

Universidad de Costa Rica
Escuela de Lenguas Modernas
Maestría Profesional en Enseñanza del Inglés como Lengua Extranjera
PF-0302 Adquisición de una Lengua Extranjera
I-2017

Modality: Theoretical
Level: First Semester

Schedule: 4 hours/week
Credits: 6

Dr. Alonso Canales

Office: 335 LE, Tel. 2511-8423
Hours: Mon 9-11 or 5-6, Tu 3-4, Wed 8-10
E-mail: profcanales@yahoo.com

COURSE OUTLINE

DESCRIPTION

This is an introductory course to the current state of second language learning studies designed for both in-service teachers and teacher trainees. It will provide students with a general understanding of the theoretical orientations on language learning that seem most productive and significant from the linguistic, psycholinguistic, and sociolinguistic perspectives. It will also address non-language issues that affect Second Language Acquisition. Finally, this course will provide a SLA theory that includes the most current and relevant issues that affect this complex field. Students will also carry out a literature review and develop a research proposal to relate these theories to a specific area of interest within the domain of SLA.

GENERAL OBJECTIVES

- A. To understand a range of theoretical positions regarding second language acquisition.
- B. To understand how internal and external factors operate to promote (or constrain) second language acquisition, in general, and the acquisition of certain skills, in particular .
- C. To develop the theoretical background that would allow them to evaluate the goals, strengths, and limitations of a variety of theories in the field of second language acquisition.

SPECIFIC OBJECTIVES

- A. To review the empirical evidence underpinning SLA theories: claims and scope of the theory; the view of language involved in the theory; the view of the language learning process; the view of the learner; and the nature and extent of empirical support.
- B. To understand a variety of research approaches characteristic of the different traditions in SLA research.

C. To understand the relationship between L1 and L2 acquisition theories.

D. To view learners as active participants in their learning process.

METHODOLOGY

Due to the nature of the course, students are expected to prepare for class by reading the assigned materials. Individual and group work are interwoven in the course both for the presentation of theoretical issues and the preparation of class projects.

EVALUATION

A. Percentages

1. Partial Exam 1	20 %
2. Partial Exam 2	20 %
3. Assignments	30 %
4. Literature review and research proposal	25%
5. Short presentation on assigned topic (in pairs)	5%

B. Comments

1. Assignments will include video and/or article critical analyses, fieldwork activities, in-class presentations of assigned topics, and others.

2. Students are expected to do all reading assignments and participate actively in class discussions.

3. By agreement among the Master's program Committee members, all oral and written assignments will be graded 80% content and 20% correct language use.

Textbook: Mitchell, R., & Myles, F. (2004). *Second Language Learning Theories* (2nd ed.). New York: Hodder Arnold. (available at CopyMundo)

Bibliography for additional consultation:

Cook, V. (2001). *Second Language Acquisition and Language Teaching*. New York: Oxford University Press, Inc.

Bergmann, et al. (Eds.) (2007). *Language Files* (Tenth Edition). Ohio: The Ohio State University Press.

Dornyei, S. (2009). *The Psychology of Second Language Acquisition*. Oxford: Oxford University Press.

Ellis, R. (1990). *Understanding Second Language Acquisition*. Oxford, England: Oxford University Press.

Gass, S & Selinker, L. (2008). *Second Language Acquisition: An introductory Course*. (3rd Ed.) New York: Routledge

Guasti, Maria. (2002). *Language Acquisition: The Growth of Grammar*. Cambridge: The MIT Press.

Johnson, J. S., & Newport, E. (1989). Critical period effects in second language learning: The influence of maturational state on the acquisition of ESL. *Cognitive Psychology*, 21(1), 60–99.

Lightbrown P., and Spada, N. (1999). *How Languages Are Learned*. London: Oxford University Press.

Ortega, L. (2009). *Understanding Second Language Acquisition*. London: Hodder Education.

Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. New York: Cambridge University Press.

Thornbury, Scott. (1999). *How to Teach Grammar*. Essex, England: Longman.

*Additional reading material may be provided by the instructor electronically.

PROPOSED SCHEDULE

Week 1 March 14th	-Introduction -Getting to know each other (educational background and research interests) -Course outline, materials & class rules -First Language Acquisition (introductory lecture) *Pages 1-5 (Guasti)
Week 2 March 21 st	-First Language Acquisition vs. Second Language Acquisition *Pages 12-26 (Dornyei) -Discussion of research proposal guidelines and topic selection (related to either acquisition of vocabulary, grammar or phonetics)
Week 3	

March 28 th	-Mitchell & Miles, Chapter 1, SLL: Key concepts and issues
Week 4 April 4 th	-The Critical Period Hypothesis *Pages 233-266 (Dornyei)
April 11 th Easter	No Class
Week 5 April 18 th	-The Critical Period Hypothesis (continued) 1. Johnson & Newport (1986) (lecture by the instructor) 2. Universal Grammar (lecture by the instructor)
Week 6 April 25 th Semana U	-Mitchell & Miles, Chapter 2, SLL: The recent history of second language learning research
Week 7 May 2 nd	Theories of Language Acquisition (Bergmann, 311-325) Bilingual Language Acquisition (Bergmann, 339-342) Review for Exam 1
Week 8 May 9 th	<u>EXAM 1</u>
Week 9 May 16 th	Feedback on Exam 1 Research progress report (groups meet with instructor) The Psychology of Second Language Acquisition Pages 71-103 (Saville-Troike)
Week 10 May 23 rd	*The Psychology of Second Language Acquisition Pages 71-103 (Saville-Troike continued)
Week 11 May 29 th	*Language and the brain; pages 27-42 (Dornyei) Language and the brain 137-148 (Bergman)
Week 12 June 6 th	-Cognitive Approaches to Second Language Learning (lecture by the instructor + class activity)
Week 13	-Mitchell & Miles, Chapter 6: Input and interaction in L2 Learning

June 13 th	
Week 14 June 20 th	Learning and teaching *Pages 183-190 (Saville-Troike)
Week 15 June 27 th	<u>EXAM 2</u>
Week 16 July 4 th	-Short Presentation of Research Project -Submit Research Project Final Draft