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: Semestral
CICLO LECTIVO: II-2022
REQUISITO: Tener el 75% del plan de estudio aprobado
CORREQUISITO: No tiene
CREDITOS: 5
NIVEL: 5to año, X ciclo
HORARIO DE CLASE: J-9:00-11:50
HORAS DE CONTACTO: 3
HORAS DE ESTUDIO INDEPENDIENTE: 12
HORAS DE ATENCIÓN AL ESTUDIANTADO: K: 8:00-12:00 J: 13:00-15:00 (Virtual)
PROFESOR: GUSTAVO CÓRDOBA

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, according to institutional guidelines. The students will find the content, Power Point presentations, assignments and evaluations on Mediación. The lesson will be both synchronous (via Zoom) 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 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
Language Teaching-Learning and AI	Implicit/Explicit Learning-Teaching What is teaching a language by means of using an AI? Can machines teach alone? Learning-teaching the linguistic skills with AI Evaluating with AI

METODOLOGY AND DIDACTIC STRATEGY

The course will be offered 100% online. 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 read the assigned material so that they could actively participate during the online synchronous 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
3 Chapter activities	15% (5% each)
2 midterm tests	30% (15% each)
1 Research activity	40% (30% the written report, 10% 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 Chapter Activity: In groups, students will work on three research/practice activity included in each chapter to cover. They will enrich these activities with their own experience as language learners and as practicing teachers. 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: 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.

Research activity: In small groups, 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 conclusion or a set of recommendations for addressing the topic in EFL classes. The report will be presented in class. A rubric presented, discussed, and approved in class will be used to assess the research and presentation.

Reflection on the readings: Considering students' own experience as learners and practicing teachers, the students will write one-page reflections on one of the aspects of

some of the chapters. A rubric presented, discussed, and approved in class will be used to assess this task.

MAKE-UP TEST (Ampliación Test, following UCR normative)

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

TENTATIVE CALENDAR

The semester starts on Aug. 14, and that will be the first week or "date #1". This calendar is intended to be "tentative" because there may be unexpected delaying situations for the easy, uninterrupted, and faithful completion of it. In the case we may have a programmed interruption (such as a strike or institutional activity) we will turn the lección sincrónica for a lección asincrónica. In the case one person or a small group of people experience Internet interruption or any other unplanned connection trouble; then, they will have to calendar H.A.E. for a reposition of the lesson (eventually a Mediación Virtual activity depending on the length of the lesson they may have missed). In the case of unexpected interruption, such as electricity or Internet signal troubles, we will turn the lección sincrónica into an asincrónica one. Remember H.A.E. is held via Zoom

Date	Topics and assignments	Activities	Assessment
1	Discussion of course syllabus and ethical component.	Welcome and introductions Class discussion via Mediación Virtual Professor lecture Video activity (asinc.)	Diagnostic Evaluation
2	Introduction to SLA 2	Video activity Group discussion Professor lecture The MFQA	Self-evaluation applied (formative)
3	Chapter 2: First language acquisition	Small group activity (chat rooms) Class discussion Professor's lecture (asinc.)	**Reflection 1 (5%)** Follow-up evaluation for the lecture
4	Chapter 3: Language Learning Contexts	Small group activity (chat rooms) Class discussion Professor lecture (asincrónico)	Follow-up evaluation for the lecture Assignment for next lesson (optional)
5	Chapter 4: Theoretical Perspectives: Past and Present	Debate on theories for the Costa Rican case (students directed and mediated). Professor introduction to Ch. 5 (asinc.)	**Chapter activity 1 (5%)** Self-evaluation applied

6	**FIRST MIDTERM TEST**	Taking the test	First Midterm
7	Chapter 5: Teaching Approaches and Instructional Issues	Class discussion and presentation of assignments. Professor's lecture Video activity	Self-evaluation applied
8	Chapter 6: Second Language Development	Small groups discussion Case study activity Professor's lecture	**Reflection 2 (5%)** Self-evaluation applied
9	Chapter 7: The Age Factor	Brainstorming A writing activity on the issue Professor's lecture	**Chapter activity 2 (5%)** Self-evaluation applied
10	Chapter 8: Individual Differences	Trouble-solving activity Solving exercises in Mediación Virtual Professor's lecture	**Reflection 3 (5%)** Self-evaluation applied
11	Chapter 9: Bilingualism	Video activity MFAQ activity Professor's overview and outline of the chapters 1 to 5.	**Chapter activity 3 (5%)** Self-evaluation applied
12	**Second Midterm Test**	Taking the test	Second Midterm
13	Language Teaching-Learning and AI	Group discussion Presentation on AI and Language Learning-Teaching	Self-evaluation applied
14	Research paper due and first groups presentations	Group presentations	Research (40%)
15	Research paper second groups presentations	Groups presentations	Research (40%)
16	Closing lesson	Professor's overview and outline of the chapters 6 to 10.	Self-evaluation applied
	Ampliación Test		