



Course Program
TEACHING AND Learning A SECOND LANGUAGE I

1) IDENTIFICATION						
ACADEMIC UNIT	School of Education					
Career	Bilingual Basic Pedagogy					
Code						
CAREER YEAR/SEMESTER	Second year / First semester					
SCT-CHILE CREDITS	5					
HOURS OF DEDICATION	Total	150	Direct Teaching	72 / 4	Independent Work	72 / 4
TYPE OF SUBJECT	Didactics-Disciplinary					
REQUIREMENTS / PREVIOUS LEARNING						

2) DEFINITION OF THE SUBJECT
<p>An understanding of the processes involved in language acquisition in general, and second or foreign language acquisition in particular, is necessary to develop effective and age-appropriate language-teaching methodologies. In this course, by eliciting and analyzing real language data, students will understand the stages of language development, the differences between first and second language acquisition, and the effects of age on the second language learning process. Students will also become familiar with the principles and optimal conditions to ensure language learning and discuss the implications of these for the English language-content integrated classroom.</p>

3) CONTRIBUTION TO GRADUATION PROFILE
<ul style="list-style-type: none"> • Student designs teaching-learning experiences based on the principles of acquiring a second language and knowledge on various teaching models. • Student is able to communicate in English at the C1 level (CEF) and demonstrates knowledge of the linguistic components of English and multi-cultural topics. • Design, implement and evaluate pedagogical experiences according to the context and development and learning processes of students.



4) STANDARD PEDAGOGIC/ASSOCIATED DISCIPLINES

Contribution to the English Disciplinary Standards:

Standard 7: Master theories of learning from a foreign language, which allow you to select and apply the most effective methodological approaches and the right strategies for the teaching-learning process.

Standard 2: Understands the importance of developing oral, written and multimodal text comprehension skills in your students, putting this knowledge into practice as an organizing axis of the teaching-learning process.

Standard 3: Understands the importance of the development of oral and written expression skills in its students, putting into practice this knowledge as an organizing axis of the teaching-learning process.

Contribution to the Pedagogical Standards of Basic Education

Standard 5: You are ready to manage the class and create an appropriate environment for learning based on context.

Standard 6: Know and know how to apply assessment methods to observe student progress and know how to use the results to feed back learning and pedagogical practice.

5) EXPECTED LEARNING OUTCOMES OF THE COURSE

Students will be able to:

- Understand the processes and stages of development in child first and second language acquisition.
- Reflect and interpret adequate language data and can identify stages of development and patterns of error.
- Understands how age and other factors affect language learning.
- Identify and explain the principles and optimal conditions for second language learning.
- Design elements of instruction that consider these principles and conditions.
- Can use learner language data to assess and monitor language proficiency.

CONTENTS/UNITS	SPECIFIC LEARNING OUTCOMES
Unit I: Introduction to language acquisition I. Terminology II. Looking at learner language data III. Eliciting data samples a. Spontaneous speech b. Focused speech tasks IV. Child L1 Acquisition a. Stages and characteristics, time	I. Can define and distinguish between A. L1 vs L2 learning. B. Second vs. Foreign language learning. C. "Natural" vs. and classroom learning. II. Develop the ability to elicit, analyze, and interpret learner data to determine what they know.



<p>b. Developmental sequences</p> <p>V. Explaining L1 Acquisition</p> <p>a. Behaviorism</p> <p>b. Nativist theories</p> <p>i. Morpheme order studies</p> <p>c. Cognitive theories</p> <p>d. Socio-cultural theories</p> <p>VI. Child L2 Acquisition</p> <p>a. Myths and realities of age in FL/SL learning</p> <p>b. Children learning a 2nd/foreign language</p> <p>c. Simultaneous vs. No. bilingual sequentialism</p> <p>d. Foreign vs. No. 2nd Language contexts</p> <p>e. Child vs. Child Adult language learning</p> <p>VII. Analyzing second language learner data</p> <p>a. Exploring errors</p> <p>b. Cross-linguistic influences</p> <p>Unit II: Principles and conditions for language learning</p> <p>I. Input/exposure</p> <p>II. Opportunities for output</p> <p>III. Participation</p> <p>IV. Learning through interaction</p> <p>Unit III: Assessing language based on sample data</p> <p>I. WIDA can-do statements</p> <p>II. CEFR can-do statements</p> <p>III. OPI level describedrs</p>	<p>III. Identify the developmental stages of child L1 acquisition.</p> <p>IV. Critically analyze and discuss theories of second language acquisition.</p> <p>V. Understand the similarities and differences between first and second language acquisition.</p> <p>VI. Understand how the L1 influences L2 learning.</p> <p>VII. Develop a greater understanding of how age, affects the language learning process.</p> <p>VIII. Understand that errors are part of language learning and reveal what learners have acquired.</p> <p>IX. Identify and understand the conditions necessary for language learning in the classroom.</p> <p>X. Design and evaluate language instruction from the perspective of the principles and conditions for language learning.</p> <p>XI. Assess and monitor language proficiency using language data elicited from learners through interactive instruction.</p>
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6) TEACHING-LEARNING STRATEGIES OR METHODOLOGIES

This course includes the following following methodological strategies:

- **Participative Lectures:** participation in discussion of relevant content through a variety of active learning strategies: panels, discussions, presentations, forums, etc.
- **Practical components:**
 - Elicitation of data and data analysis workshops to understand learner language data.
 - Video analysis
 - Observation tasks
 - Instructional design tasks



7) EVALUATION METHODOLOGIES

Speech sample analysis of (Child L1, Child L2, 2 classroom language samples): 20% (5% each)

Mid-term exam: 15%

Controls & Presentations 15%

Input, output, & assessment design: 20%

Final Exam* (applied theory): 30%

*The final exam is obligatorior. The student must take the exam with a minimum grade of 3.0 and must take the get a minimum grade of 3.0 on the test.

8) RESOURCES

Basic Bibliography:

Lightbown, P., & Spada, N. (2013). *How languages are learned*. Oxford, UK: Oxford University Press.

Pinter, A. (2009). *Teaching young language learners*. Oxford U.K.: Oxford UP

Complementary Bibliography:

Brown, H. D., Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th Edition). Pearson Education.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge U.K.: Cambridge UP.

Ellis, R. (2008). *Principles of instructed second language acquisition*. Cal papers.

Ortega, L. (2009). *Understanding second language acquisition*. New York, NY: Routledge.

Thornbury, S. (2005). *How to teach speaking*. Pearson: England.

Wilson, JJ. (2008). *How to teach listening*. Pearson: England.

Online Resources:

https://www.wida.us/standards/CAN_DOs/ (WIDA standards: Early years through K-6/8)

<https://www.actfl.org/professional-development/assessments-the-actfl-testing-office/oral-proficiency-assessments-including-opi-opic>

<http://lcci.hu/hun/wp-content/uploads/cefguide.pdf>

<http://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf>

TED talks:

Patricia Kuhl: The Linguistic Genius of Babies

Deb Roy: The Birth of a Word

Youtube documentary on Genie