

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
RECINTO DE GUAYAMA
DEPARTAMENTO DE EDUCACION Y CIENCIAS SOCIALES

Syllabus

I. Title: English Curriculum, Teaching and Assessment at the Elementary Level (4-6)

Course: Educ 3186

Credits: 3

II. Course Description

Analysis and discussion of the English curriculum with emphasis on mastery, interpretation and understanding of curricular content at the elementary level. Includes needs assessment and the planning, implementation, evaluation and assessment of the teaching learning process taking into individual differences. Emphasis on the standards of the English Program of Puerto Rico Department of Education. Critical analysis of computerized programs appropriate for the teaching of English at this level. (According to IUPR catalog 2003, p. 237)

III. Objectives:

1. Define the Concepts:
 - a. diagnostic
 - b. curriculum
 - c. L1 and L2
 - d. Standard and target language
 - e. Interference and transference
2. Identify the language policies enforced in Puerto Rico since 1898.
3. Identify the role of the teacher in the teaching of ESL.
4. Analyze and evaluate the ESL curriculum in the primary schools.
5. Select methods, techniques and strategies and apply them in real and simulated situations.
6. Plan teaching activities.
7. Identify and prepare ESL materials.
8. Recognize the importance of attitudes and values to promote and practice the teaching of ESL.

IV. Course Content

1. Background of the Program of the teaching of English as a Second Language
2. The (Martin) Brumbaugh Policy (1900)

3. Major changes under Commissioner Roland Faulkner (1905)
4. Major changes under Commissioner Paul Miller (1916)
5. Major changes under Commissioner Dr. José Padin (1934)
6. Major changes under Commissioner José Gallardo (1937-(1942-43)
7. Major changes under Commissioner Mariano Villaronga (1947-48)
8. Major changes since the 1968 Bilingual Act

V. Curriculum

1. Study of the curriculum grade
2. Study of the Teaching Guide used in the Program of the teaching of ESL.

VI. Methodology

1. Communication Approach
2. Direct Method
3. Total Physical Response Method
4. Grammar-Translation Method
5. Audio-Lingual Method
6. Community Language Learning
7. Suggestopaedia
8. Silent Way
9. Natural Approach
10. Language Experience Approach
11. Whole Language Approach

VII. Praxis

1. Developing objectives
2. Developing instructional materials
3. Class demonstrations of lessons and materials

VIII. Technological Resources

1. Television and video cassettes
2. Recorders and record players
3. Computers and ESL software
4. Projectors (films, transparencies)
5. Radio

IX. Evaluation

1. Class participation
2. Two (2) partial and one (1) final test
3. Class demonstrations

4. Individual Oral report

Resources and Material

1. Curriculum Guide for teachers at the elementary level of the Department of Education

2. **Articles:**

Puerto Rican Student Attitudes Toward English as a Second Language@ (1984) by Nitza Llado-Torres.

Newspaper: Vehicles for Teaching ESOL with a Cultural Focus@ (1973) by Charles H. Blatchford.

Reading and the Audio-Lingual Method@ (1974) by Muriel Saville-Troike.

The Importance of Attitude in Foreign Language Learning@ (1970) by Alfred N. Smith.

The Home Environment and Fifth-Grade Student=s Leisure Reading.@ (1986) by Susan B. Neuman.

The Role of the First Language in Second Language Acquisition@ from Second Language Acquisition and Second Language Learning (1981) by Stephen D. Krashen.

Summary and Conclusions@ Chapter from The Bilingual Brain by Martin L. Albert and Loraine K. Obler.