



Instituto Universitario  
de Investigación en  
Estudios Norteamericanos  
"Benjamin Franklin"

# TEACHING METHODS IN SECOND LANGUAGE ACQUISITION

## 1. COURSE DESCRIPTION

The purpose of this course is to study the methods of teaching English as a Second Language. Students will examine the methods and techniques for teaching the four skills: listening, reading, writing and speaking following diverse teaching methodologies. In addition, teaching through context (CLIL) will be part of this class as well as the teaching of grammar. Cooperative learning, scaffolding and evaluation of teaching materials will also be covered.

The course is for students interested in bilingual education and is designed to provide future teachers with the opportunity to become knowledgeable and able to develop material and exercises to teach English as a second language successfully.

**NOTE:** Students need to submit a copy of their background check in order to do Service Learning with children.

## 2. OBJECTIVES

Upon completion of the course students will be able to:

|                      |   |
|----------------------|---|
| <b>Competence 1.</b> | To understand different Teaching Methodologies; Theory and Practice and how to apply those methods in class.                                  |
| <b>Competence 2.</b> | To create effective and supportive learning environments based on an understanding of student diversity and effective instructional practice. |
| <b>Competence 3.</b> | To plan effective lessons using a variety of teaching methods   |
| <b>Competence 4.</b> | Design instruction and assessment based on an understanding of students, their needs and professional education standards.                    |

### 3. Methodology

Students' participation is essential in this course. Readings in class will be discussed and students will have to do exercises to put into practice the theory learnt in the readings. Oral presentations to put into practice the theoretical part along with a research paper will also be required. Viewing of YouTube videos will support class understanding and help discussion of the theoretical perspectives of the subject.

### 4. EVALUATION

This course requires significant participation from students. The quality of learning will depend highly on reading discussions, presentations, exercises and active listening. The course will be a lot more interesting if everybody participates. Hearing from others' ideas, perspectives and experiences will create interesting discussions and learning.

- **Participation. 50%**
- **Final Paper 20%**

This is a formal research paper. Students can choose one of the readings from the course or write about a lesson plan selecting the teaching methods necessary to achieve the goals of the class. This research paper will be written using MLA style. Font should be Arial 11, double space, and the paper should be between 8 to 10 pages.

- **Oral Presentations. 30%**

Oral presentations: There will be two oral presentations. The first one must be related to the topics studied in class. Students will have to choose a topic and prepare an oral presentation based on it. In the second oral presentation the students must show the knowledge they acquired through the final written project. All the competences will be assessed as well as the following aspects:

**Content and development:** The student must prepare a well-structured presentation. It should introduce the main topic. The main information and ideas must be developed in a coherent and interrelated way.

**Specific language:** The student must present his / her work using part of the specific terminology worked on in class in order to explain the content of his/her research on the topic.

**Body language:** The student must show mastery of the subject matter and maintain the attention of the class. Thus, visual contact, intonation and body language are important. The student must demonstrate he/she has an effective way of maintaining the attention of the class. In order to help the student develop this skill it would be interesting that the class participates in the presentation through compression exercises or questions related to the topic.

**Audiovisual aids:** It is very important that the students use audiovisual aids to deliver their oral presentation. Power Point, flashcards, videos, images, newspaper clippings, etc. are recommended. It is also very important that the students do not directly read the information. They can use notes but never read their presentation word for word.

The percentage of the grade that is assigned to each of the sections of the course will be as follows:

|                           |            |
|---------------------------|------------|
| <b>Participation</b>      | <b>50%</b> |
| <b>Final paper</b>        | <b>20%</b> |
| <b>Oral presentations</b> | <b>30%</b> |

### 6. ATTENDANCE

Class attendance is MANDATORY. If the student is absent for more than the allowed limit (one class absence in the summer program and two absences in the fall and spring programs), the final grade will reflect a decrease of 10 points for each non-attendance that has not been excused by a doctor's certificate or by your Program Director. It is the individual responsibility of the student to make up any missed content about the subject taught in class the day the student was absent.

## CLASS SCHEDULE

| TOPIC  | ASSIGNMENTS   |
|--|---|
| Overall presentation of the course.<br>Class discussion about teaching methodologies.<br>What should I know about Language Teaching Methodologies? |   |
| The Four Skills in a language: Listening, Speaking, Reading and Writing<br><br>Class discussion about teaching listening                           |   |
| Class discussion about teaching speaking   |   |
| What should I know about teaching listening and speaking   | Let's put theory into practice. Exercises about description objects, places and people.<br><br>Students will have to prepare an exercise to teach the listening speaking skills (15 – 20 minutes would be enough). Please, explain the method or methods you would like to apply and feel free to use songs, short stories, recordings or anything you consider useful for this type of activity. Students (peer teachers) will have the chance to practice your exercise in class. |
| Let's put theory into practice. Exercises about description objects, places and people.  |   |
| Class discussion about teaching reading  |   |
| Class discussion about teaching writing  |   |
| What should I know about teaching reading and writing?   | Let's Practice.<br>Students will have to prepare an exercise to teach the reading writing skills (15 - 20 minutes would be enough). Please, explain the teaching method you would like to apply and feel free to use songs, short stories, recordings or anything you consider useful for this type of activity. Students (peer teachers) will have the chance to practice your exercise in class.  |
| Let's put theory into practice.<br>Comics and short stories will help students read, write and speak. How would you use comics in class?           |   |
| First oral presentation  |   |
| Teaching content lessons to adolescents.   | Reading. The Adolescent Brain- learning Strategies & Teaching tips  |
| Teaching content lessons to adult students   | Reading. How to Teach Adults by Dan Spalding.   |

|   |  |
|---|--|
| <p>What should I know about teaching Academic English in Content Classes?<br/> The use of the L1 in CLIL classes: The teachers' perspective. By David Lasagabaster. Latin American Journal of Content and Language Integrated Learning.</p> | <p>Let's put theory into practice. Exercise to teach North American Geography</p> <p>Students will have to prepare a class to teach a content class on a grammar point. Please, explain the teaching method you would like to apply and feel free to use songs, short stories, recording or anything you consider useful for this type of activity. Some suggestions for the grammar presentation might be: English subjunctive, Saxon genitive vs "of" in possessive phrases, "To" as preposition, Prepositional verbs, Verbs followed by -ing vs. to + infinitive. Students (peer teachers) will have the chance to practice your exercise in class.</p> |
| <p>Let's put theory into practice. Exercise to teach North American Geography</p>   |  |
| <p>What is grammar? Shall we teach grammar? If so, how?</p>   | <p>Reading. The Teaching of Grammar</p>  |
| <p>Let's put theory into practice. Exercise to teach grammar</p>  |  |
| <p>The effect of new technologies on English</p>  | <p>Final paper</p>   |
| <p>How do I plan my classes?<br/> Am I now a language teacher?</p>  |  |
| <p>Second oral presentation and conclusions of the class</p>  |  |

### **IMPORTANT INFORMATION:**

\*The topics and information may be subject to change. Dates for school teaching experience are to be confirmed and may be subject to change. The final syllabus will be given to students on the first day of class.

### **7. BIBLIOGRAPHY**

Elaine Horwitz. Pearson Education, *Becoming a Language Teacher: A practical guide to Second Language Learning and Teaching*. Publishers' Design and Production Services, Inc. 2008

Cora Lindsay with Paul Knight. *Learning and Teaching English. A Course for Teachers*. Oxford University Press, 2017

Armstrong, Thomas. *Multiple Intelligences in the Classroom*. ASCD, VA: 2009.

Coyle, Do. *Planning Tools for Teachers*. School of Education, University of Nottingham, 2005.

Kolker Horwitz, Elaine. *Becoming a Language Teacher: A practical Guide to Second Language Learning and Teaching*. Pearson Education, Inc. 2008.