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| Department | Lic. en Lenguas Modernas con Énfasis en inglés  |
| Area of Education | Professional |
| Course name: Level  | Teaching English to Children7th semester |
| Cycle | Application |
| Number of credits | 3 |
| Input sessions | 48 hours |
| Independent time | 96 hours |
| Sum total | 144 hours |
| Professor Professor hours  | Ana Julia Chaverra RivasMondays 9:00 amTuesdays 9:00 amOr by appoinment |
| Phone numberEmail:  | 321 744 33 95Teachera333@gmail.com |

**2. 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.

**3. 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.

**4. METHODOLOGY**

 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.

**5. CONTENTS**

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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) |

**5. COURSE CONTENT AND PACING.** Students will gain knowledge about the following competences and functions.

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| **CONTENTS/WEEKS** | **LESSONS AND ACTIVITIES** |
| WEEK 1: **Learning strategies** **Unit 0 : Readiness**  | Introduction to course: Class Agreements- Tips for reading: main ideas and specific information-Tips for drafting reading reportsGuidelines for reading reports |
| Week 2: Unit 1 part A**Human learning and**  | * Research and Introduction to Classical Behaviorism
* Skinner´s Operant Conditioning
* Ausubel´s Cognitive Learning Theory
* Intelligence and Second Language Learning

- **Reading reports** |
| Week 3: Unit 1: part B**First language acquisition**  | Research and Introduction to: * Comparing and contrasting first and second language acquisition
* Neurological considerations
* Psychomotor considerations
* Affective considerations

**-Open discussion** |
| Week 4: **Unit 1: Part C****Approaches and considerarions**  | * Linguistic considerations on:
* Behavioristic approaches
* The Nativist approach
* Functional approaches
* The Critical Period hypothesis
* The role of imitation and practice
 |
| Week 5: Checking Progress |  TEST(WRITTEN REPORT- ESSAY)ORAL PRESENTATION |
| Week 6: Unit 2: **Krashen´s hypotheses**   | - 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** |
| Week 7: **Krashen´s hypotheses**Unit 2:  | Expanding knowledge on:* The Natural Order hypothesis
* The Affective Filter hypothesis
* The Input hypothesis

Design a poster on **Krashen´s hypotheses****-Draf a review**  |
| Week 8:Unit 2: **Krashen´s hypotheses**  | - Design a poster on **Krashen´s hypotheses****-Submit a review****-guidelines for a presentation****Review language** |
| Week 9: Unit 2: **Krashen´s hypotheses** | -Increments on the review-Drafting the oral presentation |
| Week 10Progress check | Writing an essay on **Krashen´s hypotheses** |
| Week 11 | Presenting the posters of PPP to the classFeedback  |
| Week 12Unit 3: I**nterlanguage**  |  - 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 |
| Week 13Unit 3: **Interlanguage** | * - Sources of errors
* Communication strategies
* Fossilization

**Reports on suggesting reading** -Review rubric for assessing speaking-Review rubric for essays(narrative) |
| Week 14: Unit 3: I**nterlanguage**Submitting the video | Delivery a complementary project**-Collecting views of a particular issue(The Acquisition Hypothesis)** |
| Week 15**Writing challenge** | **Writing: an essay on the course usefulness****“Teaching beliefs and practice”**Submission  |
| Week 16 | Scores delivery and feedback to course |

**6. 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%** |

**7. 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.

**8. 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>

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.eslgold.com/speaking/ss_asking_favors.html)

[**http://www.esl-lab.com/**](http://www.esl-lab.com/)