

**Inter American University of Puerto Rico
Graduate Studies Program**

SYLLABUS

I. GENERAL INFORMATION

Course Title	:	Teaching English as a Second Language at the Elementary Level
Course Code	:	EDUC 5118
Number of credits	:	3 credits

II. COURSE DESCRIPTION

The study of the theories and new models in the curriculum content of the teaching of English as a second language and its applications to the pedagogical practices in the elementary level. Emphasis on the development of models, strategies and activities for teaching.

III. OBJECTIVES

At the end of the course the students will be able to:

1. Demonstrate knowledge of the major theories in the field of teaching of English as a second language.
 - 1.1. Analyze the major theories in the field of teaching English as a second language and their application to the teaching of English in the elementary level.
 - 1.2. Analyze major learning theories and their application to the teaching of English as a second language.
2. Apply knowledge of second language acquisition theories in the field of teaching of English as a second language in the elementary level.
 - 2.1. Examine a variety of models, strategies, and activities that are currently used for the teaching of English as a second language.
 - 2.2. Apply these models, strategies, and activities to the teaching of English in the elementary level.

3. Analyze and evaluate instructional models, approaches, and techniques in the teaching of English as a second language, with emphasis to the elementary level.
 - 3.1. Develop language lessons utilizing theories, methods, and techniques appropriate for the teaching of ESL in the elementary level.
 - 3.2. Develop instruments to evaluate materials that could be used in the teaching of English as a second language in the elementary level.
4. Analyze the standards and competencies of the English Program of the Department of Education.
 - 4.1. Demonstrate ability to apply the goals, principles, and standards of the English Program Curriculum Framework of Puerto Rico in the teaching of English as a second language in the elementary level.
5. Demonstrate knowledge of the history and development of the teaching of English as a second language in Puerto Rico.
 - 5.1. Examine the cultural foundations for the teaching of English as a second language in Puerto Rico.
 - 5.2. Discuss the history of the teaching of English in Puerto Rico.
6. Demonstrate ability to analyze the problem areas of teaching a second language in each of the four language skills.
 - 6.1. Combine and apply techniques, methods, principles and goals of the English Program to teach mini-demonstration classes with ability to identify the problem areas of the teaching of English as a second language.
7. Demonstrate ability to identify appropriate assessment activities in the teaching of English as a second language.
 - 7.1. Develop appropriate assessment instruments based on the principles of the teaching of English as a second language in the elementary grades.
8. Demonstrate ability to incorporate technology to teach English in the elementary level, including the Internet.
 - 8.1. Develop lessons appropriate for the teaching of English as a second language in the elementary level using the most recent technology, including the Internet.
 - 8.2. Use the Internet as a resource to keep abreast of the field of teaching of English as a second language.

IV. COURSE CONTENT

A. Unit I

1. Theories and models for the teaching of English as a second language
 - a. Krashen's Input Hypothesis Model
 - b. Cognitive Models
 - c. Social-Constructivist Model
2. Other theories that influence the teaching of English as a second language
 - a. Multiple Intelligences
 - b. Constructivism
 - c. Curriculum Integration Theories

B. Unit II

1. From theory to methodologies or approaches
2. Major Language teaching approaches
 - a. Phonics
 - b. Balanced Literacy Approach
 - c. Natural Approach
 - d. Communicative Approach
 - e. Functional-Notional Approach
 - f. Whole Language

A. Unit III

Language Skills: From skills to strategies

1. Listening: Aural Comprehension Skills
2. Speaking: Teaching Oral Skills
3. Reading: Literacy Skills in ESL
4. Writing Skills: Mechanics of writing to the writing process
 - a. The use of the computer for writing
 - b. Technologies in the classroom
5. Integrated approaches: Teaching the four language skills as one without a specific order

D. Unit V

Socio -Cultural Foundations

1. Historical development of English in P.R.

2. Attitude and motivation in second language learners
 - a. instrumental orientation
 - b. integrative orientation

E. Unit VI

English Program Curriculum for the Elementary Level

1. Circular Letter for the English Program
2. Standards of the English Program
3. Assessment of the English Program
4. Curriculum Framework for the English Program

F. Unit IV

Testing in ESL

1. From evaluation to assessment
2. Developing appropriate instruments to evaluate the teaching/learning process of English as a second language in the elementary.

G. Unit VII

Lesson Planning

1. Preparation of instructional materials: From traditional to the most innovative techniques.
 - a. Music
 - b. Movies
 - c. The Internet
 - d. Other technology
2. Mini-Demonstration classes.

V. TEACHING STRATEGIES

Socratic dialogues and self-discovery techniques will be used to help students construct the knowledge they will be building as the course develops. Reflective activities will be used to encourage thinking about their own learning processes. The following is a list of suggested teaching strategies for the course:

Lectures and Power Point presentations
Practice exercises
Discussion of readings, articles, etc.
Reflective activities
Self-assessment activities
Collaborate Work
Videos
Supplementary Readings
Internet Activities

Total Quality and Assessment Strategies:

Self-assessment (A, CT)
Reflective Journals(A)
"One minute paper" (A)
Cooperative Learning (A, CT)
One-sentence summary (A)
One-word summary (A)
Group Work (A)
Brainstorming (A)
Portfolio (A)

VI. EVALUATION

a) Article Critiques (5)	20%
b) Mini-Class Demonstration	20%
c) Research Project	30%
d) Teacher's Portfolio	20%
e) Activities Portfolio	10%
TOTAL	100%

VII. BIBLIOGRAPHY

A. Books

- Brown, D. H. (2000). *Principles of language learning*. NY: Addison Wesley Longman.
- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.). MA: Heinle & Heinle.
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- Department of Education of P. R. (2003). *Marco Conceptual: Programa de Kindergarten*. P. R.: Instituto Nacional para el Desarrollo Curricular.
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- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. NY: Cambridge Univ. Press.
- Tomlinson, B. (2002). *Materials development in language teaching*. NY: Cambridge.
- Tsui, A. (2003). *Understanding expertise in teaching: Case studies of second language teachers*. NY: Cambridge Univ. Press.

B. Journals

- Essential English*. Teachers of English to Speakers of Other Languages.
- TESOL Quarterly*. Teachers of English to Speakers of Other Languages.

McGroarty, M. (2004). *Annual Review of Applied Linguistics: A Survey of Applied Linguistics*. Cambridge University Press.

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C. Internet Sources

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