Program Title Teaching English as a Global Language in Chile

Program Dates August 16-September 13, 2014

City and Country Arica, Chile

Class schedule M-F, 1-2:40

First Course (e.g., ENL 149) LIN 180 or 105 (for students who have taken 180) Second Course (e.g., ENL 198) LIN 192; LIN 198

LIN 192 (1 credits): Internship in Linguistics. Students will assist in an English class, tutor conversational English, or engage in an English/Spanish language exchange with Chileans learning English (total of 16 hours over 4 weeks, plus 1 hour per week tutor training) and keep a reflective journal on their tutoring experiences.

LIN 198 (3 credits): Group Study. Fieldtrips to English programs in Arica and smaller towns in the area, including a rural community in the Andes. English programs will be at a variety of levels, from pre-school to adult. Students will have some choice as to which programs to visit. This will include 3 in-town field trips, and one overnight trip to the Andes. Students will also be required to take part in 4 self-guided field trips, designed by the professor, to local museums or other cultural attractions (e.g. markets). They will keep a reflective journal on all field trip experiences and other program activities, due weekly. We will also have reflective group discussions on field trips, tutoring experiences, and homestays twice per week.

LIN 180 (4 credits): Second Language Learning and Teaching is the core course. It will meet 40 hours over 4 weeks, and include readings and short lectures on second language acquisition theory and pedagogical practices; discussions of second language learning and the role of English as a global language especially in the Chilean context; roleplays of second language teaching strategies; and 3 short papers, 4 pages each, on topics such as a) the role of English as a global language as observed in Arica b) a case study of the student s/he is tutoring c) an analysis of the pedagogical practices observed in English classes d) an analysis and application of second language acquisition theory to English learning in this context.

LIN 105 (4 credits): Special Topics in Linguistics for students who have already taken LIN 180. Students will attend LIN 180 twenty hours total for the part of the course that focuses on the Chilean context and English as a global language (Menard-Warwick textbook), not attending the part of the course focused on general second language acquisition theory and pedagogical practices (Lightbown & Spada textbook). They will not take the midterm or final exams. Instead, LIN 105 students will conduct an original research project on a specific aspect of English learning and teaching in Chile, meeting as a group with Dr. Menard-Warwick 1 hour per week to discuss the progress of their research. They will write the 3 papers required for LIN 180, and submit an additional 12 page research report on Friday September 12.

Textbooks:
For students:

Through experiential learning (fieldwork & reflective writing), as well as through readings, discussions, and roleplays, this course will introduce you to psycholinguistic and sociolinguistic theories of second language learning and teaching. Discussion will focus on pedagogical applications of each of these theories, as well as on the subjective aspects of language learning. Additionally, we will consider the impact of sociocontextual factors (e.g. gender, social class, cultural background) on second language learning and teaching specifically in Arica, Chile. An important emphasis will be on the role of English as an international language, and the implications of that role for English teaching in Chile. Required field trips will visit English classes at a variety of levels in Arica and the surrounding area, as well as local cultural sites such as museums. As an additional fieldwork requirement, you will serve as an English classroom assistant or tutor/conversation partner for Chilean students of English. You will keep a journal of your experiences and write three short papers. This course meets GE requirements for Writing and Social Sciences.

WEEK ONE

Topics: Recent Chilean history; controversies in English as a global language; language ideologies; individual differences in L2 learning.

Activities: Orientation to Arica, Chile; Barbecue with Access students (Chilean high school students in special English program); First small group field trips to Chilean language class; Self-guided field trip 1; Guest lecture 1 on Chilean history

Readings: Lightbown & Spada, pp. 53-76; Menard-Warwick, pp. 1-13, 30-44, 59-72, 83-87.

WEEK TWO

Topics: Cultural identities; learner language; analyzing classroom interaction.

Activities: Friday-Saturday, group field trip to language classes in Putre (Andes) and Lago Chungará; Self-guided field trip 2; Guest lecture 2 on Chilean and Andean culture.

Readings: Lightbown & Spada, pp. 77-136; Menard-Warwick, pp. 88-102.

Study abroad journal for week 1 due Monday.

Paper 1 due Wednesday.

WEEK THREE

Topics: Second language pedagogies; second language acquisition theories.
Activities: Second small group field trips to Chilean language class; Self guided field trip 2; Guest lecture 3 on English teaching in Chile.


Study Abroad Journal for week 2 due Monday.

Paper 2 due Wednesday.

WEEK FOUR

Topics: Interculturality; cultural pedagogies.

Activities: Self-guided field trip 4; Guest lecture 4 on English in Chile; End of course party Friday lunchtime (after which some people may leave for airport, etc).


Study Abroad Journal for week 3 due Monday.

Paper 3 due Wednesday

Final exam Thursday

Study abroad journal for week 4 due Friday.

Research report (LIN 105 students only) due Friday.