term paper (in pairs)	30% (20% written report, 10% presentation)
5 short reflection papers on the readings	25% (5% each)

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

**In Class Chapter Activity:** In groups, students will work with some guides based on the chapter covered in class. They will analyze the chapter and enrich their analysis with their own experience as language learners and as practicing teachers and will share their thoughts with the rest of the class. Active participation from students will be considered for the group's grade in this task.

**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.

**Literature review:** In pairs, students will investigate and present an L2 teaching approach according to the SLA theory studied in class. The review 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.

**Reflection questions on the readings:** The facilitator 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. They must be printed, double-spaced, Arial 11, and not exceed two pages long. Additional sources used to support the answers must be acknowledged in the document.

### **FORMATIVE ASSESSMENT:**

After each presentation and content studied, students will peer and self-evaluate their understanding with an instrument the facilitator will provide.

Constant questions will be made in classes as a strategy to keep a record of students' understanding of contents.

Peer and group feedback forms will be encouraged among students while expressing and defending points of view.

### **REQUIRED TEXT**

Saville-Troike, M. (2012). *Introducing second language acquisition (2<sup>nd</sup> Ed.)*. New York: Cambridge University Press.

### **RECOMMENDED TEXTS**

Ellis, R. (2015). *Understanding second language acquisition (2<sup>nd</sup> 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 (2<sup>nd</sup> Ed.)*. New York: Routledge.

## ADDITIONAL INFORMATION

No habrá exámenes o trabajos de reposición sin una justificación válida (como por ejemplo: enfermedad -con dictamen 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.

## TENTATIVE CALENDAR

<b>Date/Week</b>	<b>Assigned readings</b>	<b>Assessment</b>
<i>Week #1</i> January 10th	Chapter 1: Introducing Second Language Acquisition	
<i>Week #2</i> January 17th	Chapter 2: Foundations of Second Language Acquisition	Chapter Activity & Reflection 1
<i>Week #3</i> January 24th	Chapter 3: The Linguistics of Second Language Acquisition	Chapter Activity & Reflection 2
<i>Week #4</i> January 31st	Chapter 4: The Psychology of Second Language Acquisition	Chapter Activity & Reflection 3
<i>Week #5</i> February 7th	Chapter 5: Social Contexts of Second Language Acquisition	First Midterm
<i>Week #6</i> February 14th	Chapter 6: Acquiring Knowledge for L2 Use	Chapter Activity & Reflection 4
<i>Week #7</i> February 21st	Chapter 7: L2 Learning and Teaching	Chapter Activity & Reflection 5
<i>Week #8</i> February 28th	Presentations	Literature Review & Second Midterm
<i>Week #9</i> February 28th		Ampliación

Los y las abajo firmantes, hacemos constar que el programa del curso fue discutido dentro de los 15 días estipulados para tal efecto y que acordamos en la siguientes variaciones:

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<b>Nombre</b>	<b>Carné</b>	<b>Firma</b>	<b>Correo electr.</b>	<b>Teléfono</b>
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