I DESCRIPTION

Students in this course will gain experiential understanding of the challenges involved in designing and implementing English as a foreign language for children before literacy. The students will analyze the notions of bilingualism and biliteracy that can orient programs for foreign languages in preK, kindergarten and the first three years of EGB in Chile.

The students will analyze strategies to create different types of bilingual environments at home, in day care centers and in the first years of school.

Foreign language methodology for young learners has to take into account the insights of second language teaching research as well as the distinctive characteristics and needs of the children at each level of their cognitive, emotional, social, psychomotor development.

In particular, students in this course will work in groups creating and evaluating materials and activities that emphasize communication as the governing idea in the foreign language curriculum and classroom practices at the first stages of Primary and Primary School.

II OBJETIVES

1. Students will understand fundamental processes in children’s second language development and in the acquisition of communication skills.
2. Students will discuss and analyze the implications for teachers and care takers of such concepts as emergent literacy and literacy development.
3. Students will learn criteria and strategies adequate to facilitate foreign language acquisition in preschoolers and young children.
4. Students will develop their own material and activities or adapt commercially produced material to address the needs, the abilities and cultural background of a group of specific students they have identified.

III CONTENTS

Early Childhood Development
   Physical Development
   Socio-Emotional Development
   Cognitive Development

Theories of Language Acquisition

Adults as Language Providers during Early Childhood
   The role of Adults as Language Providers
   How can Language Providers support Literacy development both at Home and in School.
   The importance of Baby Talk and Maternal Talk during Early Childhood
   Effective Linguistic Interactions between Adults and Children to Enhance Language Development

English as a Second Language During Early Childhood
   Theories of 2nd Language Acquisition
   Considerations for Working with Young English Language Learners
   Second Language for Preschoolers
   - How can Language Providers Enhance English as a Second Language during Early Childhood?
   The quality of the Language input and the Adult-Child Interaction
Strategies to Promote English as a Second Language during Early Childhood

Daily Routines; Experiential Learning: Storytelling; drama; Song and Rhymes; Play and games; TPR; Technology.

IV METODOLOGY

- Lectures
- Reports based on assigned readings
- Short assignments and discussion
- Projects of application

V EVALUATION

- Journal 30% 3 chapters of 8 pages each
- Oral presentation 15%
- 1 Research Paper 35%
- 3 Tests 30%

VI BIBLIOGRAPHY


When Small Children Play: How Adults Dramatize and Children Create Meaning


Introductory Chapter to Storytelling. Handbooks for the English Classroom. 1998

www.brainwonders.zerotothree.com
www.bmcc.edu/Headstart/fun_and_Learning/index.html
www.shambles.net/pages/learning/performing/dramaless/
http://falcon.jmu.edu/~ramseyil/fingerplayindex.htm

Other resources


Patton O. Tabors and Catherine E. Snow. English as a second language in preschool programs

Hamayan, Else. Language development of low-literacy students.

Hudelson, Sarah. Literacy development of second language children
Teaching content through a second language.

Secondary Readings:


Gibbons, Pauline Classroom talk and the learning of new registers in second language. Division of Language and Literacy, Faculty of Education, University of Technology, Sidney, Australia, 1996.

