La Enseñanza del Inglés como Lengua Extranjera

Código 5183

Guía de estudio para el libro
Principles of Language Learning and Teaching
H. Douglas Brown

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CONTENTS

I. Introduction	4
II. General description of the course	4
III. First workshop	6
IV. Second workshop	14
V. Third workshop	21
VI. Fourth workshop	26
References and digital links	38

I. **INTRODUCTION**

Teaching English as a second language has become an elemental axis of the Costa Rican educational system. A developing country like Costa Rica cannot fall behind in a world in which commerce has developed into the basis of the economy and English the universal language of business and trading. However, English teachers ought to have a deep understanding of the theories and processes of teaching and learning a foreign language, and that is where the course 5183, turns into an extremely important component of the Program *Licenciatura en la Enseñanza del Inglés*. Through this course, the student will acquire the basic tools needed to perform effectively in the classroom.

II. GENERAL DESCRIPTION OF THE COURSE

This course has a theoretical and practical methodology focused on helping the learners obtain an effective knowledge of the different elements that affect the acquisition of English as a second language and be able to develop an excellent and analytical teaching practice in primary education.

The classroom is learner-centered so that the students grow to be fully involved with their own learning processes and the professor becomes a facilitator of learning situations as well as of strategies to help the class become autonomous.

The theoretical aspects are worked based on the book *Principles of Language Learning and Teaching* by Douglas Brown and published by Pearson Education, which each student ought to have in order to study and practice, individually, the readings and exercises assigned. The workshops are converted into an English environment for the students where they solve exercises together, discuss, share new knowledge and, of course, clarify doubts. Through the different exercises, they will also be able to put in context the theories learned and use those foundations to engage in intelligent authentic discussion. At this stage, the participants are asked to demonstrate command of the contents studied in different learning situations done not only in pair but also in groups.

The total hours for this course are 150, and they are distributed in 8 hours for the four workshops and 142 for independent study. Attending each workshop is mandatory.

GENERAL OBJECTIVE

Develop an in-depth and professional understanding of the theoretical and practical aspects of the acquisition of English as a foreign language and their application in teaching primary school children.

SPECIFIC OBJECTIVES

1. Analyze the learners' maturity factors that influence the learning of a first and second language.

2. Consider the psychological factors that control the learning of English as a second language.

3. Learn how the sociocultural variables within oneself affect the processes of learning a foreign language.

4. Determine the linguistic factors that are involved in the process of teaching and learning English as a foreign language.

III. FIRST WORKSHOP: LENGUAGE LEARNING AND AGE FACTORS

Objectives

1. Understand the basis and the schools of thought of second language acquisition.

2. Learn the main theories and issues of first language acquisition.

3. Understand why age is an important factor in second language acquisition.

Readings

Chapters:
1. Language learning and teaching, pp.1-23.
2. First language acquisition, pp. 24-53.
3. Age and acquisition, pp. 54-83.

Activities

Activities for Chapter 1
A. Define in brief the following concepts.

1. Learner characteristics:
_____
_____

2. Linguistic factors:
_____
_____

3. Learning processes:
_____
_____

4. Age acquisition:
_____
_____

5. Instructional variables:
_____
_____

6. Context:

_____
_____

7. Purpose:

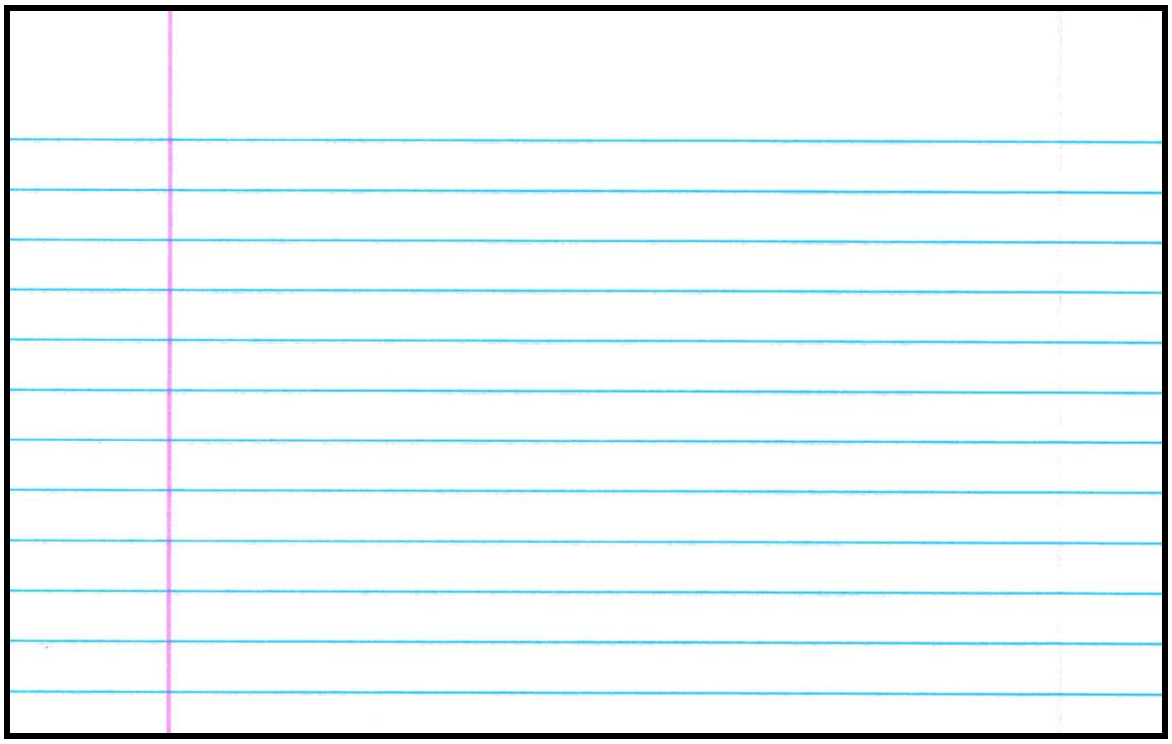
_____
_____

B. Discuss the answers to the following questions with your classmates in the workshop.

1. What is language?
2. How would you define learning? Explain your ideas.
3. What are the differences and similarities between structural and generative linguistics?
4. What are the differences between behavioral and cognitive psychology?
5. What are some of the teaching trends of the twentieth century?

C. Hands on exercise: do the “Topics and questions for study and discussion”, p. 19.

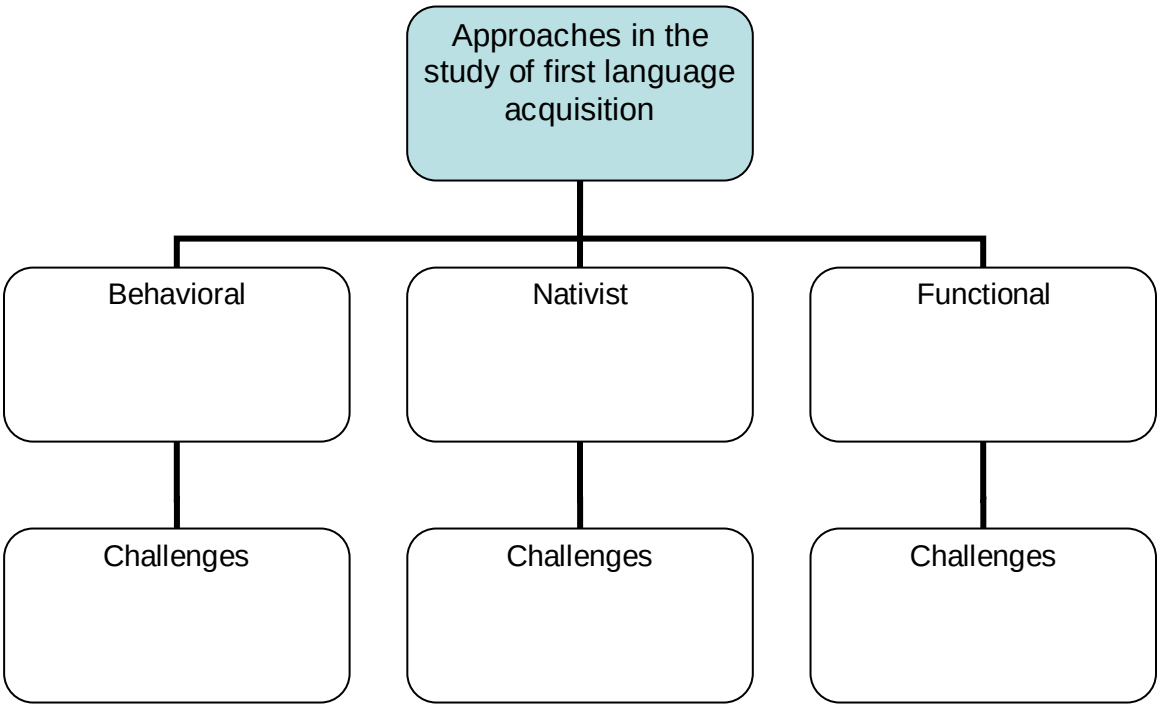
D. Journal: refer to p. 22 for instructions to complete your entry 1.



Activities for Chapter 2

A. Complete the following concept map with information from Chapter 2.

Concept map 1. Approaches in first language acquisition



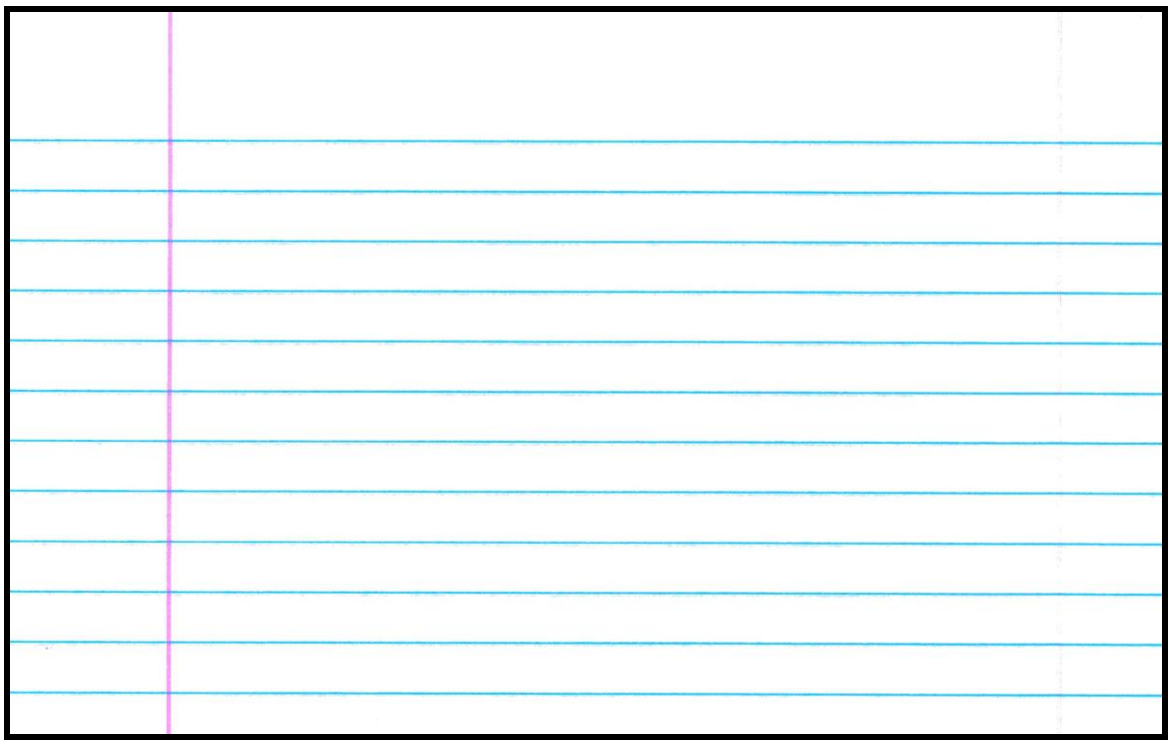
B. Follow the instructions and play.

1) Cut the worksheet below into cards
2) Work with one or two classmates.
3) Mix the cards up and place them face down in a pile in the middle of the group.
4) Take turns to get the top card and explain the meaning of the word written on it.
5) If you define it correctly, you will keep it and then another player continues.
6) If you do not know the definition, put the card back in the pile.
7) Once you have finished, achieve extra points by pairing up the cards that you have, for example “competence and performance”.

Competence	Performance
Comprehension	Production
Nature	Nurture
Universals	Imitation
Systematicity	Variability
Language	Thought
Practice	Frequency
Input	Discourse

C. Hands on exercise: do the “Topics and Questions for Study and Discussion”, p. 51.

D. Journal: refer to p. 53 for instructions to complete your journal entry 2.



Activities for Chapter 3

A. Look at the following informative card and think about the reasons why those neurobiological considerations are important. Write a summary.

Diagram 1. Neurobilogical considerations

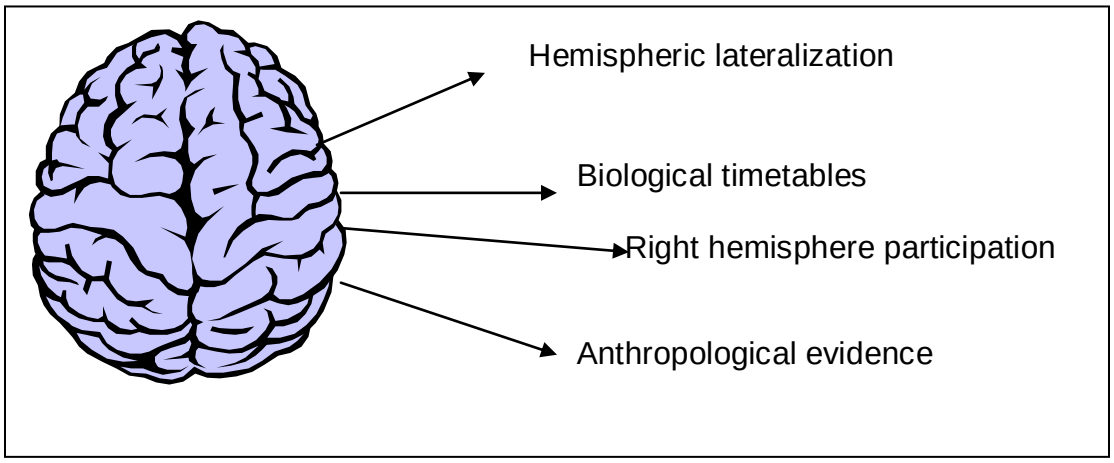


Image borrowed from the <WWW through bing.com images>.

Summary:

B. Case study.
1. Look at the picture below. Assume that all of them speak English, but only the one on the right is a native speaker of the language.

- Which of them do you think has an accent? Why? Why not?

2. Pretend that the man on the left started studying English when he was 19 years old.

- What are his chances of acquiring an authentic pronunciation of his second language? Explain your answer.

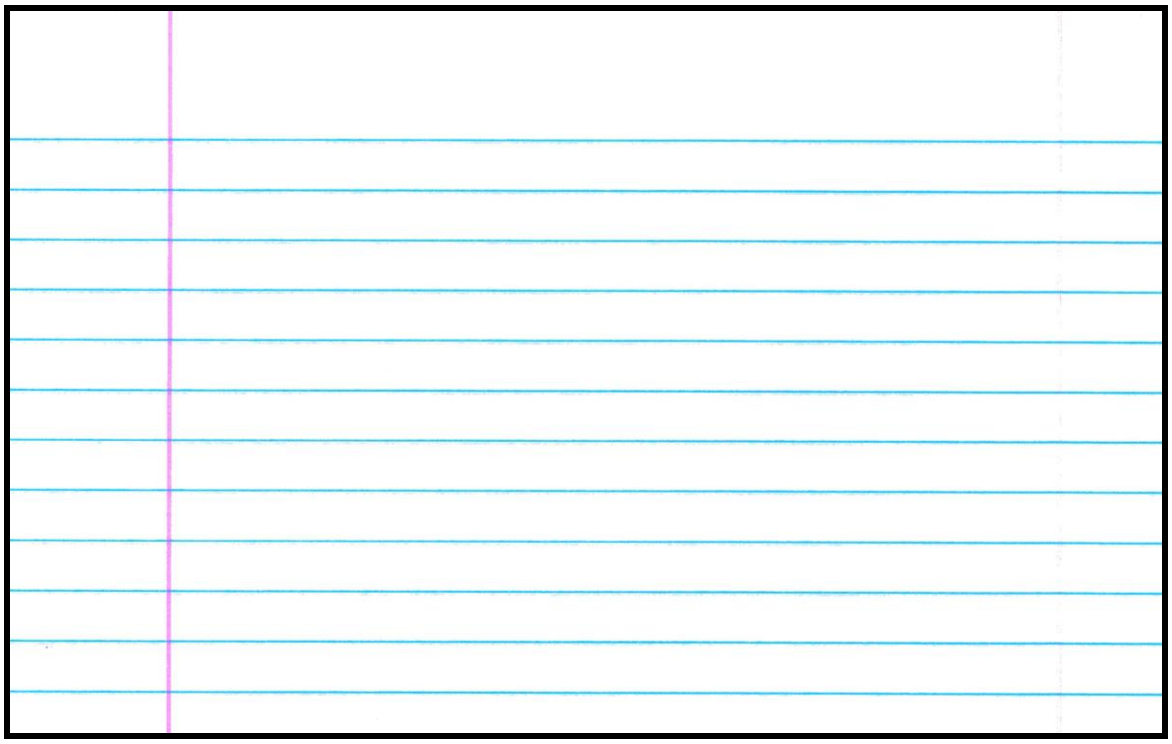
3. Let's say that the man in the middle is from France but when he was 18 he went to England to study English for five years to be an English teacher. Everyone says that he just sounds like a native speaker from England.

- Why might have this happened? What cognitive and affective considerations might have affected the way each of them has learned the language? When it comes to linguistic considerations, what are some issues to be taken into account in this case study?

Image borrowed from the <World Wide Web, through the search engine www.bing.com>.

C. Hands on exercise: complete "Topics and Questions for Study and Discussion", p. 81.

D. Journal: Refer to p. 83 for instructions to complete your journal entry 3.



IV. SECOND WORKSHOP: PSYCHOLOGICAL FACTORS

Objectives

1. Have knowledge of how human beings learn according to different learning theories and universal learning principles.

2. Develop an understanding of cognitive variations in learning a second language.

Readings

Chapters:

4. Human learning, pp. 86-117.
5. Styles and strategies, pp.118-151.

Activities

Activities for Chapter 4

A) Learning and training

How do human beings learn? Based on Chapter 4, complete chart 1.

Chart 1. Some theories about human learning

Psychologists	Definitions	Importance for Education
Pavlov Who?_____	Classical Behaviorism	
Skinner Who?_____	Operant Conditioning	
Ausubel Who?_____	Subsumption Theory Rote vs. Meaningful learning: Systematic Forgetting:	
Roger Who?_____	Humanistic Psychology	

Pictures borrowed from the <World Wide Web through www.bing.com>.

Remember the types of learning:

1. *Signal learning*. The individual learns to make a general diffuse response to a signal. This is the classical conditioned response of Pavlov.

2. *Stimulus-response learning*. The learner acquires a precise response to a discriminated stimulus. What is learned is a connection or, in Skinnerian terms, a discriminated operant, sometimes called an instrumental response.

3. *Chaining*. What is acquired is a chain of two or more stimulus-response connections. The conditions for such learning have also been described by Skinner.

4. *Verbal association*. It is the learning of chains that are verbal. Basically, the conditions resemble those for other (motor) chains. However, the presence of language in the human being makes this a special type of chaining because internal links may be selected from the individual's previously learned repertoire of language.

5. Multiple *discrimination*. The individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree. Although the learning of each stimulus-response connection is a simple occurrence, the connections tend to interfere with one another.

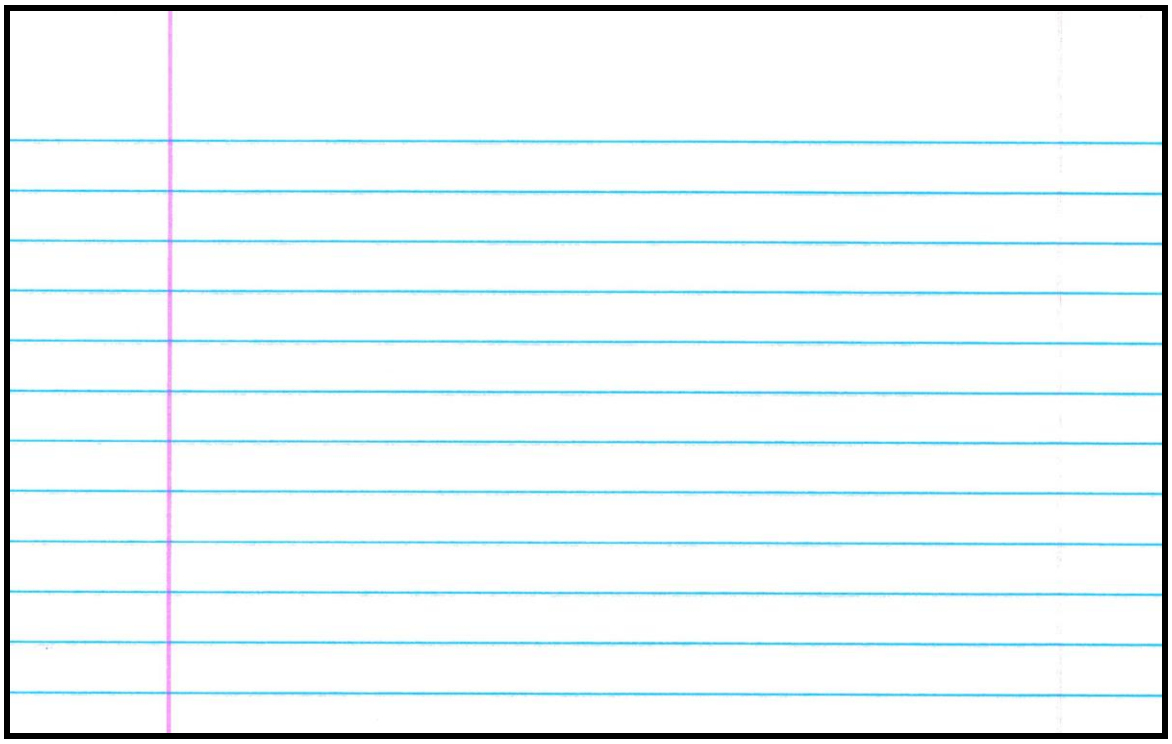
6. *Concept learning*. The learner acquires the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other. The learner is able to make a response that identifies an entire class of objects or events.

7. *Principle learning*. In simplest terms, a principle is a chain of two or more concepts. It functions to organize behavior and experience. In Ausubel's terminology, a principle is a "subsumer"—a cluster of related concepts.

8. *Problem solving*. It is a kind of learning that requires the internal events usually referred to as "thinking." Previously acquired concepts and principles are combined in a conscious focus on an unresolved or ambiguous set of events.

B) Hands on exercise: complete “Topics and Questions for Study and Discussion”, p. 114.

C) Journal: refer to p. 116 for instructions to complete your entry 4.



Activities for Chapter 5

A) *Group work*. Discuss the following questions with your classmates.

1. What are the differences among process, style and strategy?
2. What are learning strategies?
3. What are the left and right hemispheres of the brain associated with? Explain.
4. What do visual learners tend to prefer?
5. What does an auditory learner like to do?
6. What are the main characteristics of a kinesthetic learner?

B) Define the following concepts individually, and then share them with your classmates.

1. ambiguity tolerance
   _____
   _____
2. reflectivity
   _____
   _____
3. impulsivity
   _____
   _____
4. autonomy
   _____
   _____
5. awareness
   _____
   _____
6. action
   _____
   _____

C) Work with your classmates in the workshop to elaborate a conceptual map that includes the different strategies explained on pages 132-143. Then, share your work with the rest of the class.

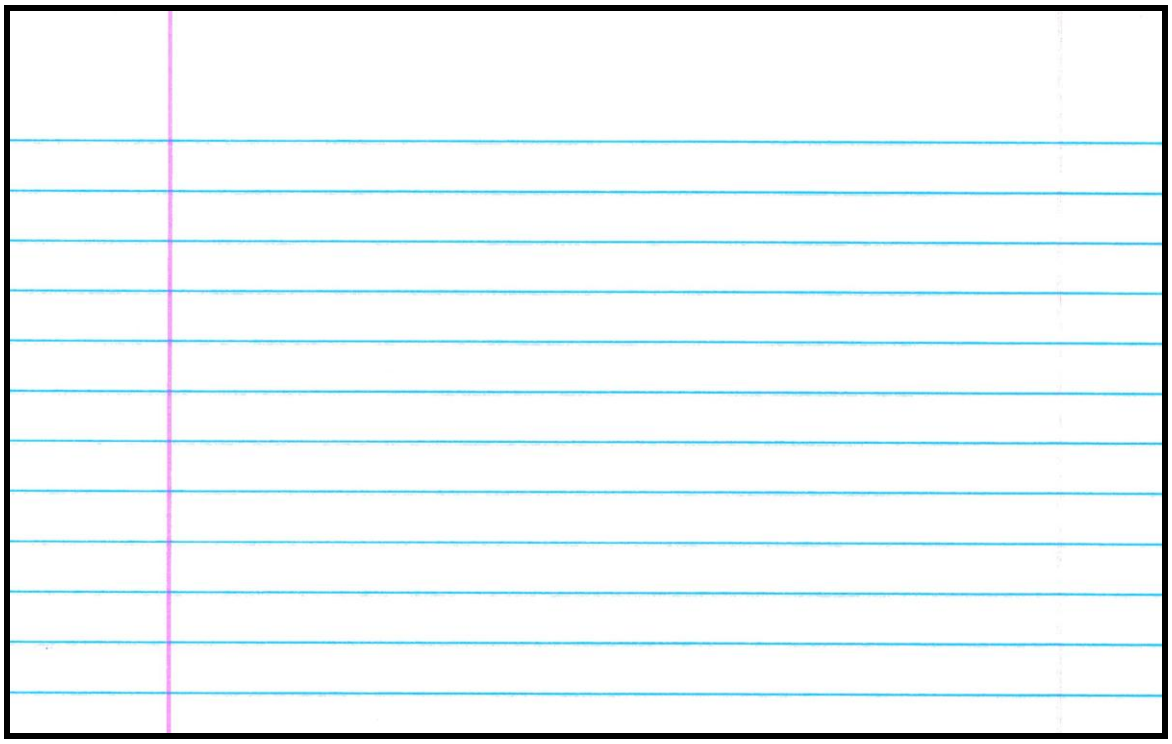
D) To find out what your learning style might be, complete the following survey taken from page 144 of your textbook.

Check one box in each item that best describes you. Boxes A and E would indicate that the sentence is very much like you. Boxes B and D would indicate that the sentence is somewhat descriptive of you. Box C would indicate that you have no inclination one way or another.

	A	B	C	D	E	
1. I don't mind if people laugh at me when I speak.	☐	☐	☐	☐	☐	I get embarassed if people laugh at me when I speak.
2. I like to try out new words and structures that I'm not completely sure of.	☐	☐	☐	☐	☐	I like to use only language that I am certain is correct.
3. I feel very confident in my ability to succeed in learning this language.	☐	☐	☐	☐	☐	I feel quite uncertain about my ability to succeed in learning this language.
4. I want to learn this language because of what I can personally gain from it.	☐	☐	☐	☐	☐	I am learning this language only because someone else is requiring it.
5. I really enjoy working with other people in groups.	☐	☐	☐	☐	☐	I would much rather work alone than with other people.
6. I like to "absorb" language and get the general "gist" of what is said or written.	☐	☐	☐	☐	☐	I like to analyze the many details of language and understand exactly what is said or written.
7. If there is an abundance of language to master, I just try to take things one step at a time.	☐	☐	☐	☐	☐	I am very annoyed by an abundance of language material presented all at once.
8. I am not overly conscious of myself when I speak.	☐	☐	☐	☐	☐	I "monitor" myself very closely and consciously when I speak.
9. When I make mistakes, I try to use them to learn something about the language.	☐	☐	☐	☐	☐	When I make a mistake, it annoys me because that's a symbol of how poor my performance is.
10. I find ways to continue learning language outside of the classroom.	☐	☐	☐	☐	☐	I look to the teacher and the classroom activities for everything I need to be successful.

E. Hands on exercise: do the "Topics and Questions for Study and Discussion", p. 148.

F) Journal: refer to p. 150 for instructions to complete your entry 5.



V. THIRD WORKSHOP: SOCIOCULTURAL FACTORS

Objectives

1. Grasp an in-depth understanding of the role of personality in second language acquisition.

2. Recognize the value of the target culture in learning a second language.

Readings

Chapters:

6. Personality Factors, pp.152-186.
7. Sociocultural Factors, pp.188-217.

Activities

Activities for Chapter 6

A) Discuss with your classmates the following questions in order to get to know them better.

1. What do you do?
2. What are your hobbies?
3. What do you usually do on the weekends?
4. Are you a member of any social organization? Why or why not?
5. Are you a member of a virtual community of social network like Facebook or Hi5? Why or why not?

B) Personality tests.

Have you ever taken a personality test? There are many free available on line. Use an engine search to look for one of them on line. Take it and print out your results and share them with the class. You may try the following address <http://www.learnmyself.com/> and see how it goes.

C) Talk about the following questions with your classmates.

1. What is “the affective domain”?

2. How are the “affective factors” related to second language acquisition?

3. What three general levels of self-esteem have been described in the literature?

4. How does our personality affect our learning of a second language?

5. Why is the “intrinsic motivation” important in the second language learning classroom?

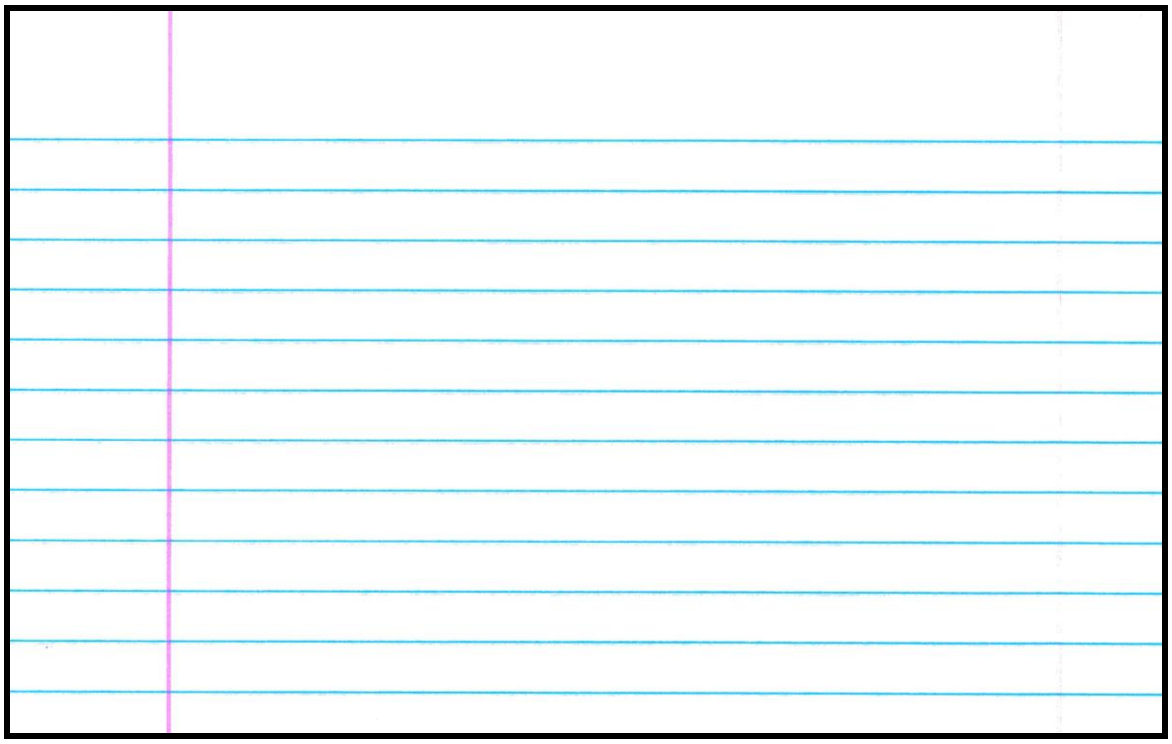
D) Complete the following chart in class and then share it and discuss it with your classmates.

Chart 2. Affective factors in second language acquisition

Affective factors in second language acquisition	**Summary of the concept**
Self-esteem	
Attribution theory	
Willingness to communicate	
Inhibition	
Risk taking	
Anxiety	
Empathy	
Extroversion	
Motivation	

E) Hands on exercise: complete “Topics and Questions for Study and Discussion”, p. 182.

F) Journal: refer to p. 185 for instructions to complete your journal entry 6.



Activities for Chapter 7

A) Discuss the following topics in groups of 3 to 4 people.

1. Come up with a definition of “culture” and its characteristics.

_____
_____
_____
_____
_____

2. Why is it difficult to define “culture”?

_____
_____
_____

3. What are stereotypes?

_____
_____
_____
_____

4. How do stereotypes form?

_____
_____
_____
_____

5. How does culture influence our learning of a second language?

_____
_____
_____
_____

6. Would you rather say that “our language shapes our culture” or that “our culture shapes our language”? Explain your choice.

_____
_____
_____
_____

7. What is the Whorfian hypothesis?

_____
_____
_____
_____

8. Why must culture be taught in the second language classroom?

_____
_____
_____
_____

9. How can we teach “the second culture” effectively?

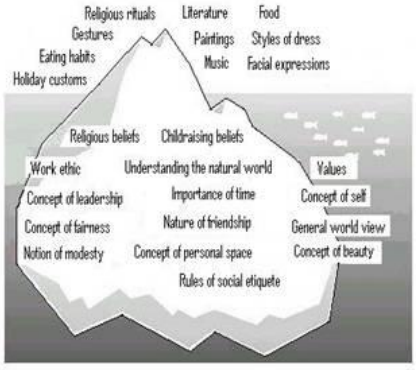
_____
_____
_____
_____

B) Read the definition of *culture* taken from the site <http://www.sju.edu/academics/centers/cip/studyabroad/handbook4.html>.

"Culture has been aptly compared to an iceberg. Just as an iceberg has a visible section above the waterline and a larger, invisible section below the water line, the same can be said of culture."

C) Look at the following picture borrowed from the same site and, in class, share your ideas about it with your classmates. Then discuss the following questions.

1. What are the visible aspects of a culture?
2. What are some visible aspects of your own culture?
3. What are the invisible aspects?
4. What are some invisible aspects of you own culture?



D) Hands on exercise: do the "Topics and Questions for Study and Discussion", p 214.

E) Journal: refer to p. 217 for instructions to complete your entry 7.

VI. FOURTH WORKSHOP: LINGUISTIC FACTORS

Objectives

1. Learn the basis of communicative competence.

2. Consider the foundations of the contrastive analysis hypothesis as well as the theory of “error” and “error analysis”.

3. Develop a deeper understanding of second language acquisition.

Readings

Chapters:

8. Communicative Competence, pp. 218-246.
9. Cross-Linguistic Influence and Learner Language, pp. 247-284.
10. Toward a Theory of Second Language Acquisition, pp. 285-317.

Activities

Activities for Chapter 8

A) Work in pairs in the classroom and use your textbook to briefly define the following concepts.

1. communicative competence
   _____
   _____
   _____

2. notional-functional syllabuses
   _____
   _____
   _____

3. discourse analysis
   _____
   _____
   _____

4. conversational analysis
   _____
   _____
   _____

5. grammatical competence

_____
_____
_____

6. discourse competence

_____
_____
_____

7. sociolinguistic competence

_____
_____
_____

8. strategic competence

_____
_____
_____

9. corpus

_____
_____
_____

10. contrastive rhetoric

_____
_____
_____

11. pragmatics

_____
_____
_____

12. sociopragmatics

_____
_____
_____

13. pragmalinguistics

_____
_____
_____

14. Task-based instruction

_____
_____
_____

B) Use the following *Venn diagram* to list differences and similarities between the way males and females speak. Discuss your ideas with your classmates in the workshop.

Diagram 2. Differences and similarities between male and female speech.

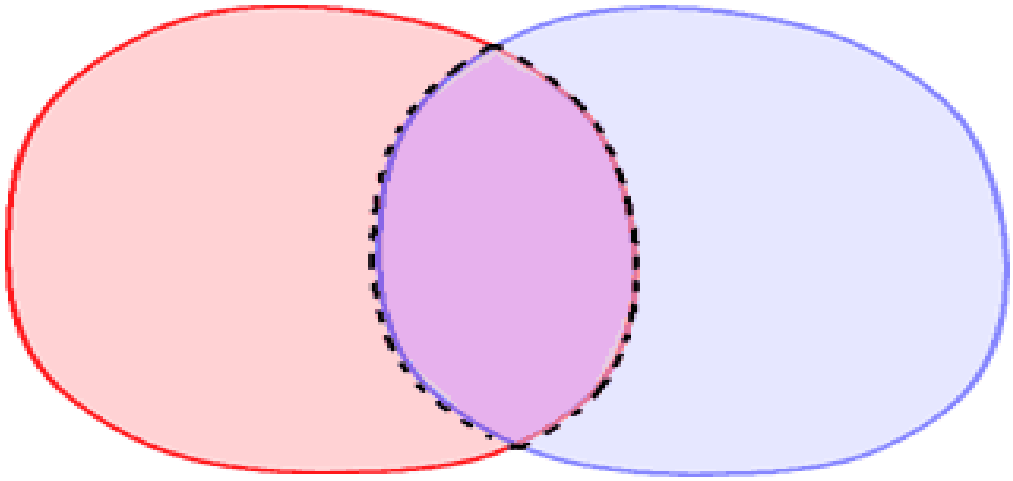


Image borrowed from the <WWW through bing.com images>.

Remember the rules of conversation listed on p. 228 of your textbook.

1. attention getting
2. topic nomination
3. topic development
4. turn-taking
5. topic clarification
   - repair
   - topic shifting and avoidance
   - interruptions
6. Topic termination

C) Cut the cards below and work with your classmates in the workshop. Take turns to define and describe each of the following language functions.

The instrumental function
The regulatory function
The representational function
The interactional function
The personal function
The heuristic function
The imaginative function

D) Decide whether the following statements are False or True. Write “F” or “T” on the blank. If you think a statement is False, write the correct information in the space provided.

1. _____ Every culture uses kinesics the same way.

_____
_____
_____

2. _____ Cultures differ widely in rules of eye contact.

_____
_____
_____

3. _____ Proxemics are important only in some cultures.

_____
_____
_____

4. _____ Artifacts such as clothing and ornamentation signal sense of self-esteem, class or general character.

_____
_____
_____

5. Kinesthetic or, touching other while we speak, might signal a very personal intimate style and that is why we should know the limits in the target culture.

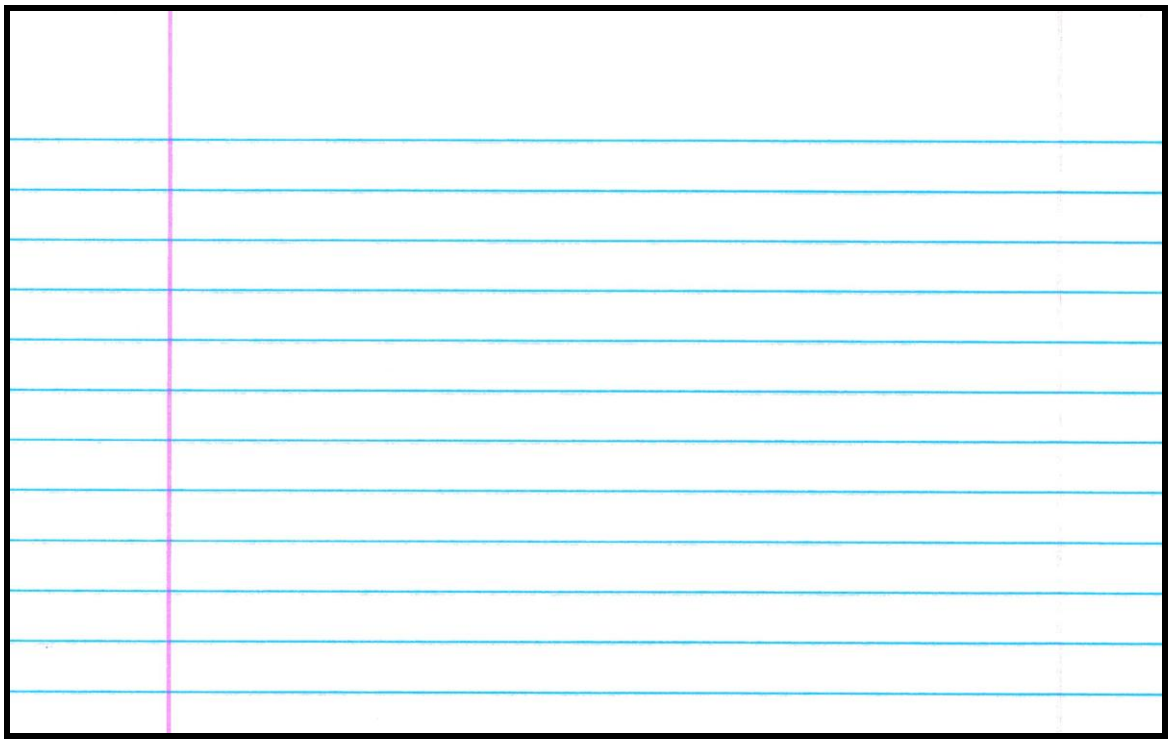
_____
_____
_____

6. The olfactory dimension is important only for animals.

_____
_____
_____

E) Hands on exercise: do the “Topics and Questions for Study and Discussion”, p. 243.

F) Journal: refer to p. 246 for instructions to complete your journal entry 8.



Activities for Chapter 9

A) Work in pairs in the workshop and answer the following questions.

1. How would you explain the “Markedness Differential Hypothesis”?

_____
_____
_____
_____
_____

2. How would you define “error analysis”?

_____
_____
_____
_____

3. In language learning, what is the difference between a “mistake” and an “error”?

_____
_____
_____
_____

4. What could happen if the language teacher becomes very preoccupied with noticing errors in the classroom?

_____
_____
_____
_____

5. Why is it difficult to identify and describe errors in the classroom?

_____
_____
_____
_____

6. What are the four common sources of error? Describe them.

_____
_____
_____
_____

7. What is “fossilization” in language learning and how does it affect the progress of the learner?

_____
_____
_____
_____

8. How would you describe “form-focused instruction”?

_____
_____
_____
_____

B) For each of the following categories of error treatment, discuss with your classmates an example that shows teacher’s and learner’s utterances.

1. Recast

2. Clarification request

3. Metalinguistic feedback

4. Elicitation

5. Explicit correction

6. Repetition

Remember that the four stages of language development are

1. Presytematic
2. Emergent
3. Systematic
4. Stabilization

C) Hands on exercise: “Topics and Questions for Study and Discussion”, p. 28.

D) Journal: refer to p. 283 for instructions to complete your journal entry 9.

Activities for Chapter 10

A)The following are "popular ideas" that according to the author are not supported by research. How true do you think they are? Share your answers with your classmates.

1. Languages are learned mainly though imitation.

2. Parents usually correct young children whey they make errors.

3. People with high IQs are good language learners.

4. The earlier a second language is introduced in school programs, the greater the likelihood of success in learning.

5. Most of the mistakes that second language learners make are due to interferences from their first language.

6. Learner's errors should be corrected as soon as they are made in order to prevent the formation of bad habits.

1. Why these statements are not viable theory?
2. Which of them have you heard?
3. What would you tell a professional that believes in these ideas?

B) Based on Krashen´s Input Hypothesis, complete the following chart with correct information. Then, share your descriptions with your classmates.

Chart 3. Krashen's Input Hypothesis

Krashen´s Input Hypothesis	Description
1. Acquisition-Learning Hypothesis	
2. Monitor Hypothesis	
3. Natural Order Hypothesis	
4. Input Hypothesis	
5. Affective Filter Hypothesis	

C) The following figure appears on page 307 of your textbook. Look at it again and in groups discuss its significance with your classmates.

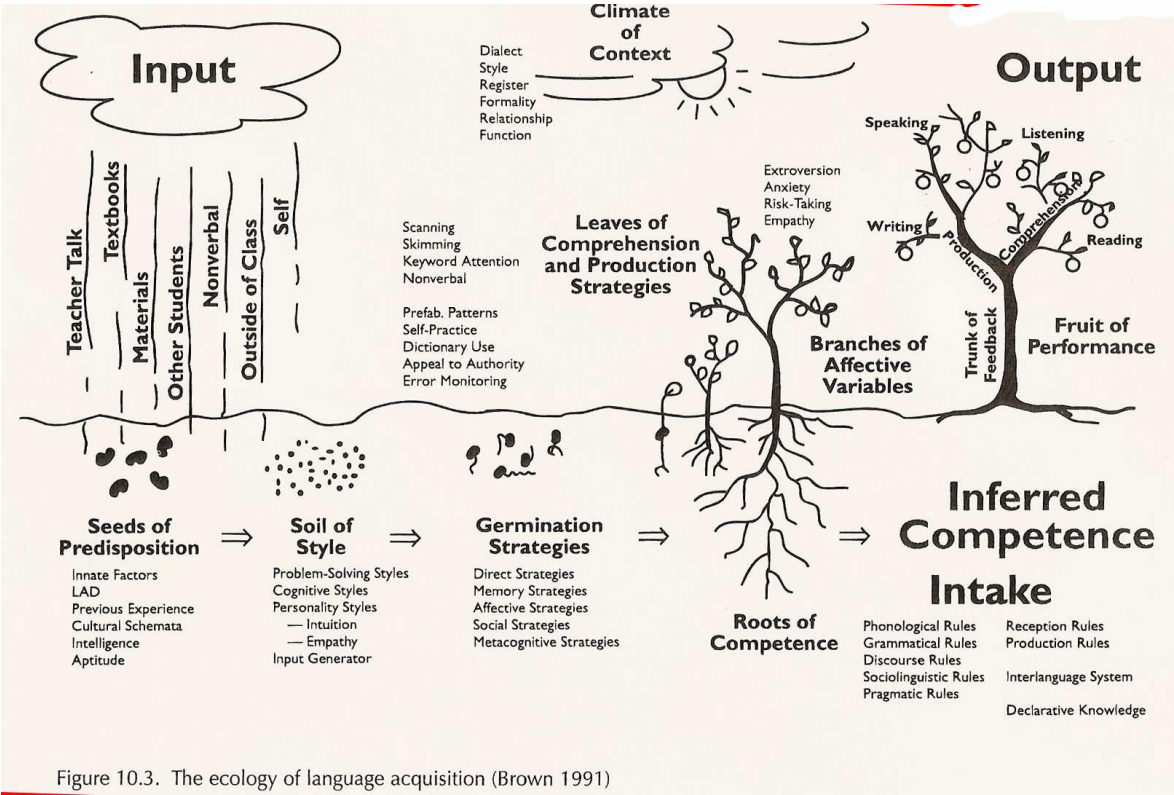


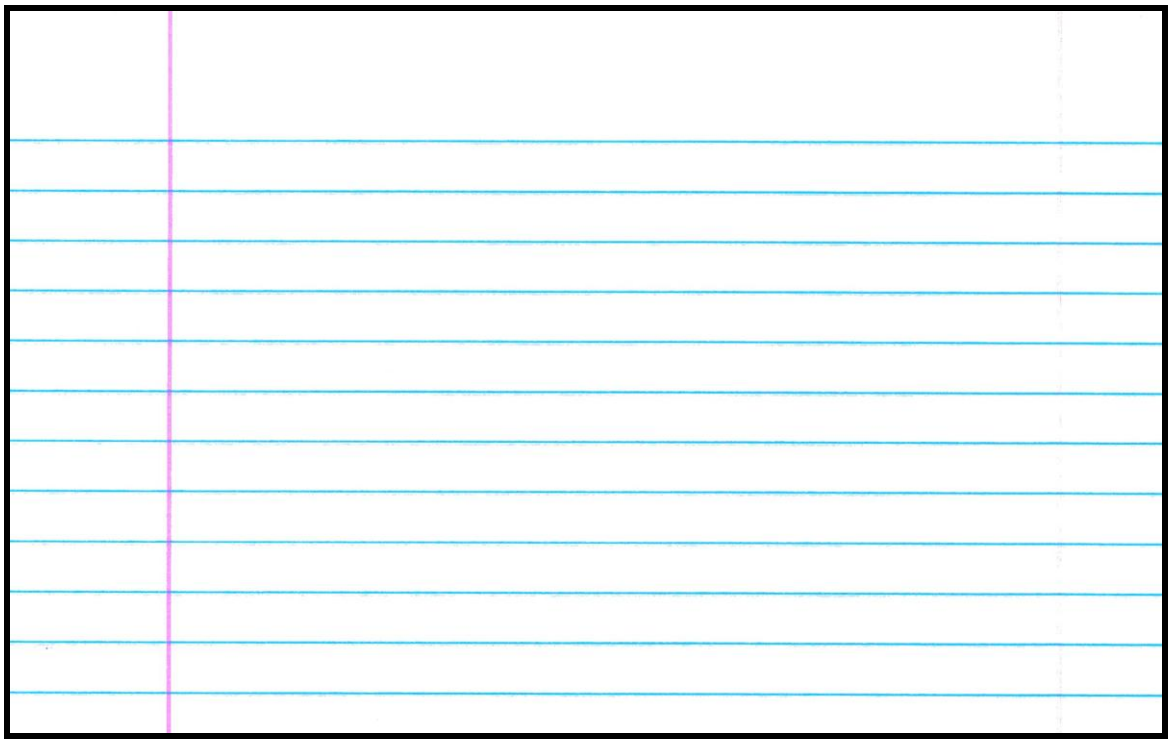
Figure 10.3. The ecology of language acquisition (Brown 1991)

D) Work in groups and discuss with your classmates the following questions.

1. What is the difference between explicit and implicit learning?
2. Why is “awareness” a significant factor in second language acquisition?
3. What is the “output hypothesis” all about?
4. According to McLaughlin, what are “controlled and automatic” processes?
5. What is the main difference between “explicit and implicit” linguistic knowledge?
6. What is the “Long´s Interaction Hypothesis”?

E) Hands on exercise: “do the Topics and Questions for Study and Discussion”, p. 313.

F) Journal: refer to p. 316 for instructions to complete your final journal entry10.



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