



| Course Information  |   |            |                    |            |  |
|---|---|------------|--------------------|------------|--|
| Code:   | ENG53009  | Course:    | ENGLISH VOCABULARY |            |  |
| Coordination Area / Program:  | FAC. EDUCACION  |            |                    |            | Mode: <b>Presencial</b>                  |
| Credits: <b>04</b>  | Tipo de hora  | Presencial | Virtual            | H. Totales | Autonomous Learning<br>Hours: <b>128</b> |
|   | H.Teoria  | 36         | 0                  | 36         |  |
|   | H.Práctica  | 56         | 0                  | 56         |  |
|   | H.Laboratorio   | 0          | 0                  | 0          |  |
| Period: <b>2024-02</b>  | Start date and end of period: <b>del 19/08/2024 al 08/12/2024</b> |            |                    |            |  |
| Career: <b>EDUCACIÓN SECUNDARIA - EDUCACIÓN SECUNDARIA CON ESP. EN INGLÉS</b> |   |            |                    |            |  |

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

| Instructors  |
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| You can check the timetables for each teacher in their INFOSIL in the <b>Classes Development Teachers</b> option <b>Teachers</b> . |

| Course Overview   |
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| The English Vocabulary course is theoretical-practical in nature, its purpose is to expand the lexical, semantic and morphological linguistic knowledge of future English teachers. In addition, its purpose is to prepare the future teachers in their knowledge of teaching strategies so that they can play an effective role in the training of their students. More importantly, the course aims to enhance teachers' digital skills in order to make correct use of Information and Communication Technologies (ICT) applied in language teaching. Furthermore, teachers will be able to analyze, reflect on and make the right decisions when implementing ICTs in current teaching scenarios. |

| Competencias Profesionales y/o Generales |   |   |  |
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| Carrera/Programa                         | Sigla/ Denominación de la competencia   | Nivel de la competencia   | Aprendizajes esperados   |
| <b>ENGLISH VOCABULARY</b>                | <b>CP5.</b> To critically and holistically explain the English language as a second language, according to the morphological, lexical and semantic aspects using ICT to systematize it didactically in the teaching-learning process. | <b>N1.</b> To know the theoretical bases of general linguistics and the English language considering ICT applied to teaching. | - Develops a methodological sequence of expositions and presentations to improve expression in the English language. |

#### General Course Result

To critically and holistically explain the English language as a foreign language, according to the morphological, lexical and semantic aspects using ICT to systematize it didactically in the teaching-learning process.

#### Unit Result

1. To know the theoretical bases of general linguistics and strategies to apply them in the teaching of English.
2. To apply ICTs in the teaching-learning process in a reflective and strategic way.

| General Course Result  | Unit Result  |
|--|--|
| To critically and holistically explain the English language as a foreign language, according to the morphological, lexical and semantic aspects using ICT to systematize it didactically in the teaching-learning process. | 1. To know the theoretical bases of general linguistics and strategies to apply them in the teaching of English. |
|  | 2. To apply ICTs in the teaching-learning process in a reflective and strategic way.                             |

| Development of activities  |   |  |
|--|---|--|
| <b>Unit Result 1:</b> <i>To know the theoretical bases of general linguistics and strategies to apply them in the teaching of English.</i>   |   |  |
| <b>Session 1:</b> <i>To know the theoretical bases of general linguistics and strategies to apply them in the teaching of English.</i>   |   | Semana 1 a 1   |
| Learning Activities  | Contents  | Evidence   |
| 1. To understand the dynamics of the course. To discuss the importance of teaching vocabulary. Group discussion: What's vocabulary? Why is it important? Aspects of vocabulary knowledge<br>Students complete a chart. Students share their ideas in class. 2. Introduction to the linguistic study of words. Types of words<br>Word families Word formation Multi-word units Collocations Homonyms Polysemy Synonyms Antonyms Hyponyms Lexical fields | 1. Introduction to the information of the course. Icebreaker. Introduction to the topic: The importance of teaching vocabulary. 2. Introduction to the linguistic study of words. Types of words<br>Word families Word formation Multi-word units Collocations Homonyms Polysemy Synonyms Antonyms Hyponyms Lexical fields      | 1. Share answers about personal reflection. 2. Present the answers of some lexical relations.  |
| <b>Session 2:</b> <i>To know the theoretical bases of general linguistics and strategies to apply them in the teaching of English.</i>   |   | Semana 2 a 2   |
| Learning Activities  | Contents  | Evidence   |
| 1. To learn the main principles teachers need to know about how words in learners' minds. Students discuss their ideas in groups. Students solve some activities. 2. To learn the main principles about how the memory works. Students work in groups and discuss questions about the theories. Students present their ideas to the class.   | 1. How are words learned? (cognates, false friends, strangers, acquaintances) How is the world knowledge organized? (Mental lexicon) How many words does a learner need to know?<br>2. How are words remembered? Principles: Dual coding theory (A. Paivio) Memory systems (short-term memory- working memory-long-term memory) | 1. Share answer of a group discussion. 2. Present answers to comprehension questions.  |
| <b>Session 3:</b> <i>To know the theoretical bases of general linguistics and strategies to apply them in the teaching of English.</i>   |   | Semana 3 a 3   |
| Learning Activities  | Contents  | Evidence   |
| 1. To identify traditional sources of vocabulary and new sources of vocabulary. Students work in groups and give ideas about different sources for students to learn vocabulary. 2. To discuss about the use of texts, dictionaries and corpora in   | 1. Class sources of words: Lists Coursebooks Vocabulary books The teacher Other students The media, social networks 2. Texts, dictionary and corpora What can a corpus tell us about vocabulary?  | 1. Share ideas on how teachers and students can exploit coursebook material. 2. Present the group analysis on how to use corpora and dictionaries. |

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| teaching vocabulary.<br>Debate about the use of dictionaries and corpora in class.  |   |  |
| <b>Session 4: To know the theoretical bases of general linguistics and strategies to apply them in the teaching of English.</b>   |   | Semana 4 a 4   |
| <b>Learning Activities</b>  | <b>Contents</b>   | <b>Evidence</b>  |
| To discuss the usefulness of each means of presenting vocabulary. To share ideas related to their teaching practices.   | How to present vocabulary. Means of presentation: Translation Real things Pictures Actions and gestures Definitions Situations Involving learners   | Share answer to the comprehension questions.   |
| <b>Session 5: To know the theoretical bases of general linguistics and strategies to apply them in the teaching of English.</b>   |   | Semana 5 a 5   |
| <b>Learning Activities</b>  | <b>Contents</b>   | <b>Evidence</b>  |
| 1. To discuss different ways of making students use the words they are learning. Students work in groups sharing their ideas and their expertise on the topic. 2. To familiarize with different techniques on how to teach different types of words. Students are presented to principles on how to teach different word parts. Students solve some exercises on their own. Students give new ideas to the class. | 1. How to put words to work. Integrating new knowledge into old Decision making tasks Production tasks 2. Teaching word parts and word chunks Word formation and word combination A lexical approach Lexical chunks Word grammar Phrasal verbs Idioms   | 1. Comment on how cognitive and affective depth influence learning. 2. Present their ideas on how to teach multi-word units. |
| <b>Session 6: To know the theoretical bases of general linguistics and strategies to apply them in the teaching of English.</b>   |   | Semana 6 a 6   |
| <b>Learning Activities</b>  | <b>Contents</b>   | <b>Evidence</b>  |
| 1. To discuss how and why teachers should test students' vocabulary. Students solve some exercises related to the topic in groups and share their answers 2. To use different techniques in order to help students become active vocabulary learners. Students discuss about some traditional ways of helping students become good vocabulary learners. Students share new ideas. Students work in groups.        | 1. How to test vocabulary Why test vocabulary? What to test Types of tests Measuring word knowledge Assessing vocabulary size Doing action research 2. How to train good vocabulary learners (part 1) Learner training Using mnemonics Guessing from context Coping strategies for production | 1. Share comments about the importance of action research. 2. Share personal strategies when learning new words.             |
| <b>Session 7: To know the theoretical bases of general linguistics and strategies to apply them in the teaching of English.</b>   |   | Semana 7 a 7   |
| <b>Learning Activities</b>  | <b>Contents</b>   | <b>Evidence</b>  |
| To use different techniques in order to help students become active vocabulary learners. Students discuss about some traditional ways of helping students become good vocabulary learners. Students share new ideas. Students work in groups.   | How to train good vocabulary learners (part 2) Using dictionaries Spelling rules Keeping records Motivation   | Share personal strategies when learning new words.   |

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| <b>Session 8:</b> <i>To know the theoretical bases of general linguistics and strategies to apply them in the teaching of English.</i>   |  | Semana 8 a 8  |
| <b>Learning Activities</b>   | <b>Contents</b>  | <b>Evidence</b>   |
| 1. To analyze a real class and share opinions with their classmates. Students see a video from a class and then answer questions about the teacher presented vocabulary, what type of vocabulary she presented, etc. 2. To analyze situations presented by teachers using all the concepts and principles studied until now. Students work in groups and present an analysis that has to be supported with concepts and principles studied until now.  | 1. Case analysis<br><a href="https://www.youtube.com/watch?v=QLjyHh3LxmY">https://www.youtube.com/watch?v=QLjyHh3LxmY</a><br>2. Case analysis.   | 1. Present their ideas about the case analysis. 2. By the end of the unit students will be able to analyze, reflect on and comment on a case scenario using all the concepts studied during the previous weeks. |
| <b>Unit Result 2:</b> <i>To apply ICTs in the teaching-learning process in a reflective and strategic way.</i>   |  |   |
| <b>Session 9:</b> <i>To apply ICTs in the teaching-learning process in a reflective and strategic way.</i>   |  | Semana 9 a 9  |
| <b>Learning Activities</b>   | <b>Contents</b>  | <b>Evidence</b>   |
| 1. To explore what type of teaching and learning materials you can create with technology To try making some teaching materials with technology To collaborate with colleagues to create some digital language teaching resources. Students work in groups reflecting on their own use of ICTs and share their ideas with the class. 2. To reflect on how we apply the use of ICTs on our lessons. Students work in groups and share ideas with the class. Students produce some examples of how to use ICTs reflecting on the SAMR model. | 1. Integrating ICT Using technology in the production of teaching and learning material- A reflection 2. SAMR model How do we integrate ICT in our teaching experience? - A reflection. Bloom's taxonomy – cognitive processes | 1. SAMR model How do we integrate ICT in our teaching experience? - A reflection. Bloom's taxonomy – cognitive processes 2. Create some activities using the SAMR model.  |
| <b>Session 10:</b> <i>To apply ICTs in the teaching-learning process in a reflective and strategic way.</i>  |  | Semana 10 a 10  |
| <b>Learning Activities</b>   | <b>Contents</b>  | <b>Evidence</b>   |
| To explore different strategies about using technology to build vocabulary. Students try new ideas of using technology when teaching vocabulary.   | Strategies: use technology to build vocabulary (part 1)  | Share strategies for creating activities.   |
| <b>Session 11:</b> <i>To apply ICTs in the teaching-learning process in a reflective and strategic way.</i>  |  | Semana 11 a 11  |
| <b>Learning Activities</b>   | <b>Contents</b>  | <b>Evidence</b>   |
| 1. To explore different websites related to vocabulary learning. To make activities teachers can use with their students.  | 1. Useful resources Websites that provide vocabulary work. 2. Useful resources Tools to design vocabulary activities. Tools to test vocabulary knowledge.  | 1. Present new activities for vocabulary learning. 2. Present new activities for vocabulary learning.   |

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| Students make some activities using some of the websites presented in class. 2. To explore and use different tools for designing material for our online classes. Students make some activities using some tools presented in class.  |  |   |
| <b>Session 12:</b> <i>To apply ICTs in the teaching-learning process in a reflective and strategic way.</i>   |  | Semana 12 a 12  |
| <b>Learning Activities</b>  | <b>Contents</b>  | <b>Evidence</b>   |
| 1. To think of innovative ways to teaching vocabulary in online classes. Students are given vocabulary activities and plan innovative ways to adapt those activities into online lessons. 2. To analyze vocabulary teaching techniques used in online classes. Advantages and disadvantages of them. Students work in groups and write a text explaining their analysis related to the given task.  | 1. Group work Case analysis – 2. Group work Case analysis –  | 1. Share final conclusions of the analysis. 2. Share final conclusions of the analysis. |
| <b>Session 13:</b> <i>To apply ICTs in the teaching-learning process in a reflective and strategic way</i>  |  | Semana 13 a 13  |
| <b>Learning Activities</b>  | <b>Contents</b>  | <b>Evidence</b>   |
| 1. To design a vocabulary exercise using one digital tool of their choice. Students work in groups. Students are presented a page of a book with vocabulary. Students create an exercise based on the page. Students present it to the class. 2. To design a vocabulary exercise using one digital tool of their choice. Students work in groups. Students are presented a page of a book with vocabulary. Students create an exercise based on the page. Students present it to the class. | 1. Group work- designing their own activities using ICT. Class presentation 2. Group work- designing their own activities using ICT. Class presentation        | 1. Design and present a vocabulary activity 2. Design and present a vocabulary activity |
| <b>Session 14:</b> <i>To apply ICTs in the teaching-learning process in a reflective and strategic way.</i>   |  | Semana 14 a 14  |
| <b>Learning Activities</b>  | <b>Contents</b>  | <b>Evidence</b>   |
| To start to explore different types of homework, or home learning materials that are made possible with technology (if it is available to your learners) To think about how informal learning can support language skills   | Promoting autonomous learning by exploiting digital content and technology.- A reflection Final exam – explanatory stage Presentation of Usil Lesson plan- 3Cs | Design a lesson plan based on vocabulary  |

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| development To design some homework tasks using digital content and technology To understand how to make a lesson plan based on Usil model CCC. Students make groups and get ready for the final exam.   |   |   |
| <b>Session 15:</b> <i>To apply ICTs in the teaching-learning process in a reflective and strategic way.</i>  |   | Semana 15 a 15  |
| <b>Learning Activities</b>   | <b>Contents</b>   | <b>Evidence</b>   |
| 1. To receive some feedback related to the final exam. Students work in groups. Students make the last adjustments to their final exam microteaching presentation. 2. To present a vocabulary activity in an online class. Students pretend to be in a real class and do an activity with their classmates as if they were real students.            | 1. Group work- planning the final exam- questions and answers. 2. Final exam-microteaching first part | 1. Design a lesson plan based on vocabulary 2. Showcase everything they have learned though a micro class using the tools learned and following the model learned in class. |
| <b>Session 16:</b> <i>To apply ICTs in the teaching-learning process in a reflective and strategic way.</i>  |   | Semana 16 a 16  |
| <b>Learning Activities</b>   | <b>Contents</b>   | <b>Evidence</b>   |
| 1. To present a vocabulary activity in an online class. Students pretend to be in a real class and do an activity with their classmates as if they were real students. 2.To talk about future expectations related to their future teaching practices. Students share their ideas about the future of education and the future of language teaching. | 1. Final exam-microteaching second part 2. Last day of class Wrap up- goodbye                         | Showcase everything they have learned though a micro class using the tools learned and following the model learned in class.  |

#### Methodology

The course will be developed based on the following methodologies: Aprendizaje colaborativo , Aprendizaje participativo , Método activo , Método investigativo ,

#### 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. |
|---------------------------------------|---------------|-------------|-----------------|--------|
| <b>Evaluación Permanente</b>          | <b>60%</b>    |             |                 |        |
| <b>Particip y Asistencia en Clase</b> | <b>33,33%</b> |             | Semana 15       | No     |
| <b>Promedio de Trabajos</b>           | <b>66,67%</b> |             |                 |        |

|                         |            |                                    |           |    |
|-------------------------|------------|------------------------------------|-----------|----|
| 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 |
| <b>Evaluación Final</b> | <b>40%</b> | Creditable product.                | Semana 16 | No |

| <b>Attendance Policy</b>  |     |
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| <b>Total Percentage Absences Permitted</b>  | 30% |
| <p>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).</p> <p>In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.</p> |     |

| <b>Basic Required Reading</b>  |
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| <p>[1] Thornbury, Scott (2002). <i>How to teach vocabulary</i> Scott Thornbury .<br/> <a href="https://es.scribd.com/document/340437812/Scott-Thornbury-How-to-Teach-Vocabulary">https://es.scribd.com/document/340437812/Scott-Thornbury-How-to-Teach-Vocabulary</a><br/> [2] Celce-Murcia, Marianne (2001). <i>Teaching english as a second or foreign language</i> .<br/> <a href="https://www.academia.edu/36244291/Celce_Murcia_ed_Teaching_English_as_a_Second_or_Foreign_Language_pdf">https://www.academia.edu/36244291/Celce_Murcia_ed_Teaching_English_as_a_Second_or_Foreign_Language_pdf</a></p> |

| <b>References Supplementary</b> |
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| <b>Prepared by:</b> | <b>Approved by:</b> | <b>Validated by:</b>             |
|                     | FARRO RIVAS, ALDO   | Office of Curriculum Development |
| Date:               | Date: 09/09/2024    | Date: 09/09/2024                 |