



UNIVERSIDAD TECNOLÓGICA DE PEREIRA LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS

COURSE:	Language Acquisition
PROFESSOR	Dolly Ramos Gallego, BA – UTP. / MA – U. of Caldas
SEMESTER	2024/ S1
SPECIFICATIONS	Code LI 533 / Theoretical Course
CREDIT HOUR 3:	144 hours' semester
CLASS HOURS:	48 Semester: 3 hours per week
AUTOMONOUS WORK:	96 autonomous: 6 per week
TUTORING	make an appointment through an email
E-MAIL	dollytam@utp.edu.co
SCHEDULE :	Monday Morning: 10 am to 1 pm Monday Morning: 9 am to 12pm Wednesday afternoon: 2 pm to 5 pm :

JUSTIFICATION

This introductory course aims at giving students a general overview of the theoretical and methodological issues involved in the study of language acquisition, familiarizing learners with specialized terminology, and empowering them to embark on their individual processes of classroom research and informed teaching practice. The course presents two main objective. First, to help students understand the role and influence of the native language, culture, age, affection, aptitude among others in the process of learning and acquiring a second language. It also aims at exploring teaching resource to uncover the strengths and weaknesses that supports or hinder the processes. Exploring the realities encounter in the social context, the environment, learners' cognition and education settings and resources that may influence in the acquisition and learning process. The second objective of this content-based course is to contribute to future English teachers the continuous development of their second language skills and proficiency by engaging them in critical reading and discussion of relevant TESOL literature of the major concepts, theories and studies in fields of Language Acquisition.

OBJECTIVES OF THE LICENCIATURA

Este curso busca contribuir directamente al logro de los siguientes objetivos propuesto desde el programa de la Licenciatura:

- Formar licenciados en el campo del bilingüismo con competencia C1 en inglés y español, con capacidad de integrar los conocimientos disciplinares, pedagógicos e investigativos en sus prácticas educativas y con competencia intercultural y digital.
- Generar espacios que contribuyan a la formación en ciudadanía para el siglo XXI, al desarrollo humano pleno, a la toma de posturas críticas y democráticas hacia problemáticas del contexto y el mundo, en el marco de la sostenibilidad ambiental.

GENERIC AND PROFESSIONAL COMPETENCES OF THE LICENCIATURA

Se espera que este curso aporte al desarrollo de las siguientes competencias de los futuros licenciados en Bilingüismo con Énfasis en inglés:

- Usar su competencia comunicativa en inglés y español para cumplir con propósitos sociales, profesionales y académicos y evaluarla iterativamente como parte de su desarrollo profesional.
- Trabajar colaborativamente en equipos disciplinares, multidisciplinarios e interdisciplinarios con capacidad de adaptarse a diferentes contextos, aplicando valores de respeto por la diversidad.
- Formular propuestas que busquen abordar problemáticas emergentes en el ámbito del bilingüismo para reflexionar y brindar soluciones innovadoras con soportes teóricos, metodológicos y tecnológicos desde sus conocimientos en investigación y docencia.
- Desarrollar la literacidad digital para desempeñarse en ámbitos sociales, académicos, profesionales y de la vida cotidiana.
- Asimilar los enfoques críticos, relacionales y funcionales de la interculturalidad que permitan al sujeto bilingüe cuestionar continuamente la cultura de su lengua materna (español) y de otras lenguas y visibilizar maneras distintas de saber, ser, hacer y vivir en una sociedad multicultural.
- Mantener su compromiso como ciudadano del mundo para aportar a la sostenibilidad ambiental desde el entorno donde actúa.

PROGRAM LEARNING PROGRAMA	COURSE LEARNING OUTCOMES	ASSESSMENT OF THE LEARNING OUTCOMES
R1: Usa el inglés y el español con un nivel de competencia C1 en el ámbito académico y profesional.	Reconoce la importancia del español para mejorar su competencia lingüística del inglés y como la primera lengua se potencializa con la integración de ambas	Lectura de contenido referente al aprendizaje y adquisición del lenguaje en L1 y L2 Presentaciones orales en L1 y L2
R2: Planea y ejecuta, de forma flexible y creativa, experiencias de enseñanza y aprendizaje que generan ambientes propicios para responder a las necesidades cognitivas, comunicativas, valorativas, socio-culturales y económicas de diversos contextos educativos.	Analiza las teorías presentadas y discutidas en el aula con su experiencia con estudiantes y como docentes considerando las variables que se presentan en el contexto Críticamente analiza las teorías y postulados presentados por lingüistas desarrollando diferentes ejercicios que le permiten analizar, comparar y debatir sobre estas	Productos escritos como reflexiones, párrafos argumentativos, párrafos expositivos en L2 Discusiones y debates sobre temas polémicos, asunciones y hechos de las teorías y autoridades Diseña y planea clases enfocadas a diferentes poblaciones considerando los factores internos y externos que influyen en la enseñanza y aprendizaje

R4: Emplea la literacidad digital de manera reflexiva y con criterio pedagógico en el desarrollo de procesos educativos, académicos e investigativos.	Identifica y diferencia la confiabilidad y viabilidad de los sitios web para adquirir la información necesaria para (artículos, y recursos) que se requieren para la asignatura Appropriates ethical issues related to copyright and plagiarism.	Digital written products/ portfolios. Ética, normas y netiqueta digital. Evita el plagio APA norms
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CONTENT PROPOSED

FIRST TERM			
THEME AND CONTENT T. ORAL PRESENTATION	WEEK	SS ORAL PRESENTATION	CLASS ACTIVITY and /or ASSIGNMENT
Presentation of the program Introduction to language acquisition: Popular ideas about language learning (text)	WEEK 1		Reading Complete table NOW AND THEN (written task)
Understand the differences and similarities L1 and L2	WEEK 2		Reflection chart
First language acquisition in children (Acquisition vs. learning)	WEEK 3		Group task on how to develop our L1 through different ways of exposures.
Second language acquisition & Bilingualism	WEEK 4	The role of L1 in the second language classroom and Translanguage language	Lesson plan design and presentation Reading
Error analysis, treatment and correction and Transfer	WEEK 5	Inter-language & Pragmatics and Fossilization in L1 & L2.	In Class Activities
Language acquisition and age: critical period hypothesis First Term Report and evaluation	WEEK 6	WHOLE GROUP POSTER SESSION	Poster session 5 minute oral presentation and final reflection Reflective paper
FIRST EXAM/ WEEK 8/ 30% EVALUATION			

SECOND TERM			
THEME AND CONTENT T. ORAL PRESENTATION	WEEK	SS ORAL PRESENTATION	CLASS ACTIVITY and /or ASSIGNMENT
a. Teaching elderly (Andragogy) b. Teaching- early childhood (Pedagogy)	WEEK 7	1.Theories of SLL (5) 2.Myths of second language learning	Teacher Interview
Krashen's Monitor Model & Criticisms	WEEK 8	1.Teaching elderly (Andragogy) 2.Teaching- early childhood (Pedagogy)	In Class Activities & QUIZ

Watch video Neuro Education part II	WEEK 9	1.How does the brain learn? Information Processing, Skill acquisition theory, memory and attention	Chart assignment
Watch video Neuro Education part II	WEEK 10	1.The bilingual brain: Language acquisition and cognition	Reflection
Report of the Intervention	WEEK 11	1.The roles of input and output?	Report of the Intervention and discussion
SECOND EXAM/ WEEK 12/ 30% EVALUATION			

THIRD TERM			
THEME AND CONTENT T. ORAL PRESENTATION	WEEK	SS ORAL PRESENTATION	CLASS ACTIVITY and /or ASSIGNMENT
Individual differences: Affective and personality factors that hinder or influence language learning	WEEK 12	1.Language in Psychology	test application Reflecting task survey application per affective factor
Social-cultural factors (cultural shock, acculturation, culture teaching, social distance, social cultural approaches, gestures and SLA)	WEEK 13	1.Multilingualism, multiculturalism Inter-cultural and 2.teaching culture in the L2 classroom	In class activity Reflective Assignment
Multiple intelligences	WEEK 14	1.Learning styles in second language	In class activity Design lesson plan tele-collaborative project
Movie " CRASH" Final Term Report and evaluation	WEEK 15		Group Discussion
Final Term Report	WEEK 16		
SECOND EXAM/ WEEK 16/ 30% EVALUATION			

METHODOLOGY

Student Engagement in Constructing Conceptual Frameworks:

Aspiring language educators will engage in the process of constructing their own conceptual frameworks of language acquisition. Furthermore, the course seamlessly integrates theoretical principles with practical applications. This involves critical reading, completing written assignments, participating in both in-class and out-of-class tasks, and engaging in whole-class and small group discussions. These activities are based on prior readings and individual reflections, providing students with opportunities to deepen their understanding of language acquisition theories.

Commitment to Active Learning:

The course fosters a collaborative atmosphere for interaction, knowledge building, discussions, and practical activities. However, this approach necessitates students' commitment and self-directed effort to fully engage with the material.

Integration of Theory and Practice:

1. Students will deliver oral presentations on selected theoretical topics, ensuring adherence to course standards by following provided guidelines (follow rubrics).

2. Throughout the course, students will engage in a tele-collaborative project with undergraduate peers at Universidad de Nariño Licenciatura en Lenguas extranjeras con énfasis en inglés, examining how individuals across different age groups learn or acquire a foreign language. This project offers a valuable opportunity for critically assessing how these cases either reinforce or challenge the theories explored in the course. Following provided guidelines (follow rubrics).

EVALUATION

EVALUATIONS	CONCEPT	PERCENTAGE
First Term	The will be the summative of the first six weeks' in and out-of-class work.	30%
Second Term	The will be the summative of the next four weeks, in and out-of-class work	20%
Third Term	A will be the summative of the next five weeks, in and out-of-class work (includes the folder)	15%
Oral Presentation	A topic of interest related to course.	20%
Tele collaborative Project Report	Third term Week 14	15

PROBLEMATIC QUESTIONS FOR THE TELE-COLLABORATIVE PROJECT

- ❖ How can the field of second language acquisition contribute to providing effective instruction in language learning?
- ❖ In what ways do personality, cultural, and socio-economic factors influence language learning experiences, and how can teachers address these factors in the classroom to create an inclusive environment?
- ❖ In what ways can assessment and feedback be tailored to support second language acquisition, and how can pre-service teachers design assessments that accurately measure language proficiency while promoting a positive learning environment?
- ❖ How do power dynamics and socioeconomic factors influence language learning opportunities, and how can educators address these issues to promote equitable language education?
- ❖ To what extent does the dominant research in second language acquisition adequately address the needs and experiences of learners from diverse cultural and linguistic backgrounds?
- ❖ How can the field of second language acquisition contribute to shaping education policies that recognize the importance of multilingualism and promote linguistic diversity in schools?

RELEVANT INFORMATION

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.

COMO SER AUTONOMO: With how many of these do you REALLY feel identified?

Definición: Según Manrique (2004) Aprendizaje o el aprendizaje autónomo es la facultad que tiene una persona para dirigir, controlar, regular y evaluar su forma de aprender, de forma consciente e intencionada haciendo uso de estrategias de aprendizaje para lograr el objetivo o meta deseado

Características:

1. **Definir metas:** fijaste metas a corto, mediano y largo plazo, con el fin de tener una idea clara de cómo se relacionan tus actividades de estudio de hoy con las acciones que deseas para el futuro.
2. **Planear actividades de aprendizaje:** Para tener la satisfacción del rendimiento académico eficaz, debes tener presente la fecha de entrega de las tareas, la planificación cumplir con las mismas. Determinación el orden de prioridades diarias
3. **Saber comunicarse:** Saber comunicarte con tus compañeros y tus profesores en cuanto a los cursos.
4. **Saber buscar información:** Debes saber navegar en la Internet y en la Biblioteca Virtual, con la finalidad de identificar recursos de información que posibiliten tus estudios y trabajos.
5. **Saber trabajar en equipo:** Mediante la interacción con tus compañeros, externarás y expresarás el significado de los conceptos acerca de los cuales leas y dialogues.
6. **Autoevaluarse:** Continuamente te evaluarás para detectar los avances relativos a tus metas, a los cursos y los ajustes necesarios para ser más eficaz en tu desempeño como estudiante.
7. **Tomar decisiones:** Debes actuar y serás capaz de tomar decisiones respecto a las acciones más importantes, que te proporcionen beneficios y al mismo tiempo sean éticas.
8. **Saber auto-observarse:** Esta calidad te permite, como estudiante autónomo, aprovechar las oportunidades para superarte mediante tus estudios.

https://cursos.clavijero.edu.mx/cursos/002_ied/modulo7/contenidos/tema7.1.html

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

MODEL	STRATEGIES AND ACTIVITES
Humanistic: 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.	• Individual and group reflection about students' learning process • Peer assessment in which students evaluate classmates' performances in context of oral presentations.
Socio-constructivist: 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.	• Classroom discussion based on assigned readings • Written and oral tasks related to problem solving • Collaborative and cooperative tasks requiring students to negotiate meaning.
Critical-reflexive: 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.	1. Analysis of diverse theories of language learning 2. Critical analysis of ideas encountered in assigned texts, videos and movies
Content based: Course materials and class activities facilitate students' understanding of SLS paradigms while strengthening their proficiency in the understanding and use of the English language.	3. Integration of skills and sub-skills related to language acquisition

CLASSROOM ETIQUETTE

1. Please make every effort to arrive to class on time and remain until the class finishes.
2. Please turn off cellular phones during class.
3. 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.
4. Quizzes and other graded class work not presented due to *unexcused* absence will receive a grade of zero (0.0).
5. Students who arrive late to class after a quiz or activity has concluded will not be allowed to present it
6. 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.
7. The use of technological devices is 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
8. If I am late arriving to class, wait *inside* the classroom; if you arrive late, enter the classroom **quietly**.
9. Observe respectful, professional conduct toward classmates and professors and abstain from activities that disrupt the normal conduct of the class.
10. 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.
11. 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.
12. Keep quizzes and other returned work to facilitate correction of errors in computing definitive grades.
13. Dishonesty in any form (plagiarism¹, 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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¹ 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 other author you will not use quotation marks, but you must mention the source and name the author(s).

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