Course Information					
Code: **ESE61022**	Course:	**TEACHING ENGLISH AS SECOND LANGUAGE: METHODS & S. II**			
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 TECENSL1	TEACHING ENGLISH AS SECOND LANGUAGE: METHODS & S. I	EDU SEC ESP INGL - 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 Teaching English as Second Languages: Methods & Strategies II subject is of a theoretical-practical nature and is attributed to the development of teaching and learning competence. It carries out, effectively, the improvement of teacher training to raise the quality of education. Likewise, the thematic axes focus on active teaching practices where the participants make methodological decisions and develop techniques and procedures to improve their sessions. The accreditable product is the realization of a class session where the methodologies and strategies presented throughout the course are used.

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	CP3: Teaching and learning development	N2 Effectively improves teacher education to raise educational quality.	•Make a progressive learning plan that is sustainable and in accordance with the educational context • Employs| teaching tools that promote interactive and dynamic learning.

			• Implement innovative and disruptive strategies to develop learning sessions. • Develops learning methodologies using technological tools.

General Course Result	Unit Result
By the end of the course, students will gain a general understanding of important second language acquisition theories and discover approaches to language teaching that promote successful language acquisition.	1. Build background knowledge on language teaching methods.
	2. Provide evidence through demo class the role of input and output in language learning.
	3. Role play teaching scenarios and formulate different ways to provide corrective feedback.
	4. Evaluate the different individual variables to second language acquisition through cases.

Development of activities		
Unit Result 1: *Build background knowledge on language teaching methods.*		
Session 1: *Build background knowledge on language teaching methods*		Semana 1 a 3
Learning Activities	**Contents**	**Evidence**
- Familiarize with the content, assignments, and rhythms of the class - Introduce yourself following a prompt. - Respond and clarify doubts about the course content and course delivery in the semester. - Constrast language acquisition and language learning. - Understand and reflect on second language acquisition - Highlight main characteristics of each theory - Complete a graphic organizer - Compare and contrast language teaching methods. - Highlight main characteristics of each language teaching method. - Complete a graphic organizer	• Read the syllabus and schedule • Get to know each other • Language acquisition and language learning • Second language acquisition • Language teaching methods • 1st Quiz	• Syllabus • Discussion forum • Slide presentation • Group work • Discussion • Reading • Slide presentation • Handout • Group work • Slide presentation • Worksheet • Handout • Examples
Session 2: *Build background knowledge on language teaching methods.*		Semana 4 a 6
Learning Activities	**Contents**	**Evidence**
-Analyze different aspects to facility learning in different classrooms. Practice 1. - Analyze how input plays in various models of second language acquisition. • Reflect on his role as a teacher and how they view input in their instruction. • Analyze how interaction was viewed in the	Facilitating classroom learning. Practice 1. • The role of input • The role of interaction • 2nd Quiz:	Practice 1. • Slide presentation • Video • Handout • Group work • Slide presentation • Graphic organizer • Handout • Group work

1900s. • Analyze how interaction is viewed now and its importance in achieving better interpersonal and communication skills.		

Unit Result 2: *Provide evidence through demo class the role of input and output in language learning.*		
Session 3: *Provide evidence through demo class the role of input and output in language learning.*		Semana 7 a 8
Learning Activities	**Contents**	**Evidence**
- Analyze the interaction between a native speaker and a non-native speaker of the OL. • Interact with a native speaker. Practice 2. • Define feedback in instruction. • Analyze the role of feedback in an instructional session.	• Interaction and the foreigner talk. Practice 2. • The role of feedback	Discussion Forum • Reading • Slide presentation • Native speaker guest • Preparation of questions. Practice 2. • Slide presentation • Demonstrations
Session 4: *Provide evidence through demo class the role of input and output in language learning.*		Semana 9 a 11
Learning Activities	**Contents**	**Evidence**
• Define the output hypothesis and explain the role of prompts in corrective feedback	• The output hypothesis and the role of prompts in corrective feedback • 3rd Quiz	• Slide presentation • Worksheet • Role play • Group work

Unit Result 3: *Role play teaching scenarios and formulate different ways to provide corrective feedback.*		
Session 5: *Role play teaching scenarios and formulate different ways to provide corrective feedback.*		Semana 12 a 14
Learning Activities	**Contents**	**Evidence**
• Understand some variables that influence in the acquisition of a second language. • Analyze different cases and use variables to support their thinking. • Design a slide presentation. (Theory) • Present a 45' lesson. (Practice) • Design a handout online. (Materials for students) • Create an exit ticket. (Assessment)	• Individual variables to acquire a second language • Topic 1 • Topic 2 • Topic 3 • Topic 4. Practice 4.	• Slide presentation • Case studies • Group work • Slide presentation • Graphic organizer • Demonstrations • Group presentation • Rubric • Exit ticket. Practice 4.

Unit Result 4: *Evaluate the different individual variables to second language acquisition through cases.*		
Session 6: *Evaluate the different individual variables to second language acquisition through cases.*		Semana 15 a 16
Learning Activities	**Contents**	**Evidence**
• Design a slide presentation. (Theory) • Present a 45' lesson. (Practice) • Design a handout online. (Materials for students) • Create an exit ticket. (Assessment) Final Exam	4rd Quiz: Oral Presentations • Topic 5 • Topic 6 Final exam	• Group presentation • Rubric • Exit ticket Final Exam

Methodology
The course will be developed based on the following methodologies: The course will be developed based on the following methodologies: Project-based learning, Collaborative learning, Participatory learning, Flipped Classroom, Case study.

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	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] Zull, James E (2002). *The art changing the brain enriching teaching by exploring the biology of learning* . Stylus Publishing: https://www.routledge.com/The-Art-of-Changing-the-Brain-Enriching-the-Practice-of-Teaching-by-Exploring-the-Biology-of-Learning/Zull/p/book/9781579220549
[2] Silver, Harvey F (2009). *The strategic teacher selecting the right research-based strategy for every lesson* . Pearson Education: https://www.amazon.com/Strategic-Teacher-Selecting-Research-Based-Strategy/dp/1416606092

References Supplementary

Prepared by:	Approved by:	Validated by:
	JIMENEZ CHUMACERO, ROSA VICTORIA	Office of Curriculum Development
Date:	Date: 22/04/2024	Date: 23/04/2024