



Licenciatura en Lengua Inglesa

**UNIVERSIDAD TECNOLÓGICA DE PEREIRA  
FACULTAD DE BELLAS ARTES Y HUMANIDADES  
LICENCIATURA EN LENGUA INGLESA**

<b>Asignatura:</b>	Adquisición del Lenguaje
<b>Código:</b>	LI533
<b>Intensidad:</b>	3 horas semanales
<b>Pre-requisito:</b>	LI436
<b>Créditos:</b>	3

### **Justification**

This is the first content course taken by the Licenciatura students who have been exposed to input in order to not only develop their linguistic, pragmatic, and social-cultural competences, but also their awareness on how to teach vocabulary, reading, listening, writing, speaking, and grammar. Hence, this course will give learners a theoretical background on how languages are learned and the principles, processes, and the mechanisms that govern first, foreign and second language learning and its use; for example: linguistic and psychological factors and social processes. The Language Acquisition course seeks to empower learners with specialized terminology as well as to embark them on their own process of classroom research and informed teaching practice.

### **Methodology**

In the educational process, we cannot say that learning is the responsibility of the teacher but the co-creation of both the teachers and the learner and the product of the harmony of both. This is why every facilitator must acknowledge that there are three types of knowledge: the one that has it, the one that can get it and the one that can construct it with others. The task of the facilitator, then, is to use the first one to achieve the second one and thus facilitate the third one (Brenson & Sarmiento, ND) Based on the aforementioned, this course will be guided based on the "Modelo Constructivista co-participativo C3" which covers a holistic education that is defined as the art, science and technology that facilitate the learning of new knowledge and develop the necessary abilities to achieve a systematic co-evolution. In this other words, this model is considered to be not only because it provides learners with strategies to adapt to the new knowledge and thus modify their attitude (which involves cognition, affection, emotional and behavioral), but also by building knowledge among learners and the facilitator. In addition to this, learners face this new knowledge not as passive individuals, but as active ones by handling and developing new abilities to think more effectively. The aim of this model then, involves a methodology that wraps what Brendon and Sarmiento call the C3 which means:

Concientización (vivencia HD y reflexionar HI), Conceptualización (descubrir HI y visualizar HD) Contextualización (ensayar HI e integrar HD) of the new theory in which in other words means a holistic education.

In addition to what mentioned above, the Language acquisition course follows principles of Content-based Instruction (CBI). According to Brinton, Snow, & Wesche (1989) CBI is interpreted as the use of subject matter implemented as a vehicle to learn about the subject matter and simultaneously develop the linguistic competence of a second or foreign language. Therefore, the degree of emphasis was established as to be content-

driven (meaning that content is the most important aspect of the class and language is secondary but not least important).

### **Strategies and didactic instruments**

The material selected for this course is updated and appropriate for higher education learners. Moreover, it is the most reliable material of SLA written by wellknown researchers and linguistic on field. Thus, learners are expected to read and analyze this material before class in order to make the most of it in the class. Some of the activities that will be carried out in class are: whole class or small group discussions, debates, and oral presentation, among others. Therefore, these activities are expected to contribute to the learning of concepts and also to the creation of a safe environment that will encourage students to learn. Moreover, oral presentations will be carried out by learners as well as by the teacher in order to the clarification and reinforce the new theories. In conclusion, in this course students, as teachers to be, will begin the process of constructing their own conceptual models of language acquisition by means of examining relevant literature material, class discussions, group work, and individual reflections.

### **Competences students should develop in SLA**

This course will enable students to:

Understand the relationship between SLA research and second language instruction.

Take an inquiring and analytic approach to the readings and lecture material.

Provide an in-depth introduction to the field of foreign and second language acquisition from a Colombian and international perspective.

Foster critical judgment by developing the ability to apply critical reasoning to issues in the field through independent thought and informed judgment.

### **Linguistic Competencies that Students Should Develop in SLA**

- a) Produce reasonably fluently sustains a straightforward presentation of one of a variety of subjects within his/her field of interest.
- b) Write short, simple essays on topics of interest.
- c) Summarize report and give his/her opinion about accumulated factual information on familiar matters within his/her field with some confidence.
- d) Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc.
- e) Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary.
- f) Read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

### **Contents**

#### **1. Introduction and presentation of the program**

Popular ideas about language learning

Language, Communication and SLA

#### **2. Psycholinguistic aspects of SLA**

Learning to language to language learning

Comparing and Contrasting first and second language (interference)

Mistakes and error correction and error analysis (correcting code) Transfer positive and negative  
Fossilization

### **3. Learning Theories**

Theories of second language acquisition o Krashen's Theories (models) o Criticisms to Krashen's models

### **4. Theories of first and second language acquisition**

Stages of learners language development and Development sequences In L1  
Stages of learners language development and Development sequences In L2  
Critical period hypothesis

### **5. Factor that determine SLA**

Learners characteristics  
Learning styles AND Multiple intelligences  
Social-cultural factors  
Affective factors

**I will present:** \_\_\_\_\_ **with**

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### **Evaluation**

**First partial evaluation:** The first partial exam will be the summative of quizzes, class activities and assignments **30%**

**Second partial evaluation:** a written exam in which learners will compare and contrast their learning process with the theory received and discussed in class. **20%**

**An Oral Presentation and evaluative activity** about one of the topics of the course, developing a deeper analysis through two new sources different from the ones provided. **15%**

Assessment of **every session** (quizzes and participation). After week 6 and a portfolio in which learners will keep all the tasks, Hw and quizzes and reflections **15%**

**Final exam:** a written exam in which learners will compare and contrast their learning process with the theory received and discussed in the classes. **20%**

### **Materials**

Folder Photocopies of the theoretical material (for every class)  
Course syllabus criteria for oral presentation  
A marker

### **References**

1. Bialystoc, E. (1978) Theoretical model of second language learning. Language learning. Vol. 28, no.1,
2. Ellis, R. (1985) Learner Strategies. Understanding Second language acquisition. Oxford University press.
3. Ellis, R. (1995) The Study of Second Language Acquisition. Oxford University press.
4. Jiang, W (2000) The relationship between culture and language.
5. Donato, R. (1991) Collective Scaffolding in Second language Learning.
6. Finegan, E. (1994) Language: its structure and use. Harcourt Brace College Publishers : Texas. Second edition.
7. Krashen, S (1981) Second Language Acquisition and Second Language Learning. University of Southern California. (Updated in December, 2002). Available

on:[http://www.sdkrashen.com/SL\\_Acquisition\\_and\\_Learning/index.html](http://www.sdkrashen.com/SL_Acquisition_and_Learning/index.html)

8. Brown, H Douglas.(1994) principles of language learning and teaching. Third Edition Prentice Hall Regents

9. Perry, Ronald Alan. *Foreign language acquisition and individual learner traits: a look at extraordinarily successful language learners*. Revista de ciencias humanas No33, Julio de 2004 Universidad Tecnológica de Pereira p.67 Also available on internet.

10. Lightbown and Spada (2004). How languages are learned. Oxford University press.  
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