CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

CICLO LECTIVO: II-2014

DOCUMENTO: Programa de curso semestral

CURSO: IO6042, Técnicas de Comunicación para la Enseñanza de una Lengua Extranjera   **GRUPO:** 01

CREDITOS: 05

HORAS POR SEMANA: 03 (Viernes de 1:00 a 4:00 p.m.)

REQUISITO: No tiene

CO-REQUISITO: No tiene

NIVEL: 1er año de Licenciatura (IX Ciclo) del plan de estudios

DOCENTE: M.Ed. Tamatha Rabb Andrews

HORAS ATENCIÓN ESTUDIANTES: Viernes de 9:00 a.m. a 12:00 p.m.

DESCRIPCIÓN DEL CURSO:
IO 6042: Técnicas de Comunicación para la Enseñanza de una Lengua Extranjera es un curso de cinco créditos para la Licenciatura de Inglés como Lengua Extranjera que se imparte por un semestre, con tres horas semanales que incluye seis(6) horas de investigación y seis(6) horas de práctica. Al culminar el curso, los estudiantes tendrán un conocimiento sólido de la tecnología educativa, que incluyen la utilización de la computadora, acceso de información en el Internet para propósitos investigativos y lo más importante, la integración de las computadoras y la tecnología educativa en ambientes curriculares de la enseñanza del inglés como idioma extranjero.

BASE PREVIA:
El estudiante deberá tener domino de las diferentes habilidades del idioma inglés (habla, escucha, lectura, y escritura).

OBJETIVO GENERAL:
Al finalizar el curso, el estudiante será capaz de:
1. El objetivo del curso es brindar una perspectiva global de los roles en los nuevos avances de la tecnología en el campo del aprendizaje de un segundo idioma. A pesar de que se van a abordar las diferentes metodologías y teorías en el aprendizaje y enseñanza de un idioma, mayor énfasis se le va a dar a la parte práctica en el uso de las computadoras para el aprendizaje de un idioma y en la investigación. Un objetivo primordial es brindarle al estudiante el conocimiento con respecto a la tecnología como medio para resaltar su productividad personal y profesional dentro del campo educativo

OBJETIVOS ESPECÍFICOS:
Al finalizar el curso, el estudiante será capaz de:
1.1 Aplicar e identificar las teorías e investigaciones referentes a CALL (Aprendizaje de un Idioma asistido por la Computadora), en diferentes situaciones y ambientes educativos.
1.2 Utilizar paquetes de software de productividad eficientemente en un ambiente de clase de lengua extranjera.
1.3 Crear materiales por medio de programas de software de productividad que sirvan de soporte a sus cursos.
1.4 Aplicar la mayor cantidad de funciones en sitios de búsqueda en el Internet para llevar a cabo investigaciones educativas.
1.5 Para comprender las cuestiones éticas relacionadas con el plagio.

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CONTENIDOS DEL CURSO:

COURSE CONTENT	Focus of the Content
CALL	Computer Assisted Language Learning Theory
PPP	Personal Resume
Word Processing	Teaching Vocabulary & Grammar
YouTube Video	Teaching Listening & Vocabulary
Blog	Teaching Reading & Grammar
Google Hangout	Discussion session
Webquest	Teaching Reading & Writing by means of Researching Information.
WIKI	Teaching Reading & Writing
Voicethread	Teaching Listening & Speaking
Best Apps for English Teachers	Open Investigative Content

METODOLOGÍA Y ACTIVIDADES

El objetivo primordial de este curso es brindarles a los estudiantes el medio para integrar la teoría y la práctica en el uso de los nuevos avances tecnológicos en un ambiente de clase de lengua extranjera. Los estudiantes serán asignados lecturas para leer fuera del aula con el propósito de discutirlas en la clase posteriormente (se espera que el estudiante lea por placer y críticamente). Además, los estudiantes tendrán la responsabilidad de crear actividades interactivas con exposiciones formales. Se espera participación activa en las presentaciones por ambas partes (presentadores y participantes), discusiones en clase y sesiones de trabajo en el laboratorio de computo con el propósito de experimentar un aprendizaje compartido y colaborativo de evaluación---además de utilizar la ética situacional para analizar y discutir los contenidos del curso dentro de la antología del curso.

La metodología para desarrollar este curso es de índole investigativa y participativa. Dentro de las actividades a realizarse están:

- Investigación sobre CALL (Aprendizaje de un Idioma asistido por la Computadora), en diferentes situaciones y ambientes educativos.
- Trabajo individual y grupal de análisis y discusión de temas de estudio.
- Presentaciones orales

Por las actividades propuestas, es indispensable que los y las estudiantes se lean previamente los temas correspondientes a cada clase pues de lo contrario la participación podría verse limitada. Se quiere que los y las estudiantes realicen preguntas y aporten ideas a lo largo del semestre, pues esta es la mejor manera de lograr un verdadero aprendizaje significativo. Las actividades y tareas del curso, se plantean dentro de las siguientes competencias comunicativas:

- o Compare and contrast information from the internet and course text
- o Interpret texts, graphs, cartoons, and/or quotes
- o Infer meaning / information not explicit in the context

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o   Hypothesize another's point of view or scenarios

o   Draw conclusions

o   Use context clues to guess meaning

o   Infer word meaning from context

o   Make judgments

o   Support opinions/generalizations with information/examples

o   Evaluate situations according to criteria set forth in the projects

o   Correlate abstract principles with concrete examples

o   Define a problem and propose a solution

EVALUACIÓN

COMPONENTES	PORCENTAJES
Presentación	15%
Proyectos cortos	65%
5 Forums (2% cada uno)	10%
Poster Seguridad en el Internet	5%
Google Hangout	5%

DESCRIPCIÓN DE LAS TAREAS DEL CURSO

< Forums: As this course is based on CALL, a more productive forum will be used to check students' understanding of the course material (5 forums at 2% each giving a total of 10%). With that in mind, YouTube videos will be selected with other internet materials for you to see and analyze each week. To complete the forums, watch each video as well as read any extra material given via the course blog (see my comments under each for the order you should view the videos). Then relate what was seen and/or heard with your own educational work/life as well as relating the theory reading selections with the videos by giving specific examples (you should also give the title of the reading selection & page number) to support your forum. You should write at least 2 forums under any two YouTube videos &/or extra internet materials given. Check the Schedule of Topics, CRONOGRAMA, (below) for due dates.

< Presentation: Students will develop an oral presentation on one set of content material in the field of CALL. Students need not only read the content material but also (1) investigate further concerning the topic using other bibliographical sources in which to broaden one's understanding of the topic which will then enhance the presentation itself, (2) present the group's mini project in connection to the theory taught to the class in the presentation, and (3) guide the rest of the class in presenting their mini-project and critically critique these projects. The presentation itself should go beyond a traditional Power Point or poster board presentation of the content material and look to utilize other types such as a documentary, photography, news report, newspaper report, etc. The chosen presentation technique needs to be approved by the professor no later than 15 days prior to the presentation so as to be sure the group is complying with innovative presentation techniques. The aspect to be developed are: (1) Content of the Material, (2) Presentation of the Group's Mini Project as well as Guiding & Critiquing the rest of the Mini-Projects, (3) Presentation Techniques, and (4) Language Performance. The value of this work is 15%

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< Internet Safety Poster: The poster must illustrate Internet Safety (i.e. not giving out personal information on the Internet, no cyber bullying, opening email only from people you know, not giving out passwords to friends, never meet anyone you've met only online, etc.) To receive full credit, the safety poster should be illustrated with correct English usage throughout; the poster is posted on the course Facebook page and uses a creative formatting which should grab one's attention. The Poster counts as 5% of the total grade. Due no later than Sept. 4th.

< Google Hangout: This will be a group discussion using Google Hangout in which the topic of becoming "Connected Educators and Learners" is examined in detail in which students must previously investigate the topic in order to be able to contribute to the discussion. This connection will take place on September 20th at 2:00 pm. 2% for connecting on Google Hangout, and 3% on one's contribution to the discussion while on Google Hangout. The 3% is broken-down as such: 3% for those who participated throughout and gave a unique insight into "Connected Educators and Learners" which is founded on one's prior research into the topic. 2% for those who participated several times which shows that the student had researched the topic before the Hangout. 1% for those who participated little in the discussion of the topic and infrequently contributed to the conversation due to little to no research on what it means to be a connected educator and learner.

< Short Projects: These consist of the adaptation and creation of interactive activities developed in the laboratory and outside the laboratory. These are made individually or in pairs which makes up 65% of the total course grade:

- PowerPoint Presentation (PPP)………………5%

- Word Processing……………………………………5%

- YouTube Video…………………………………….10%

- Blogs……………………………………………..10%

- Webquest…………………………………………10%

- WIKI…………………………………………………..10%

- Voicethread……………………………………..…10%

- English Teaching Apps ……………………………..5%

NOTE: Slight changes may occur within the above percentages. Detailed elements will be posted on the course Blog for each short project.

EXAMEN DE AMPLIACIÓN: Tienen derecho a realizar la prueba de ampliación los o las estudiantes que al finalizar el curso obtengan un promedio igual a 6.0 y menor que 6.5. Si el o la estudiante logran aprobar el examen su nota final será de 7.0. En este examen serán evaluados todos los contenidos del curso.

BIBLIOGRAFÍA OBLIGATORIO:
Blake, Robert J. (2008). Brave New Digital Classroom Technology & Foreign Language Learning. Georgetown University Press: Washington D.C.

Chapelle,C. & Jamieson, J. (2008). Tips for Teaching with CALL: Practical Approaches to Computer-Assisted Language Learning. Pearson Education: White Plains, NY.

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Egbert, J. a. H.-S., Elizabeth (Ed.). (2007). CALL Environments: Research, Practice and Critical Issues: Teachers of English to Speakers of Other Languages, Inc. (TESOL): Alexandria, Virginia.

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Fitzgibbon, Kathleen. (2010). Teaching with Wikis, Blogs, Podcasts & More. Scholastic Inc.: New York, NY.

Forcier, Richard C. & Don E. Descy. (2008) The Computer as an Educational Tool: Productivity & Problem Solving. Pearson-Merrill Prentice Hall: Upper Saddle River, NY.

Gookin, Dan. (2000). Word 2000 For Windows For Dummies. Hungry Minds: New York, NY.

Maran, Ruth. (1999). Microsoft Word 2000 Simplified: Simply the Easiest Way to Learn. Maran Graphics & Wiley Publishing, Inc.: New York, NY.

Richardson, Will. (2010). Blogs, Wikis, Podcasts, & Other Powerful Web Tools for Classrooms. Corwin: Thousand Oaks, CA.

BIBLIOGRAFIA COMPLEMENTARIA:

Armstrong, R.M. (2004). Instructional Design in the Real World: a view from the trenches. Information Science Publishing: PA

Beatty, K. (2003). Teaching and Researching: Computer-Assisted Language Learning. Applied Linguistics in Action series. Longman: England.

Boswood, T. (1997). New Ways of using Computers in Language Teaching: Teachers of English to Speakers of Other Languages.

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Gillette, S., Goettsch, K., Rowekamp, J., Salehi, N., and Tarone, E. (1999). Connected: Using audio, video, and computer materials in the communicative classroom: Master Communications Group Inc.

Hanson-Smith, E. (2000). Technology-enhanced learning environments: Teachers of English to Speakers of Other Languages.

Hanson-Smith, E & Rilling, S.. (2006). Learning languages through technology: Teachers of English to Speakers of Other Languages.

Henrichsen, L. (2001). Distance-learning programs: Teachers of English to Speakers of Other Languages.

Shelly, G., Cashman, Thomas, Gunter, Randolph, Gunter, Glenda. (1999). Teachers discovering computers: A link to the future: Course Technology.

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CRONOGRAMA   **GRUPO 01 (**Viernes de 1:00 p.m. a 3:50 m.d.); aula 310)

Session	Date	Topics / Homework	Presentations	Reading Assignments
				This space was designed for you to write your reading HW assignments that will be posted on the course blog each week. The first few have been done for you. Copies may be obtained at the Univ. copy center a week before each reading assignment.
1	Aug 15th	Mother's Day		
2	Aug 22nd	- Syllabus - CALL Introduction: Foundations for Teaching and Learning - H.W.: Create a PPP Resume		- (Forcier) Learning with Multimedia Tools Pp. 301-334 - (Egbert) Introduction: Foundations for Teaching & Learning Pp. 1 – 15 - (Richardson) The Read/Write Web Pp. 1- 16
3	Aug 29th San Ramon Day	- PPP - H.W.: (1) Create an Internet Safety Poster based on your prior knowledge as well as information taken from the theory readings. (2) Post your poster on the course Facebook page by Sept. 4th.	Present your PPP Resume Content Presentation #1 **Luis Pablo Cervantes Sanabria Fabiola Obando Meneses Vivian Garita Muñoz**	- (Blake) Web Pages in Service of L2 Learning Pp. 25-48 - (Blake) CALL & Its Evaluation Pp. 49-69 - (Egbert) Theory & Research: Interaction via Computers Pp. 19 – 31 - (Forcier) Learning & Instruction Pp 3 – 41
4	Sept 5th	H.W.: -Develop your Word Processing project.	Present your Internet Safety Poster Content Presentation #2 **Paulo Rojas Piedra Cesar Arce Vega**	- (Forcier) Learning w/ Word Processor Tools Pp. 216 - 236 - (Gookin) Creating a Web Page (using Word as an HTML Editor) Pp. 339 - 344 - (Maran) Create a Hyperlink Pp. 212 – 217 - (Chapelle) Vocabulary chapt. 1 and Grammar chapt. 2

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5	Sept 12th	-Word Processing with Hypertext Markup Language (HTML) H.W.: Create a YouTube animated teaching video. -Complete the 1st Forum.	Present your Word Processing Project w/ HTML Content Presentation #3 **Pablo Ramírez Alvarado** **Ricardo Gamboa Rodríguez** **Karen Zamora Solano**	- (Richardson) Video Publishing Pp. 121 – 123 - (Chapelle) Listening chapt. 5 Sign-up with http://goanimate.com/ in order to create your animated teaching video. See the demonstration videos on how to use different items which will help you create your video. Prepare for your **Google Hangout**: - Research on what it means to be a "Connected Teacher and Learner" today. Why should we become connected teachers & learners, and how may each of us work towards this goal?
6	Sept 19th	*Google Hangout discussion on "Connected Teachers and Learners" H.W.: - Continue developing the YouTube video. It is recommended to obtain a critique of the video this week by posting it on the course FB page no later than Sept. 19th.		- (Chapelle) Reading chapt. 3 - Further readings will be posted on the course Blog and/or left at the UCR copy center.
7	Sept 26th	YouTube Video H.W.: Develop a course Blog.	Present your YouTube Animated Video Content Presentation #4 **Jennifer Calderón Núñez** **Flor Arrieta Rivera** **Francini Álvarez Bravo**	

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8	Oct. 3rd	H.W.: Continue developing a course Blog. It is recommended that you obtain feedback on this project from the professor during office hours.		- (Chapelle) Writing chapt. 4 - Further readings will be posted on the course Blog and/or left at the UCR copy center.
9	Oct 10th	Blogs H.W.: Create a Webquest -Complete the 2nd (2) Forums.	Present your Course Blog. Content Presentation #5 **María Fernanda Ramírez Valenciano** **Filander Valverde Ramirez** **_____**	
10	Oct 17th	H.W.: Continue working on your Webquest. It is recommended that you obtain feedback on this project from the professor during office hours.		- (Chapelle) Content Based Language chapt. 8 - Further readings will be posted on the course Blog and/or left at the UCR copy center.
11	Oct 24th	Webquest H.W.: Create a WIKI. -Complete the 3rd (2) Forums.	Present your Webquest to the class. Content Presentation #6 **Mayra Soza García** **Yuliana Esquivel Miranda** **José Félix Arrieta Lara**	
12	Oct 31st	H.W.: Continue working of your Wiki project It is recommended that you obtain feedback on this project from the professor during office hours.		- (Chapelle) Communication Skills chapt. 7 -Further readings will be posted on the course Blog and/or left at the UCR copy center.

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13	Nov 7th	WIKI H.W.: Create a Voicethread which is connected / related to your project topic.	Present your Wiki. Content Presentation #7 **Karina Ramírez Rodríguez** **Gabriela Apú Martínez** **Genesis Carvajal Vega**	
14	Nov 14th	H.W.: Continue working of your Wiki project It is recommended that you obtain feedback on this project from the professor during office hours. -Complete the 4th (2) Forums.		
15	Nov 21st	Voicethread H.W.: Investigate the use of two Apps for English Teachers. Be prepared to demonstrate the apps to the class and how each may help in the teaching of English.	Present your Voicethread Content Presentation #8 **Angie Robles Piedra** **Daniela Arroyo Sánchez** _____	
16	Nov 28th	-Complete the 5th (2) Forums.	Present Apps Investigation	
17	Dec. 5th	'Ampliacion Exam'		

NOTE: Slight changes may occur in the schedule of topics. You are responsible to take note(s) of these changes as they occur.

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