**Programa: Lic. en Lenguas Modernas con Énfasis en Inglés**

**Asig: TEACHING ENGLISH TO CHILDREN**

**Campo:** Aplicación

**Bloque:\_8\_\_\_\_ Aula:\_\_\_\_\_**

**Oficina del profesor\_\_\_\_\_\_\_\_\_\_**

**Facultad: Ciencias de la Educación**

**Profesor:** M.A Ana Julia Chaverra Rivas

**Periodo Académico:** 2018-1

**SEMESTRE VII.**

**CREDITOS:\_3\_\_ HORAS: Semanales\_\_\_\_**

**HTD\_\_148**

**HTI\_48\_\_\_\_\_\_\_\_\_\_\_\_\_**

**GUÍA PROGRÁMATICA/STUDY PROGRAM**

**DESCRIPCIÓN DEL CURSO/ COURSE DESCRIPTION**

This course will focus on the importance of theories and research on first and second language acquisition through examination of issues addressed to answer the question of how languages are learned. The course considers the relations between first and second language acquisition, contrastive and error analysis, learner strategies as well as hypotheses on human general learning. Students will also learn how balanced strategies can promote solving-problem and deeper personal relationships. The course will rely on student-led discussion, assignments and presentations.

1. **DESTINATARIOS**/7th semester students

This course is adressed to 7th semester students beloning to the Licenciatura en Lenguas Modernas con Énfasis en Inglés

1. **OBJETIVOS/LEARNING GOALS**

This course will enable students to:

* Provide an overview of theories and research on first and second language acquisition through examination of issues addressed to answer the question of how languages are learned.
* Stablish the relations between first and second language acquisition.
* Contrast error analysis, learner strategies as well as hypotheses on human general learning.
* Design balanced lessons and projects considering the guidelines for teaching English to children.

1. **COMPETENCES/COMUNICATIVE COMPETENCES: LINGUISTIC, PRAGMATICS AND SOCIO-LINGUISTIC**

Skills at level B1: The CEFRL specifies the following:

* Students can provide an overview of theories and research on first and second language acquisition through examination of issues addressed to answer the question of how languages are learned.
* Students are able to stablish the relations between first and second language acquisition.
* Students will be able to contrast error analysis, learner strategies as well as hypotheses on human general learning.
* Students can design balanced lessons and projects considering the guidelines for teaching English to children.

1. **MAJOR CONTRIBUTIONS**

Throughout the course students will be exposed to situations, theories and approaches for teaching English to children, in order to fulfill the expected skills required by the level.

1. **CONTENT**

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| **Indicadores de logros de la Unidad** | **UNIT 1: INTRODUCTION TO HUMAN LEARNING AND**  **FIRST LANGUAGE ACQUISITION!** | | |
| COMPETENCIAS | CONTENIDOS DE LA UNIDAD | ACTIVIDADES EN CLASES | ACTIVIDADES INDEPENDIENTES |
| **Communicative competence**  **Components**  -Linguistic  -Pragmatic  -Socio-linguistic | **1.Human learning**   * Classical Behaviorism * Skinner´s Operant Conditioning * Ausubel´s Cognitive Learning Theory * Intelligence and Second Language Learning   **2.First language acquisition**   * Comparing and contrasting first and second language acquisition * Neurological considerations * Psychomotor considerations * Affective considerations * Linguistic considerations on: * Behavioristic approaches * The Nativist approach * Functional approaches * The Critical Period hypothesis * The role of imitation and practice | * Required readings * Grammar practice/ * Games * Open discussions | -**COMPLEMENTARY PROJECT**  **Collecting views and opinions of people on a particular issue or problem.**   1. Aim: ask and collect people´s opinion on a particular issue. 2. Students take current issue or problem and ask for the opinion of people about the issue and report it with (videos).  * *Research on topics* * *Completing exercises from online lab at:*   [*www.esl-lab.com*](http://www.esl-lab.com) |

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| **Indicadores de logros de la Unidad** | **UNIT 2 : THE ACQUISITION-LEARNING HYPOTHESIS** | | |
| COMPETENCIAS | CONTENIDOS DE LA UNIDAD | ACTIVIDADES EN CLASES | ACTIVIDADES INDEPENDIENTES |
| **Communicative competence**  **Components**  -Linguistic  -Pragmatic  -Socio-linguistic | 1. **Krashen´s hypotheses**  * The Acquisition-Learning hypothesis * The Monitor hypothesis * The Natural Order hypothesis * The Affective Filter hypothesis * The Input hypothesis | * Required readings * Acting out Roleplays * Grammar practice/ * Games * Open discussions | -Complementary Project  **Collecting views and opinions of people on a particular issue or problem.**  Aim: ask and collect people´s opinion on a particular issue.  Students take current issue or problem and ask for the opinion of people about the issue and report it with (videos).   * *Research on topics* * *Completing exercises from online lab at:*   [*www.esl-lab.com*](http://www.esl-lab.com) |

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| **Indicadores de logros de la Unidad** | **UNIT 3 : INTERLANGUAGE AND ERROR CORRECTION** | | |
| COMPETENCIAS | CONTENIDOS DE LA UNIDAD | ACTIVIDADES EN CLASES | ACTIVIDADES INDEPENDIENTES |
| **Communicative competence**  **Components**  -Linguistic  -Pragmatic  -Socio-linguistic | 1. I**nterlanguage**  * Error analysis * Stages on interlanguage development * Sources of errors * Communication strategies * Fossilization | * Required readings * Acting out Roleplays * Grammar practice/ * Games * Open discussions | -Complementary Project  **Collecting views and opinions of people on a particular issue or problem.**  Aim: ask and collect people´s opinion on a particular issue.  Students take current issue or problem and ask for the opinion of people about the issue and report it with (videos).   * *Research on topics* * *Completing exercises from online lab at:*   [*www.esl-lab.com*](http://www.esl-lab.com) |

1. **EVALUACIÓN/ASSESSMENT CRITERIA**

The assessment criteria along with this course will encompass the requirements as states:

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| Reminders | Percentages |
| * Mid-term 1 : Reading reports and oral presentation | **20%** |
| Follow up-activities and participation | **10%** |
|  | **30%** |
| * Mid-term 2 an essay on Krashen’s hypothesis * Poster or Power point Presentation | **20%** |
| * Follow up-activities, reports and participation | **10%** |
|  | **30%** |
| * Final test: A complementary project (Collecting views on a particular issues) | **20%** |
| * An essay on the course usefulness | **20%** |
|  | **40%** |
| * Sum Total | **100%** |

**VII. METODOLOGY**

This course offers ample opportunities for students to learn and use the language by means of different approaches: Task-Based and Students-Centered. Thus, Students will write reports on the experience, make presentations and plan projects and lessons as well. Round tables and debates and weekly reports based on reading assignments.

**VIII COURSE MATERIALS**

Adapted materials will be used in class, linked to the topic areas studied. (prints, audiovisual ma) online dictionaries and websites are also available.

**Teaching aids**: speakers, laptop computer, Video beam, the internet.

**IX. CRONOGRAMA/TIMETABLE FIT**

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| **Months**    **Activities** | **May** | | | | **June** | | | | **July** | | | | **August** | | | | **September** | | | | | | |
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| * Research and Introduction to Classical Behaviorism * Skinner´s Operant Conditioning * Ausubel´s Cognitive Learning Theory * Intelligence and Second Language Learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | |  |
| - **Reading reports** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | |  |
| Research and Introduction to:   * Comparing and contrasting first and second language acquisition * Neurological considerations * Psychomotor considerations * Affective considerations   **-Open discussion** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | |  |
| * Linguistic considerations on: * Behavioristic approaches * The Nativist approach * Functional approaches * The Critical Period hypothesis   The role of imitation and practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | |  |
| TEST(WRITTEN REPORT- ESSAY)  ORAL PRESENTATION  Feedback on test |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | |  |
| - Feedback on test   * -Introduction to The Acquisition-Learning hypothesis * Watch a video related * Research on **Krashen´s hypotheses** * The Monitor hypothesis   **-Submit a reading report**  **-Open discussion**  **-guidelines for a theory review** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | |  |
| Expanding knowledge on:   * The Natural Order hypothesis * The Affective Filter hypothesis * The Input hypothesis   Design a poster on **Krashen´s hypotheses**  **-Draf a review** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | |  |
| - **Krashen´s hypotheses**  **-Submit a review**  **-guidelines for a presentation**  **Review language**  Increments on the review  -Drafting the oral presentation  Writing an essay on **Krashen´s hypotheses:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | |  |
| - Academic word list(provided by the teacher)   * Introduction to: * Error analysis * Stages on interlanguage development   **Guidelines and templates**  - Drafting complementary projects  -Questions for the interview  -Review rubric for assessing speaking/essays |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | |  |
| * - Sources of errors * Communication strategies * Fossilization   **Reports on suggesting reading**  -Review rubric for assessing speaking  -Review rubric for essays(narrative) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | |  |
| **Writing: an essay on the course usefulness**  **“Teaching beliefs and practice”**  Submission  Scores delivery and feedback to course |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | |  |

IX. **ESTRATEGIAS PEDAGÓGICAS/PEDAGOGICAL STRATEGIES**

The methodological strategies referred to learning, most used for the development of the course are:

* Problem Based Learning (PBL)
* Collaborative learning
* Project-Oriented Learning (POL)
* Task Based Learning (TBL)
* Educational simulators
* Peer editors, drafting, proofreading, editing
* Brainstorming
* Practical exercises
* Autonomous work
* Individual and team work

**OBSERVACIONES/REGULATIONS**

1. **BIBLIOGRAFÍA/REFERENCES**

Brown, H.D. (2000). Principles of Language Learning and Teaching. Englewood Cliffs, New Jersey: Prentice Hall.

Celce-Murcia, M. (2001). Teaching English as Second or Foreign Language. Newbury House

Ellis, R. (1994). The Study of Second Language Acquisition. Oxford: Oxford University Press.

Krashen, S. D. (1988). Second Language Acquisition and Second Language Learning. Prentice-Hall International.

Corder, S. Pitt. (1993). Introducing Applied Linguistics. London: Penguin Books

Stern.H.H. (1983). Fundamental Concepts of Language Teaching. Oxford: Oxford University Press

Finnochiaro, M. (1989) English as a Second or Foreign Language: From Theory to Practice. New

**Available websites**

Internet-based articles: (BBC Teaching English Website) <http://www.teachingenglish.org.uk/think/listen.shtml>

<http://www.eslgold.com/speaking/ss_asking_favors.html>

<http://www.esl-lab.com/>