I. Title: Studies in Language Acquisition

II. Codification: INGL 4325

III. Number of Credits/ Hours: Three credits/ Three hours per week/ Forty-five contact hours per semester

IV. Prerequisites: Pre-requisites: INGL 3227 and INGL 4206
Co-requisites: None

V. Course Description: Studies in Language Acquisition is one of the professional skills courses required for students enrolled in the English B.A. program leading to the degree in Arts with a specialization in the teaching of English at the elementary or secondary school level. This course is designed to provide the students with a foundation in what cognitive, psychological, sociological and linguistic research contributes to the study of language acquisition and to the identification of factors that affect the acquisition of a second language. This course also focuses on research as a complementary tool for academic and professional growth and development.

VI. Course Objectives: Course content and materials are geared towards helping students to:

A. Examine the major theories about the nature of language and the nature of language learning developed in the related fields of study.

B. Distinguish factors related to first language acquisition that affect second language acquisition.

C. Discover issues presented in current literature about first and second language acquisition.

E. Examine current literature about acquisition theory based on the analysis of arguments presented by language acquisition theorists and other researchers.
VII. Course Content:

Introduction to Course 3 hrs.
- Course Requirements
- Myths about Language Acquisition
- Reference Styles and Resources

Language Learning and Teaching 3 hrs.

L1 Acquisition Theories and Issues 6 hrs.

Building a Theory of L2 Acquisition 6 hrs.

Nature of Human Learning 3 hrs.

Styles and Strategies 6 hrs.

Personality Factors 3 hrs.

Sociocultural Factors 3 hrs.

Communicative Competence 3 hrs.

Oral Presentations 4 hrs.

Quizzes 2 hrs.

Exams 3 hrs.

45 hrs.

VIII. Instructional Strategies

- Class Lectures – Professor as facilitator
- Cooperative Groups – Student-centered activities
- Oral Presentations – Students as facilitators
- Journal Panels – Students as facilitators

IX. Resources

- Computer/LCD Projector
- Blackboard/Whiteboard
- Television/DVD/VCR

X. Evaluation Strategies

- Case Study Presentation 15%
- Exam 1 15%
- Exam 2 20%
- L2 Acquisition Theoretical Model 25%
• Journal Panel Discussion 5%
• Critiques 10%
• Quizzes 10%

XI. Grading System

A = 90-100 %
B = 80-89 %
C = 70-79 %
D = 60-69 %
F = 0-59 %

XII. Bibliography

A. Required Textbook


B. References


*Classic edition or latest edition in print

Revised by:
Dr. Nilsa Lugo Colón
Dr. Maritza Santana Sierra
Approved by Curriculum Committee: March 25, 2009

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