UNIVERSIDAD SAN IGNACIO DE LOYOLA

SYLLABUS

Course Information						
Code: **ESE61021**	Course:	**TEACHING ENGLISH AS SECOND LANGUAGE: METHODS & S. I**				
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 ENGLAGPH	ENGLISH LANGUAGE PHONETICS	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 Language: Methods & S.I course is theoretical-practical in nature and attributes to the competence: Comprehension and expression of the English language. Educators become active participants in the decision-making process. A general knowledge of the different methodological approaches that have led to the development of the techniques and procedures used in the teaching of the English language will allow teachers to improve their practices in the classroom. The accreditable product is a presentation of an infographic on teaching methodologies.

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	N2 - Understands and develops critical thinking in a comprehensive manner in the English language as a second language, perfecting certain fundamental aspects such as the phonetic and lexical field.	• 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.

			• Apply reading strategies that allow for 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 students will be able to distinguish different meanings regarding teaching methods as well as theories in second language acquisition in order to design their classes by using appropriate resources and strategies.	1. Explain the theories, methods and teaching strategies.
	2. To provide an overview of foreign language teaching strategies based upon theory, practicum, and creativity

Development of activities		
Unit Result 1: *Explain the theories, methods and teaching strategies.*		
Session 1: *Explain the theories , methods and teaching strategies*		Semana 1 a 3
Learning Activities	**Contents**	**Evidence**
INTRODUCTION (talk about syllabus, sumilla) Teaching methods – parts of a session Video: Methods in teaching foreign languages Understanding Foreign Language Learner Motivation The role of the teacher VIDEO ABOUT THE TOPIC LOOK FOR MORE INFO. Forum: The foreign language classroom The foreign language classroom Video: teaching trends	Identify the different concepts. • Teacher's speech (presentation of syllabus) • Group work – comparative about teaching and learning) • Identify the different concepts. • Group work REPORT PRESENTATION – about the video • Identify the different concepts. • Group work – 9 GROUPS ABOUT INFORMATION • Answer to questions (dar las preguntas sobre las 3 sesiones anteriores: Cuál es tu propio concepto sobre: -temas-) • Group presentations ABOUT HOW A SESION CAN BE CARRIED OUT – IDEAS FROM PREVIOUS TOPICS • Group work – trends depending on ages Debate	PPT, handout, video Virtual platform
Session 2: *Explain the theories , methods and teaching strategies*		Semana 4 a 6
Learning Activities	**Contents**	**Evidence**
TEACHING TRENDS WORK 1 CONCEPTS ABOUT ENGLISH SKILLS: reading, speaking, grammar, writing, listening CONCEPTS ABOUT ENGLISH SKILLS: reading, speaking, grammar, writing, listening ARTICLE ABOUT TRENDS Video: SESSION WITH Trends LEARNING TEACHING:	COMPARATIVE Developed Work 1 Do a graphic organizer Group presentations Group work: make a session with trends Presentation With Trends Group work - feedback Identify the main ideas	PPT, handout, video Virtual platform

OBSERVED SESSION LEARNING TEACHING: feedback, reflection and action research		
Unit Result 2: *To provide an overview of foreign language teaching strategies based upon theory, practicum, and creativity*		
Session 3: *To provide an overview of foreign language teaching strategies based upon theory, practicum, and creativity*		Semana 7 a 8
Learning Activities	**Contents**	**Evidence**
SESSION MODELS – INSTRUCTIVO, CONSTRUCTIVO – DEPENDE DEL ÁREA Work 2 TEACHING TERMINOLOGY Video Understanding Specific Students and How Different Students Learn Reading: Understanding Specific Students and How Different Students Learn	Mind map- Team work Developed Work 2 Video Project based learning Team work reading video REPORT	PPT, handout, video Virtual platform
Session 4: *To provide an overview of foreign language teaching strategies based upon theory, practicum, and creativity*		Semana 9 a 11
Learning Activities	**Contents**	**Evidence**
Diverse ways students learn language Vdeo: Diverse ways students learn language Multiple intelligences Work 3 Reading: Multiple intelligences Learning styles Video: Learning styles	• Group presentations • Do a graphic organizer Debate Developed Work 3 • Reading activity • Group presentations • Team work Handout,	PPT, handout, video Virtual platform
Session 5: *To provide an overview of foreign language teaching strategies based upon theory, practicum, and creativity*		Semana 12 a 14
Learning Activities	**Contents**	**Evidence**
Reading : Learning styles Teacher personality and teaching style Debate: Teacher personality and teaching style Language learning strategies Reading: Language learning strategies Work 4 Speech:Current Communicative Approaches	• Debate • Graphic organizer • Reading workshop • Interpret and analyse Team work Developed Work 4 • Reading workshop	PPT, handout, video Virtual platform
Session 6: *To provide an overview of foreign language teaching strategies based upon theory, practicum, and creativity*		Semana 15 a 16
Learning Activities	**Contents**	**Evidence**
Speech:Current Communicative Approaches Speech:Current Communicative Final work	Reading workshop Final work	USIL Virtual Classroom.

Methodology
The course will be developed based on the following methodologies: The methodology should relate participants´ theoretical background to their own classroom experience through constant participation and the use of different strategies: teacher lecturing, reflective essay, oral presentations: individual or group and reflective tasks.

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] Ellis, Rod (2004). *SLA research and language teaching.* Oxford University Press:
https://escholarship.org/content/qt7m98r12h/qt7m98r12h.pdf
[2] Harmer, Jeremy (2001). *The practice of English language teaching.* New York: Longman:
https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_Jeremy_Harmer

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