



UNIVERSIDAD DE
COSTA RICA



SO-CEIn
Carrera de
Enseñanza del Inglés

CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

DOCUMENTO: Programa de curso semestral

CICLO LECTIVO: I-2024

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

GRUPO: 01

MEDIACIÓN VIRTUAL: 100% Virtual

MODALIDAD: 5% Sincrónico y 95% Asincrónico

HORAS POR SEMANA: 03 (teórico-práctico)

REQUISITO: No tiene

CO-REQUISITO: No tiene

CREDITOS: 05

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

HORARIO DE CLASE: Lunes de 7 a 9:50 pm

HORAS CONTACTO: 03

HORAS DE ESTUDIO INDEPENDIENTE: 12

HORAS DE ATENCIÓN AL ESTUDIANTADO: Lunes de 1:00 a 5:00 p.m. por Teams o Zoom

DOCENTE: Dra. Natalia Ramírez-Casalvolone e-mail: nataliaeugenia.ramirez@ucr.ac.cr

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. ***El curso tendrá un componente de 100% virtualidad en la plataforma de Mediación Virtual, que consistirá en la realización de proyectos y evaluaciones en línea.***

BASE PREVIA:

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



OBJETIVO GENERAL:

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. (objetivo cognitivo y habilidad)

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. (objetivo cognitivo y habilidad)
- 1.2 Utilizar paquetes de software de productividad eficientemente en un ambiente de clase de lengua extranjera. (objetivo cognitivo y habilidad)
- 1.3 Crear materiales por medio de programas de software de productividad que sirvan de soporte a sus cursos. (objetivo cognitivo y habilidad)
- 1.4 Aplicar la mayor cantidad de funciones en sitios de búsqueda en el Internet para llevar a cabo investigaciones educativas. (objetivo cognitivo y habilidad)
- 1.5 Comprender las cuestiones éticas relacionadas con el plagio. (objetivo cognitivo y actitudinal)

CONTENIDOS DEL CURSO:

COURSE CONTENT	Focus of the Content
CALL	Computer Assisted Language Learning Theory Discussion Session
LinkedIN	Project #1 Personal Resume Discussion Session
Gamification	Project #2 Teaching Listening & Vocabulary Discussion Session
AI General AI	Project #3 Teaching Reading & Grammar Discussion Session
The Interactive Classroom Genially, nearpod, bitmoji	Project #4 Lesson Plans
Online learning etiquette	Discussion Session



Teacher and learner online presence	Discussion Session
Social Media in the Classroom	Project #5
Blogging	Project #6 An integration of all the skills: Self- assessment, evaluation and recollection of resources studied.

METODOLOGÍA Y ACTIVIDADES

En este curso se propone utilizar una metodología ecléctica que es humanística, constructivista, cooperativa y participativa. **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 Zoom o Facebook 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.

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.
- Presentaciones orales.

El curso tendrá un componente de 100% virtualidad en la plataforma Mediacion Virtual y otros sitios web o aplicaciones, que consistirá en asistir a clases virtuales 5% sincrónicas y 95% asincrónicas cuando la **persona docente** así lo requiera, o bien participar de las actividades sincrónicas cuando así sea requerido. Además, para colgar los materiales a utilizar en sus clases, la persona docente utilizará, aparte de Mediación Virtual aquellos otros medios que considere necesarios con el fin de asegurar que la totalidad de la población estudiantil los pueda acceder, estos incluyen el correo institucional, Zoom, Bitmoji Aula, WhatsApp, MSM, Telegram entre otros, dándose siempre prioridad a las plataformas y herramientas tecnológicas institucionales.

ASSESSMENT:

A. Summative Assessments

ASSESSMENT COMPONENTS	PORCENTAGES
Topic Presentations (2) *Oral and written evaluation (10% each) - CALL	20%

- Gamification - AI - General AI - Online learning etiquette - Teacher and learner online presence	
Discussion Forum (10x) (Content, grammar, and spelling will be evaluated)	20%
Short Projects (at least 6 of 10% each) 1. LinkedIN professional profile. 2. Gamification 3. Using CHatGpt, Grammarly or other AI programs to support English language learning. 4. Virtual classroom sample using nearpod, bitmoji, genially, or any other application previously approved by the instructor 5. Integration of social media in the classroom (Facebook, Instagram, Whatsapp, etc) 6. Creation of a Blog (reflection throughout the course)	60%



DESCRIPTION OF COURSE COMPONENTS

- **Presentation:** Throughout the semester students will develop at least 2 oral presentations on different content material in the field of CALL and other techniques for teaching of the English Language. Students need to research their assigned content/topic by searching for at least THREE academic articles on the topic which will be used as the base of the theory presentation. The presentation itself should go beyond a traditional Power Point or poster board presentation of the content material and look to utilize other types of technology such as a documentary, photography, video, news report, newspaper report, Telegram, blog, etc. **The chosen presentation technique needs to be approved by the professor no later than a week prior to the presentation to be sure the group is complying with innovative presentation techniques.** 10%. each presentation.
- **Online Discussion:** This will be a group discussion using an online platform such Medicación Virtual or any other that can result useful and accessible for students. Students will examine in detail different course contents that are assigned throughout the weeks to be able to contribute to the discussion. The following explains the grading breakdown: this activity will be done weekly or bi weekly and each participation is worth 2% (1 % for content development and 1% for reacting to one classmate, responses that are not intelligible or even confusing because of grammar issues will not be evaluated and will get a 0%).
- **Short Projects:** These consist of the adaptation and creation of interactive activities. Each project will be explained in full on the course Mediación Virtual platform using instructions, YouTube videos, reading selections as well as description of the projects themselves. These projects are done in **pairs or groups (no more than four individuals)**. Projects are presented on Mediación Virtual using prerecorded video presentations. A mini lesson plan (LP) must accompany each project (except the LinkeldIN profile). The LP must explain how the technology complements, enriches, or supports the learning objectives. In other words, the activities must be purposely chosen to support the pedagogy and not the other way around. about all These projects make up 70% of the total course grade. Possible projects can be but are not limited to the use of the following technologies or applications:
 - LinkedIn profile.....10%
 - Screencasting.....10%
 - Blog.....10%
 - Nearpod.....10%
 - Games.....10%
 - AI apps.....10%

B. Formative Assessments

A range of formative assessments, such as the following may be applied:

1. Observations
2. Questioning
3. Discussion
4. Peer/Self Assessments
5. Kinesthetic Assessments



NOTE: Slight changes may occur within the above percentages. Detailed elements will be posted on Mediación Virtual 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 logra aprobar el examen su nota final será de 7.0. En este examen serán evaluados todos los contenidos del curso.

BIBLIOGRAFÍA OBLIGATORIO:

As technology is everchanging, students and professor will search for academic articles to support theory around the different contents to be developed.

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.
- 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.
- Egbert, J. (2005). CALL Essentials: Principles and Practice in CALL Classrooms. Teachers of English to Speakers of Other Languages (TESOL): Alexandria, Virginia.
- 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.
- 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. PearsonMerrill 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.

COURSE POLICIES

1. Although attendance to virtual classes is not mandatory, students are advised to attend to internalize the course content successfully and to accomplish the course objectives auspiciously.



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2. Assessments will be made up only in cases of a justified absence due to an illness, accident, death in the immediate family or *force majeure*, i.e. strike, court order or a natural disaster. Absences corresponding to any of these causes must be justified in writing with the respective supporting documents and emailed to the instructor within five business days of the absence.
 3. Students must stay abreast of any possible changes in the course timetable.
 4. The minimum passing grade for the course is 7.0. Students scoring between 6.0 and 6.5. may take an extraordinary examination. No matter the grade they get in the test, they will be assigned 7.0, if students obtained more than 7.0. But if they don't pass the test, the original course grade will be maintained. The test will cover all the course contents.



TIMETABLE

GRUPO 01 (Monday de 7:00 a 9:50 p.m.)

Session	Date	Projects & other tasks	Presentations
1 Synchronous, 7 pm- 8 pm., on Zoom	March 11	-Syllabus. Organization of the Course. What is CALL today? (History of CALL) CALL Introduction: Foundations for Teaching and Learning.	Group Discussion #1
2	March 18	The world of LinkedIn and how to promote your career and your students'. Using AI in Education and Language Learning. (1) Create or improve your LinkedIn profile. (2) Screenrecasting	Screenrecast of your LinkedIn profile.
3	March 25	Semana Santa	
4 Synchronous, 7:00 pm to 8 pm Zoom.	April 1	What is gamification and how to apply it in the classroom? (2) Mini lesson plan following principles of gamification on Language Learning.	Group Discussion #2 Upload lesson plan to MV.
5 Semana Universitaria	April 8	Artificial Intelligence Mini lesson Plan. Integration of AI elements. Group Presentation: Infographics	Upload lesson plan to MV.



6	April 15 Holiday		
7	April 22	UDL: Universal Design for Learning Continue developing the Screencast video. It is recommended to obtain a critique of the video this week by contacting the professor. Group Presentation: Screen Recorded Videos	Discussion Post #3
8	April 29	(1) CHATGPT and other AI resources, ethical and “learning implications for ESL/EFL learners” (2) Develop a course Blog .	Discussion Post #4
9	May 6	(1) Online learning: Learner presence and teacher presence. It is recommended to obtain a critique of the blog this week by making a Zoom appointment. Group Presentation: Blogs and Podcasting	Discussion Post #5
10	May 13	Making Online learning accessible for all students. (1) Prepare for our Discussion: 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?	Blog
11	May 20	Translation applications and other resources of the internet for Language Learning.	Discussion #6



12	May 27	(1) Develop a Nearpod Lesson Group Presentation: Nearpod and Video Conferencing	Discussion #7
13	June 3	(1) Continue developing your Nearpod Lesson It is recommended to obtain a critique of the Nearpod Lesson this week by making a Zoom appointment.	Discussion #8
14	June 10	(1) Create one Kahoot & one QR Code activity Group Presentation: The use of activity-based applications such as Kahoot, QR Codes, Flipgrid, Quizlet, etc.	Post and present your Nearpod Lesson



15	June 17	(1) Create a Bitmoji Classroom Project and a Blended Learning Lesson Plan Group Presentation: The use of Bitmoji Classrooms	Post your Kahoot & QR Code activities
16	June 24	(1) Continue developing your Blended Learning Lesson Plan and Bitmoji It is recommended to send in your lesson plan for a pre-check and feedback.	Understanding the elements of a Blended Learning Lesson Plan
17	July 1	FINAL PROJECTs Present your Blended Learning Lesson Plan, Intro Video, and Bitmoji Classroom	
18	July 8	Ampliación 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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