



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

**SEMESTER** 2021/ S1  
**SPECIFICATIONS** Code LI 533 / Theoretical / 3 credits  
**INTENSITY** 3 hours per week; 48 semester hours  
**PROFESSOR** Dolly Ramos Gallego, BA – UTP. / MA – U. of Caldas  
**SCHEDULE** Group1: Tuesday 9-12 / Group 2: Wednesday 2-5  
**TUTORING** **make an appointment**  
**E-MAIL** dollytam@utp.edu.co  
**SCHOOLLOGY:** Martes: NHJ6-WJ52-NVCDN <https://bit.ly/2DKdGNK>  
Miercoles: 5QSZ-5RPS-QJGP6 / <https://bit.ly/2DKdGNK>  
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**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.

RESULTADOS DEL PROGRAMA	RESULTADOS DE LA ASIGNATURA
Utiliza el español y el inglés con altos niveles de suficiencia en el ámbito social, académico y profesional, y con consciencia intercultural funcional y crítica	Reconoce la importancia del español para mejor su competencia lingüística del inglés y como la primera lengua se potencializa con la integración de ambas
Planea e implementa, de forma flexible y creativa, actividades de enseñanza aprendizaje que generen ambientes propicios para el desarrollo de procesos bilingües de los estudiantes, aplicando los saberes generales y pedagógicos, las teorías de la lingüística aplicada y la didáctica de las lenguas, las políticas educativas y lingüísticas para responder a las necesidades cognitivas, lingüísticas y afectivas,	Analiza las teóricas presentadas y discutidas en el aula con su experiencia como estudiantes y como docentes considerando las variables que se presentan en el contexto  Críticamente analiza las teorías y postulados presentados por lingüistas desarrollando diferentes

socio-culturales y económicas de diversos contextos educativos/los educandos.	ejercicios que le permiten analizar, comparar y debatir sobre estas
Incorpora reflexivamente y con criterios pedagógicos el uso de las TIC en el desarrollo de los procesos educativos	Identifica y diferencia la confiabilidad y viabilidad de las sitios web para adquirir la información necesaria para (artículos, y recursos) que se requieren para la asignatura
Analiza, diseña y adapta instrumentos y estrategias para evaluar y autoevaluar tanto el desarrollo bilingüe y bicultural de los estudiantes como su propia practica educativa a fin de reflexionar y plantear acciones de mejora que promueve su desarrollo profesional	Construye planeación de clases teniendo en cuenta los recursos, contexto y población con el fin de generar un impacto significativo  Reflexiona sobre su práctica y las teóricas puesta en marcha para mejor que hacer como futuro docente

<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> </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 (Acquisition vs. learning)</li> <li>• Second language acquisition (Acquisition vs. learning)</li> </ul>	Reading Evaluate child Task selecting a learner Analysis and more	<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>	
<b>FIRST EXAM/ Summative of Tasks &amp; Reflection</b>		<b>WEEK 6</b>	
<b>Non-language Influences</b>			
<ul style="list-style-type: none"> <li>• Learners Characteristics (age difference , motivation(Dornyei &amp;</li> </ul>	Reading Assignments Reading	<b>WEEK 7</b>	

Otto), aptitude, attitude) Affect (libro Sussan and Gass)	Quiz the following class		
<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>	Movie " CRASH" <a href="https://yts.mx/movie/crash-2004">https://yts.mx/movie/crash-2004</a>	<b>WEEK 9</b>	Class Discussion and more
<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>	Libro de Krashen Escaneado <a href="https://bit.ly/2PQCYvS">https://bit.ly/2PQCYvS</a>	<b>WEEK 11</b>	Reporte de la lectura de un libro. Foreign Language Education "THE EASY WAY" Stephan D. Krashen
<ul style="list-style-type: none"> <li>Theories of SLL</li> <li>How does the brain learn</li> <li>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 &amp; (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 in L1 &amp; L2</li> </ul>	Apply of correcting with feedback	<b>WEEK 14</b>	
<ul style="list-style-type: none"> <li>Teaching English to elderly and early childhood</li> </ul>	Analysis Report	<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 20%** will be the summative of the next four weeks, in and out-of-class work
  - For the second exam the presentation of the book report will be included **10%**

- An **oral presentation\*** about one of the topics presented in the course will represent **20%** of the definitive grade. Ver y SEGUIR paso a paso los criterios de la presentacion con monitor/a.
- A **final exam** will be the summative of the next five weeks, in and out-of-class work (includes the folder) **20%**

**NOTE: All assignments must have the NAMES OF ALL THE PARTICIPANTS**

**IMPORTANT RECOMMENDATION:**

**I strongly suggest to keep record and a backup of all the grades you get due to that we should not all rely on technology.**

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..

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

MODEL	STRATEGIES AND ACTIVITES
<p><b>Humanistic:</b> Reading assignments, classroom dis-cussion, 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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## 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). Students who arrive late to class after aquiz will not be allow to present it
- 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.

- The use of technological devices are not allowed in class unless the activity requires it. If students use it in class this will lower the grade they get in the activity done or in currently taking place. One point will be taken away ex. 5.0 to 4.0
- 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>1</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>1</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.