Course Information					
Code:	**ESE61009**	Course:	**ESL: LEARNER STRATEGIES**		
Coordination Area / Program:		**FAC. EDUCACION**		Mode:	**Presencial**
Credits: **04**		Tipo de hora	Presencial	Virtual	H. Totales	Autonomous Learning Hours: **128**
		H.Teoria	36	0	36	
		H.Práctica	56	0	56	
		H.Laboratorio	0	0	0	
Period: **2024-01**		Start date and end of period: **del 20/03/2024 al 09/07/2024**				
Career: **EDUCACIÓN SECUNDARIA - EDUCACIÓN SECUNDARIA CON ESP. EN INGLÉS**						

Course Pre-requisites		
Code	**Course - Credits**	**Career**
FC-EDU MIC&MEDE	MICROCOMPUTERS & MEDIA IN THE ESL CLASSROOM	EDUC. SECUNDARIA

Course Coordinators			
Surname and First Name	**Email**	**Contact Hour**	**Contact Site**
FARRO RIVAS, ALDO	afarro@usil.edu.pe		

Instructors
You can check the timetables for each teacher in their INFOSIL in the *Classes Development Teachers* option *Teachers.*

Course Overview
The ESL subject: Learner Strategies is of a theoretical-practical nature and the subject attributes to the competence: Comprehension and expression of the English language. Explains, holistically criticizes the English language as a language, according to the phonetic, lexical and semantic aspects using ICT to systematize it didactically in the teaching-learning process. The second strategies developed are largely appropriate for all students. ESL and classroom teachers will collaborate to deliver the curriculum in the regular classroom. The accreditable product will be a work on the design of a personal development plan and a reflection on the experience.

Competencias Profesionales y/o Generales			
Carrera/Programa	**Sigla/ Denominación de la competencia**	**Nivel de la competencia**	**Aprendizajes esperados**
SECONDARY EDUCATION WITH A SPECIALTY IN ENGLISH	CP5: Understanding and expression of the English language	N3 – Explains and holistically critiques the English language as a second language, according to the phonetic, lexical and semantic aspects, using ICT to systematize it didactically in	• Implements text interpretation to reinforce the understanding of texts in the English language. • Develops a methodological sequence of expositions and presentations to improve expression in the English language.

		the teaching-learning process.	• Apply reading strategies that allow continuous improvement in English language comprehension. • Participate in spaces for debates and dialogues in the learning sessions that allow the improvement of expression in the English language.

General Course Result	Unit Result
At the end of the course, the student explains in a critical and holistic way the various strategies for teaching and learning the English language as a foreign language, considering scientific literature and ICTs.	1. At the end of unit 1, the student defines the characteristics of autonomous learning during the process of learning a foreign language.
	2. At the end of unit 2, the student creates teaching and learning activities of the English language considering the postulates of multiple intelligences.
	3. At the end of unit 3, the student designs teaching and learning activities of the English language using artificial intelligence such as ChatGPT and Gemini.
	4. At the end of unit 4, the student develops teaching and learning exercises of the English language considering studies on language learning strategies.

Development of activities
Unit Result 1: *At the end of unit 1, the student defines the characteristics of autonomous learning during the process of learning a foreign language.*

Session 1: *At the end of the session, the student designs a mental map about autonomous learning.*		Semana 1 a 2
Learning Activities	**Contents**	**Evidence**
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Design a mental map about autonomous learning.	- What do you understand by languages learning strategies? - Article analysis - Autonomy and the Learner - Learner Autonomy: the Next Phase? - Towards a definition of learner autonomy - Learner Autonomy and Human Interdependence: some Theoretical and Practical Consequences of a Social - Interactive view of Cognition, Learning and Language - Evaluating Autonomous Learning	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.

Session 2: *At the end of the session, the student writes an essay about autonomous learning.*		Semana 3 a 4
Learning Activities	**Contents**	**Evidence**
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Write an essay about autonomous learning.	-Learner Variables and the Learner - Aptitude - The good language Learner - Learning styles and strategies - Learning training - Attitude and motivation - Individual	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific

	differences in general: where are we now? -Attitude and motivation - Individual differences in general: where are we now?	articles. Present orally one of the topics of this unit in class.

Unit Result 2: *At the end of unit 2, the student creates teaching and learning activities of the English language considering the postulates of multiple intelligences.*

Session 3: *At the end of the session, the student designs a mental map about multiple intelligences.*		Semana 5 a 7
Learning Activities	**Contents**	**Evidence**
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Design a mental map about multiple intelligences.	- Multiple intelligences in language education: - Linguistic intelligence - Logical-mathematical intelligence - Interpersonal intelligence - Spatial intelligence	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.

Session 4: *At the end of the session, the student writes an essay about language teaching using multiple intelligences.*		Semana 8 a 10
Learning Activities	**Contents**	**Evidence**
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Write an essay about language teaching using multiple intelligences.	- Multiple intelligences in language education: - Naturalistic intelligence - Musical intelligence - Bodily-kinesthetic intelligence	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.

Unit Result 3: *At the end of unit 3, the student designs teaching and learning activities of the English language using artificial intelligence such as ChatGPT and Gemini.*

Session 5: *At the end of the session, the student designs a guide to using ChatGPT including images.*		Semana 11 a 12
Learning Activities	**Contents**	**Evidence**
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Design a guide to using ChatGPT including images.	-What is artificial intelligence? - ChatGPT features -Microsoft image creator	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.

Session 6: *At the end of the session, the student will design a guide to the use of Gemini and other artificial intelligence tools.*		Semana 13 a 14
Learning Activities	**Contents**	**Evidence**
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Design a guide to the use of Gemini and other artificial intelligence tools.	-Gemini features -Can we use AIs for research? -Other AIs	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.

Unit Result 4: *At the end of unit 4, the student develops teaching and learning exercises of the English language considering studies on language learning strategies.*

Session 7: *At the end of the session, the student designs a manual of teaching-learning exercises related to language learning strategies.*		Semana 15 a 16
Learning Activities	**Contents**	**Evidence**
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Design a manual of teaching-learning exercises related to language learning strategies.	Language learning strategies (Rebeca Oxford) - Direct and indirect strategies - Memory strategies - Compensation Strategies - Cognitive strategies - Article analysis Metacognitive strategies - Affective strategies - Social strategies - Online language learning strategies New trends in LLS research - Producto Acreditable	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.

Methodology

The course will be developed based on the following methodologies: The course will be developed based on the following methodologies: Collaborative learning, communicative approach and critical analysis. The content of the course is based on updated literature; This includes activities that promote interaction and debate among students. Likewise, students must support their written work with relevant academic sources. Finally, class participation is considered part of the formative evaluation.

Assessment System

Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.

The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.

Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
Evaluación Permanente	**60**%			
Particip y Asistencia en Clase	**33,33**%		Semana 15	No
Promedio de Trabajos	**66,67**%			
Trabajo 1	25%	This grade will not be eliminated.	Semana 4	No
Trabajo 2	25%	This grade will not be eliminated.	Semana 7	No
Trabajo 3	25%	This grade will not be eliminated.	Semana 10	No
Trabajo 4	25%	This grade will not be eliminated.	Semana 14	No
Examen Final	**40**%		Semana 16	No

Attendance Policy

Total Percentage Absences Permitted	30%

Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).

In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.

Basic Required Reading

[1] Crompton, H., & Burke, D (2023). *Artificial intelligence in higher education: the state of the field. .* International Journal of Educational Technology in Higher Education: https://doi.org/10.1186/s41239-023-00392-8
[2] Ferrero, M., Vadillo, M. A., & León, S. P. (2021). *A valid evaluation of the theory of multiple intelligences is not yet possible: Problems of methodological quality for intervention studies.* Intelligence: https://doi.org/10.1016/j.intell.2021.101566
[3] Gardner, H. (1993). *The theory in practice..* Basic Books/Hachette Book Group: https://psycnet.apa.org/record/1993-97726-000
[4] Getie, A. S. (2020). *Factors affecting the attitudes of students towards learning English as a foreign language.* Cogent Education: https://doi.org/10.1080/2331186X.2020.1738184
[5] González-Treviño, I. M., Núñez-Rocha, G. M., Valencia-Hernández, J. M., & Arrona-Palacios, A (2020). *Assessment of multiple intelligences in elementary school students in Mexico: An exploratory study.* Heliyon: https://doi.org/10.1016/j.heliyon.2020.e03777

References Supplementary

Prepared by:	Approved by:	Validated by:
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