

UNIVERSIDAD DE COSTA RICA
SEDE DE OCCIDENTE
CIUDAD UNIVERSITARIA CARLOS MONGE ALFARO
DEPARTAMENTO DE FILOSOFÍA, ARTES Y LETRAS
SECCIÓN DE LENGUAS MODERNAS
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Summer course
2013

IO-6020
Analysis & Application
of the
Principles of Language Acquisition

Fridays 9:00 A.M. - 15:50 P.M.

Credits: 5
Hours: 6 each week
Investigating Time: 6 hours
Practice Time: 6 hours

Instructor: Mag. S. Saborío

Office Hours for Attending Students:
8:00 A.M.-9:00 A.M (make an appointment)

Office #:

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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.

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.

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.

METHODOLOGY:

Classes will be divided in two sessions-morning and afternoon. First, assigned student(s) will make a presentation of the chapter (20 minutes). A general class discussion led by the presenters will take place (20 minutes). Then, students in groups will carry out a task designed by the presenters (20 min).

Next, a “point for discussion” task from Gass and Selinker (2008) selected by the instructor will be assigned to groups (40 min). Selected groups will present task results (40 min). A “Question & Answer” session will take place (10 minutes). Finally, a quiz will take place by the end of the session.

Classes will be both teacher and student-centered. The professor will discuss theory, provide explanations and serve as a model on each topic which will be expanded through analysis and discussion of readings prepared in advance by the students. In addition, the students will give demonstrations on the theoretical principals studied during the course. 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.

SUMMARY OF COURSE CONTENTS, ASSIGNMENTS AND QUIZZES

Date and Week #	Gass & Selinker (2008) Chapter #s and headings	First Session Oral presentation of chapters (previously assigned)	Second Session Oral presentation of class disc. (to be assigned during class)	Quiz #
01/11/13 One	1-Introduction	Instructor	Not graded	
01/18/13 Two	2-4 Related disciplines / The role of the native language: historical overview	Group 1 Group 2	Group 3 Group 4	1
01/25/13 Three	5-6 Recent perspectives on the role of previously known languages / Formal approaches to SLA	Group 3 Group 4	Group 5 Group 6	2
02/1/13 Four	7-8 Typological and functional approaches / Looking at interlanguage processing	Group 5 Group 6	Group 1 Group 2	3
02/8/13 Five	9-10 Interlanguage in context / Input, interaction, and output	Group 1 Group 2	Group 5 Group 6	4
02/15/13 Six	11-12 Instructed second language learning / Beyond the domain of language	Group 3 Group 4	Group 1 Group 2	5
02/22/13 Seven	13-14The lexicon / An integrated view of second language acquisition	Group 5 Group 6	Group 3 Group 4	6
03/1/13 Eight	Presentations of projects			

*(Assignments are due before class via e-mail. Hard copies are required for in-class activities). **Ampliacion Exam week 9**

NOTE: Slight changes may occur in the **COURSE CONTENTS, ASSIGNMENTS AND QUIZZES**. You are responsible to take note of these changes as they occur.

ASSESSMENT (number of presentations and specific percentages are tentative):

Aspects of Assessment	Total %	Specific Percentages
(6) Double entry journal	38%	18% = 3% each journal
(2) Oral Presentations of chapter assigned including PPP (groups—6 groups)		20% = 10% each presentation
(5) Quizzes	20%	4% each quiz
(2) Oral Presentations of class discussion results (in groups-6 groups)	12 %	6% each presentation
Individual Project (12 resources-2 per week)	30%	18% = 1.5% each resource
3 Project Presentations		12% = 4% each presentation

Description of the course assignments will be provided via e-mail.

Note: 50% of oral and/or written project and/or assignment grades will be deducted for suspected plagiarism.

BIBLIOGRAPHY:

Billor, 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.

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

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 Press.

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

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.