

CURSO	:	TEACHING ENGLISH TO SMALL CHILDREN
SIGLA	:	LET0071
CREDITOS	:	10
MÓDULOS	:	2
REQUISITOS	:	---
CARÁCTER	:	OPTATIVO DE PROFUNDIZACIÓN
DISCIPLINA	:	
PROFESOR	:	

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

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- Coltrane, Bronwyn Working with Young English Language Learners: Some Considerations. 2003
http://www.cal.org/resources_digest/030coltrane.html
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<http://iteslj.org/Articles/Kelly-Experiential/>
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<http://ecrp.uluc.edu/v6n1/churchill.html>
Dickinson, David & Patton O. Tabors. Beginning Literacy with Language: Young Children Learning at Home and School. Paul H. Brooks Publishing Co. Baltimore, USA: 2001
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http://eric.ed.gov/ERICDOCS/data/ericdocs2/content_storage_01/000000b/8/24/65/08.pdf
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http://headstartinfo.org/English_lang_learners_tkt/bilingual.htm
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<http://ohioline.osu.edu/flm02/FS08.html>.
- Rowe, Meredith L. Barbara Alexander Pan, and Catherine Ayoub. "Predictors of Variation in Maternal Talk to Children: A Longitudinal Study of Low-Income Families." Parenting Science and Practice. Volume 5, 2005.
http://www.leaonline.com/doi/abs/10.1207/s15327922par0503_3?journalCode=par>
- Schütz Ricardo, Vygotsky and Language Acquisition. 2004
<http://www.sk.com.br/skvygot.html>
- Singleton, David. Critical Period or General Age Factors
- ShIPLEY, K. and McAfee, J. Assessment in Speech Language Pathology: A Resource Manual 2nd edition. San Diego: Singular publishing Group, Inc. 1998.
- Slavin, Robert E. Educational Psychology, Theory and Practice. Allyn of Language Company, 6th Edition, 2000.
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http://email.eva.mpg.de/~tomas/pdf/Mussen_chap_proofs.pdf
- Wong Kwok Shing, Richard. Enhancing English among Second Language Learners: The preschool Years. Early Years: Journal of International Research and Development. Volume 26. Number 3, October 2006, pp. 279-293 (15)
- Zaro Juan Jesús & Sagrario Salaberr Introductory Chapter to Storytelling. Handbooks for the English Classroom. 1998
www.the-bus-stop.net/Training/Storytellingenglish.pdf

Other Online Resources

- 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

- Curtain, Helena and Bjornstad Pesola Carol Ann. Languages and Children. Making the match. Foreign languages instruction for an early start grade K-8. Second Edition. Longman, New York: 1994.
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Met, Mimi Teaching content through a second language.

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- Halliday, M.A.K. Learning How To Mean. Explorations in the Development of Languages, 1975.
- Hamers Josiane F. and Blanc Michael H.A. Bilinguality and Bilingualism. CUP 1989, 2000.
- Lambros, Ann Problem-based learning in K – 8 classrooms. A teacher’s guide to implementation. Corwin Press, California, 2002.