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
MODALIDAD: Semestral, sincrónico y asincrónico
CICLO LECTIVO: II-2021
REQUISITO: Tener el 75% del plan de estudio aprobado
CORREQUISITO: No tiene
CREDITOS: 5
NIVEL: 5to año, X ciclo
HORARIO DE CLASE: V-08:00-11:50
HORAS DE CONTACTO: 3
HORAS DE ESTUDIO INDEPENDIENTE: 12
HORAS DE ATENCIÓN AL ESTUDIANTADO: J-08:00-12:00, V-13:00-17:00
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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 for its following, according to institutional guidelines. The students will find the content, Power Point presentations, assignments and evaluations on Mediación. The lesson will be 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 cquisition 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

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. 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 be prepared before by having read the assigned material so that they could be active participants 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: 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 set of recommendations for addressing the topic in EFL classes. The report will be presented in class. The following rubric will be used to assess the research activity.

	Meets expectations (4)	Approaches Expectations (3)	Below expectations (2)	Needs improvement (1)
Research Question x1	Research question(s) formed through clear analysis of the issue, very clearly stated	Research question(s) formed through good analysis of the issue, clearly stated	Research question(s) formed through poor understanding of the issue, somewhat clearly stated	Research question(s) not formed and are not stated
Sources x2	Five or more sources from high-quality journals and publications	Three to four sources from well-respected journals in the field	Two sources of low quality journals and/or a few sources are not reliable	One unreliable source
Analysis x3	Well organized, demonstrates logical sequencing and structure	Well organized, but demonstrates illogical sequencing or structure	Weakly organized with no logical sequencing or structure	No organization, sequencing, or structure
Conclusions x3	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered	There is some indication of conclusions from the evidence offered.	No conclusions are made from the evidence offered
Citation x2	Information is cited properly	Information is cited with minor errors	Information is cited, but has several errors	Information is not cited
Length x1	Adheres to 5 – 10 pages	Exceed or does not meet 5 – 10 pages, by 1 page	Exceed or does not meet 5 – 10 pages, by 2 pages	Exceed or does not meet 5 – 10 pages, by 3 or more pages
Format x1	Font, spacing, and APA Format are correct	One aspect (font, spacing, or APA) is incorrect	Two aspects (font, spacing, or APA) is incorrect	Font, spacing, and APA formats are incorrect
Mechanics x1	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

Reflection on the readings: Considering their own experience as learners and practicing teachers, the students will write one-page reflections on one of the aspects of some of the chapters covered in class.
The following rubric will be used to assess this task:

	Meets expectations (4)	Approaches Expectations (3)	Below expectations (2)	Needs improvement (1)
Depth	Response demonstrates an in-depth reflection on, and personalization of the chapter	Response demonstrates a general reflection on and personalization of the chapter	Response demonstrates a minimal reflection on and personalization of the chapter	Response demonstrates a lack of reflection on or personalization of the chapter
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

Adapted from http://www.uri.edu/assessment/files/

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.

TENTATIVE CALENDAR

Week	Date	Topics and assignments	Assessment
1	August 20	Discussion of course syllabus and ethical component. Introduction to SLA	
2	August 27	Chapter 2: First language acquisition	
3	September 3	Chapter 3: Language Learning Contexts	Reflection 1 (5%)
4	September 10	Chapter 4: Theoretical Perspectives: Past and Present	
5	September 17	Chapter 4: Theoretical Perspectives: Past and Present	Chapter activity 1 (5%)
6	September 24	Chapter 5: Teaching Approaches and Instructional Issues	
7	October 1	**First midterm**	Midterm (15)
8	October 8	Chapter 6: Second Language Development	Chapter activity 2 (5%)
9	**October 15**	**Semana de la Desconexión Tecnológica**	
10	October 22	Chapter 7: The Age Factor	Reflection 2 (5%)
11	October 29	Chapter 8: Individual Differences	Chapter activity 3 (5%)
12	November 5	Chapter 9: Bilingualism	Reflection 3 (5%)
13	November 12	Research paper due and presentations	Research (40%)
14	November 19	Research paper due and presentations	Research (40%)
15	November 26	**Second midterm**	Midterm (15%)
16	December 3	Final grades	
17	December 10	Ampliación	