

**UNIVERSITY OF PUERTO RICO AT HUMACAO  
ENGLISH DEPARTMENT  
ENGLISH B.A. PROGRAM**

**COURSE OUTLINE**

- I. Title:** Methodology in the Teaching of English to Native Speakers of Spanish at the Elementary School Level.
- II. Codification:** EDPE 3018
- III. Credit-hours:** Three credits per professor and student /45 hours per Semester
- IV. Pre-requisites:** EDFU 3045
- V. Course description:**

This is a course designed for students enrolled in the Bachelor of Arts Degree in English with a minor in elementary education. It examines current issues in the theory of ESL teaching and studies the specific approaches, methods, procedures, and techniques in TESOL. In addition long and short term lesson plans are developed for specific methods. It also examines general notions of discipline and classroom management. Web-based ESL instructional modules will be examined and evaluated.

**VI. Objectives:**

Upon completion of the course, the students will be able to:

1. Examine current issues in the theory of ESL teaching.
2. Study the specific approaches, methods, procedures, and techniques in TESOL.
3. Examine the role of lesson planning in the elementary level based on specific methods.
4. Study general notions of discipline and classroom management as they apply to elementary level.
5. Identify various strategies to teach writing as a process in the elementary level.

**VII. Course Content:**

<b>TOPIC</b>	<b>TIME</b>
History of the teaching of English in Puerto Rico	3 hrs.
Study of the English Curriculum Guide of the Department of Education in Puerto Rico	2 hrs.
Principles of language learning/teaching	3 hrs.
Principles underlying the teaching of English as a Second Language	2 hrs.
Methods and Approaches in TESOL at the elementary level	10 hrs.
Procedures, techniques and materials for developing the language skills (listening, speaking, reading, and writing)	4 hrs.
Examination and critical evaluation of various strategies	4 hrs.

used in discipline and classroom management in the elementary level.

Cyber teaching: Visits Dave's ESL Cafe. What research tells us about computer mediated instruction communication. Visit the Internet TESL Journal. 6 hrs.

Creation of teaching realia to use in the English classroom (flannel board, picture file, pocket chart, fishing pond, weather chart, calendar, puzzles, etc.) 3 hrs.

Lesson Planning 4 hrs.

Prepare and teach Real Class 4 hrs.

### VIII. Instructional Strategies

The professors will be using many strategies as to model to the students the different types of activities that can be carried out effectively in a classroom while still covering all the material to be discussed. The professor will give lectures, promote open discussion, will have the students give oral presentations, and model the different methods to the students.

### IX. Learning Resources:

- Textbook:

Celce-Murcia, M. (Ed.). (2001). *Teaching English as a Second or foreign language* (3<sup>rd</sup> ed.). Boston, MA: Heinle & Heinle. (TESFL).

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching: A description and analysis*. New York: Cambridge University Press.

- Overhead projector, Internet/computers, handouts, tape-recorder, video/T.V.

### X. Evaluation Strategies

Class Participation	20%
Oral Presentations	20%
Portfolio*	10%
Midterm Exam (or Term Paper)	10%
Teaching Realia**	20%
Class taught in real classroom setting	<u>20%</u>
	100%

\* Items to be collected for assessment portfolio will be negotiated with the professor at the beginning of the semester.

\*\* Students must make a weather chart, calendar, fishing box, flannel board, Pocket Chart, puzzle, and an original realia. By the end of the semester they must also have a picture file.

### XI. Grading System:

The grade system to be used is the standard norm system. (100-90 A, 89-80 B, 79-70 C, 69-60 D, 59 –0 F)

**XII. Suggested Textbook**

Celce-Murcia, M. (Ed.). (2001). *Teaching English as a second or foreign language* (3<sup>rd</sup> ed.). Boston, MA: Heinle & Heinle. (TESFL).

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching: A description and analysis*. New York: Cambridge University Press.

**XIII. Bibliography:**

Bardovi-Harlig, Kathleen & Beverly Hartford (Eds.) (1997). *Beyond methods (components of second language teacher education)*. McGraw Hill.

Brown, Douglas. (2001). *Principles of language learning and teaching*. (4<sup>th</sup> ed). New York: Longman, Inc.

Brumfit, Christopher. (1989). *Communicative methodology in language teaching: The role of fluency and accuracy*. New York: Cambridge University Press.

Chastian, Kenneth. (1988). *Developing second language skills: Theory and practice*. (3<sup>rd</sup> ed.) New York: Harcourt Brace.

Curran, Charles A. (1976). *Counseling-learning in second languages*. Apple River, Ill.: Apple River Press.

Finnochiaro, Mary. (1984). *English as a second language: From theory to practice*. New York: Regents Pub. Co.

Fromkin, Victoria & Rodman, Robert. (1988). *An introduction to language*. (4<sup>th</sup> ed.) Phila.: Holt, Rinehart and Winston, Inc.

Gattegno, Caleb. (1976). *The common sense of teaching foreign languages*. New York: Educational Solutions, Inc.

Jarolimek, John & Foster, Clifford. (1976). *Teaching and learning in the elementary school*. New York: Macmillam Publishing Co.

Klippel, Friederike. (1987). *Keep talking: Communicative fluency activities for language teaching*. New York: Cambridge University Press.

Krahnke, Karl. (1987). *Approaches to syllabus design for foreign language teaching*. New Jersey: Prentice Hall.

Krashen, Stephen D. (1987). *Principles and practices in second language acquisition*. New York: Prentice Hall.

Krashen, Stephen D. & Terrell, Tracy. (1983). *The natural approach: Language acquisition in the classroom*. New Jersey: Prentice Hall.

- Larsen Freeman, Diane (2000) *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Moskowitz, Gertrude. (1978). *Caring and sharing in the foreign language class*. Rowley Ma.: Newbury House.
- Nunan, David (1991). *Language teaching methodology: A textbook for teachers*. New York: Prentice Hall.
- Nunan, David (1992). *Research methods in language learning*. New York: Cambridge University Press.
- Sáez, Mercedes. (1974). *Suggestions for the beginning teacher of english*. Rio Piedras: UPR Press.
- Stevick, Earl W. (1982). *Teaching and learning languages*. New York: Cambridge University Press.
- Stevick, E. W. (1980). *Teaching languages: A way and ways*. Rowley, Mass: Newbury House.
- Warschauer, Mark (Ed.) (1995). *Virtual connections*. Second Language Teaching & Curriculum Center. University of Hawaii.
- Wenden, Anita. (1991). *Learners strategies for learning autonomy*. New York: Prentice Hall.
- Wilkins, D. A. (1979). *Notional syllabuses*. Oxford: Oxford University Press

**Revised by Dr. Carlos Báez  
March 2005**

UPR-Humacao complies with ADA (Americans with Disabilities Act) and Law 51 (Integrated Educational Resources for Persons with Disabilities) to guarantee equal access to education and services. Students with disabilities should inform the professor of the course about special needs and/or reasonable accommodations for the course on the student information card filled out during the first week of classes. He/she should also visit the Services for Students with Disabilities Office. **Strict confidentiality will be maintained.**