



**UNIVERSIDAD TECNOLÓGICA DE PEREIRA**  
**LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS**  
**PROGRAM –LANGUAGE ACQUISITION**

SEMESTER	S1/ 2018
SPECIFICATIONS	Code LI 533 / Theoretical / 3 credits
INTENSITY	3 hours per week; 48 semester hours
PROFESOR	Dolly Ramos Gallego, BA – UTP. / MA – U. of Caldas
SCHEDULE	Group2: Tuesday 9-12 / Group 1: Thursday 2-5
TUTORING	Wednesday de 3 a 4 <b><u>make an appointment</u></b>
E-MAIL	dollytam@utp.edu.co
SCHOOLOGY:	

#### GENERAL DESCRIPTION

**Language Acquisition** is the first in a series English-language, content based courses, whose focus is the practice of language teaching in the context of current linguistic and pedagogical theory. The course aims to give students a general overview of the theoretical and methodological issues involved in the study of language acquisition, familiarize them with specialized terminology used, and empower them to embark on their individual processes of classroom research and informed teaching practice.

As language teachers in preparation, students of the course will begin the process of constructing their own conceptual models of language acquisition by means of critical reading and discussion of relevant TESOL literature, round-table discussion, written out-of-class work, and individual reflection.

#### GENERAL COMPETENCES

This course will empower students to:

- Identify and critically discuss, in reasonably fluent and comprehensible speech and writing, theoretical issues, research methods, and practical applications related to 2<sup>nd</sup> language acquisition.
- Critically discuss, in reasonably fluent and comprehensible speech and writing, the results of language acquisition research in their relation to the practice of language teaching/learning.
- Initiate a process of permanent investigation aimed at constructing an informed personal approach to language teaching/learning.

#### SPECIFIC COMPETENCES

In order to achieve these general competences, this course program will empower students to:

- Recognize the study of language acquisition as a crucial theoretical foundation for the practice of language teaching.
- Read, discuss and critically evaluate academic texts related to the subject of language acquisition.
- Identify the major issues and paradigms that constitute the study of language acquisition.
- Recognize and employ specialized terminology in order to study and discuss issues related to language acquisition and pedagogical practice.
- Relate language acquisition research to specific issues in the field of language teaching/learning.

- Describe processes of first and second language acquisition.
- Identify similarities and differences with respect to first and second language acquisition.
- Identify features that distinguish language acquisition from other types of learning.
- Identify features that distinguish linguistic knowledge from other types of knowledge.
- Discuss the effects of individual learner traits and socio-cultural factors on language acquisition.
- Describe some of the more significant models of language acquisition.
- Describe some significant socio-political issues involving discussions of language acquisition.
- Identify some of the individuals and whose ideas have contributed significantly to the study of language acquisition and/or its pedagogical applications.
- Critically evaluate language teaching/learning methodologies, materials and strategies in terms of their implicit assumptions about language acquisition.
- Formulate research questions as possible objectives for personal investigation.

<b>Content Proposed</b>		
<b>THEME</b>	<b>TASK / Products (may modify)</b>	<b>WEEKS</b>
<b>Theories and Processes of Language Acquisition</b>		
<ul style="list-style-type: none"> <li>• Presentation of the program</li> <li>• Popular ideas about language learning</li> </ul>	Signature of the program Reading Class written activity	<b>WEEK 1</b>
<ul style="list-style-type: none"> <li>• Popular ideas about language learning</li> <li>• Language origin &amp; features</li> </ul>	Folder/ program /marker Class activity Material revision Reading Quiz the following class	<b>WEEK 2</b>
<ul style="list-style-type: none"> <li>• Comparing and contrasting first and SLA</li> <li>• Acquisition vs. learning</li> <li>•</li> </ul>	Task : Complete table of popular ideas (NOW AND THEN( Reflection))	<b>WEEK 3</b>
<ul style="list-style-type: none"> <li>• First language acquisition</li> <li>• Second language acquisition</li> </ul>	Reading Evaluate child	<b>WEEK 4</b>
<ul style="list-style-type: none"> <li>• Critical period hypothesis (individual 5 minute presentation)</li> <li>•</li> </ul>	Take test Design lesson plan	<b>WEEK 5</b>
	Task selecting a learner Analysis and more	<b>WEEK 6</b>
<b>FIRST EXAM/ Summative of Tasks &amp; Reflection</b>		
<b>Non-language Influences</b>		
<ul style="list-style-type: none"> <li>• Learners Characteristics (age difference , motivation(Dornyei &amp; Otto), aptitude, attitude)Affect (libro Sussan and Gass)</li> </ul>	Reading Assignments Reading Quiz the following class	<b>WEEK 7</b>

<ul style="list-style-type: none"> <li>Affective factors (anxiety, intro and extro, inhibition, etc)</li> </ul>	Assignment test revision and application for different groups different test	<b>WEEK 8</b>
<ul style="list-style-type: none"> <li>Social-cultural factors (cultural shock, acculturation, culture teaching, social distance, social cultural approaches, gestures and SLA) (libro Gass, Brown)</li> </ul>	Design lesson plan	<b>WEEK 9</b>
<ul style="list-style-type: none"> <li>Learning styles</li> <li>multiple intelligences</li> </ul>	Take test Design lesson plan	<b>WEEK 10</b>
<b>SECOND EXAM/ Summative of Tasks &amp; Reflection</b>		
<b>Psycholinguistic aspects of language acquisition</b>		
<ul style="list-style-type: none"> <li>Krashen's Monitor Model</li> <li>Criticisms of Krashen's theories</li> </ul>	Quiz the following class Assignment	<b>WEEK 11</b>
<ul style="list-style-type: none"> <li>Theories of SLL</li> <li>How does the brain learn and the bilingual brain</li> </ul>	presentations	<b>WEEK 12</b>
<ul style="list-style-type: none"> <li>Transfer</li> <li>Role of the native language (translanguage)</li> </ul>	Class activity Develop a poster with only images that can speak about CHP	<b>WEEK 13</b>
<ul style="list-style-type: none"> <li>Error analysis, treatment and correction</li> <li>Inter-language and Fossilization</li> </ul>	Apply of correcting with feedback	<b>WEEK 14</b>
<ul style="list-style-type: none"> <li>Teaching English to elderly</li> </ul>		<b>WEEK 15</b>
<b>FINAL EXAM/ Summative of Tasks &amp; Reflection</b>		
Revising grades and papers	Feedback	<b>WEEK 16</b>

## EVALUATION

- The **first partial grade** will be the summative of the first six weeks' in and out-of-class work. It will represent **30%** of the definitive grade.
- The **second partial grade 25%** will be the summative of the next four weeks, in and out-of-class work
- An **oral presentation\*** about one of the topics presented in the course will represent **20%** of the definitive grade.
- A **final exam** will be the summative of the next five weeks, in and out-of-class work **25%**

## MATERIALS REQUIRED FOR THE COURSE (grade for the second class)

- Marker for white board
- Folder (brown)
- Rubric of oral presentation
- Material photocopies Program of the course

### Important:

Every reading text, document, task, quiz, journals, reflection and exam must be kept in the folder in due to that at the end of the semester it will be checked and evaluated.

## METHODOLOGY

The methodology for this course will center on oral presentation of theoretical material, complemented by whole-class and small group discussions based on prior readings of selected texts, as well as 30 minute oral research article presentations by students on selected topics of special interest (follow rubrics). As part of student professional growth the course will include the reflective component within development of the course.

## Reflective Practice

Student will hand in two academic paper. 1. An opinion paper based on constructive criticism and should be backed by evidence about “the critical period hypothesis”. (ONE page long 320 words, 1.5 space, arial or times new roman, 12 font). 2. The other paper will be a case study on ERRORS in which in pairs students will analyze a single case (student) carry out an interview in order to identify his or her language, (diagnosis, identify the signs, the sources of errors and provide a solutions to overcome the errors or prevent future ones). This is very significant activity that may contribute to students knowledge on the field.

The course will incorporate elements of these four **pedagogical models**:

MODEL	STRATEGIES AND ACTIVITES
<p><b>Humanistic:</b> Reading assignments, classroom discussion, student presentations, written tasks and other activities facilitate individual and group processes of intellectual, emotional, spiritual and professional growth that empower students to contribute meaning-fully and positively to society.</p>	<ul style="list-style-type: none"> <li>• Individual and group reflection about students’ learning process</li> <li>• Peer assessment in which students evaluate classmates’ performances in context of oral presentations.</li> </ul>
<p><b>Socio-constructivist:</b> Students complete a variety tasks that reflect their interests, needs, and individual learning styles. Evaluation takes into account assimilation of skills and concepts into the construction of personalized models of second language acquisition and pedagogy.</p>	<ul style="list-style-type: none"> <li>• Classroom discussion based on assigned readings</li> <li>• Written and oral tasks related to problem solving</li> <li>• Collaborative and cooperative tasks requiring students to negotiate meaning.</li> </ul>
<p><b>Critical-reflexive:</b> Students critically examine their own models, attitudes and beliefs about language acquisition in the context of concepts presented in the course. Students assume responsibility for their own learning.</p>	<ul style="list-style-type: none"> <li>• Analysis of diverse theories of language learning</li> <li>• Critical analysis of ideas encountered in assigned texts, videos and movies</li> </ul>
<p><b>Content based:</b> Course materials and class activities facilitate students’ understanding of SLS paradigms while strengthening their proficiency in the understanding and use of the English language.</p>	<ul style="list-style-type: none"> <li>• Integration of skills and sub-skills related to language acquisition</li> </ul>

## BIBLIOGRAPHY

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- Sussan & Gass (2013). *Second Language acquisition. An Introducton course*. Routledge . New York and London

## GENERAL CONSIDERATIONS

- Please arrive punctually and remain until the class finishes. If you miss part of a class session, it is ***your responsibility*** to find out from your classmates what you must do to prepare for the next class.
- Quizzes and other graded class work not presented due to *unexcused* absence will receive a grade of zero (0.0).
- Out-of-class work that is not presented on time will be penalized one point (0.5) for each day it is late. Missing class, (except for excused absences) does not exempt you from presenting assignments on time.
- If I am late arriving to class, wait *inside* the classroom; if you arrive late, enter the classroom ***quietly***.
- Observe respectful, professional conduct toward classmates and professors and abstain from activities that disrupt the normal conduct of the class.

- Turn off and put away cell phones and personal audio equipment before the class begins.
- Visit me in the Language office (H 402) if you need extra help or if you have personal matters to discuss that require my concentrated attention. If you cannot come during scheduled office hours you can look for me at other times or make a special appointment.
- Partial and final exam papers remain on-file in the Languages office. Students may not keep them or copy them. Exams that are not returned immediately after they are reviewed in class will receive a grade of 0.0.
- Keep quizzes and other returned work to facilitate correction of errors in computing definitive grades.
- Dishonesty in any form (plagiarism<sup>i</sup>, cheating on tests, giving false information, falsification or misuse of documents, etc.) will result in 0.0 for the assignment and may lead to disciplinary action.

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<sup>i</sup> Students frequently select and copy text and graphics from Internet web pages, paste them onto word files, and present this as homework. ***This is plagiarism.*** If a homework assignment calls for a written investigation, you should consult at least two sources (books, Internet articles, etc.) and then present the most pertinent information *in your own words*. If you take phrases or sentences directly from one of your sources, you must place these within quotation marks and indicate their source. If you cite, in your own words, the opinions or original ideas of another author you will not use quotation marks, but you must mention the source and name the author(s).

***Copying another text and then changing a few of the words is not acceptable.*** When you report on a topic read your sources first, and then ***put them aside***. While you are writing your report look at your sources only to check specific facts like names, dates, etc. that may be difficult to remember. Only in this way can you be sure to use your own words and avoid the serious academic offense of plagiarism.