


UCR

Universidad de Costa Rica
DEPARTAMENTO DE FILOSOFIA, ARTES Y LETRAS
SECCION LENGUAS MODERNAS
CARRERA: LIC. EN LA ENSEÑANZA DEL INGLES

<p>Second Semester 2012 COURSE CONTENTS & DISTRIBUTION (Tentative)</p> 	<p>IO-6042 Communication Techniques for Teaching a Foreign Language (Técnicas de Comunicación para la enseñanza de una lengua extranjera)</p> <p>FRIDAYS 1:00 P.M - 4:50 P.M.</p> <p>Credits: 5</p>	<p>Instructor: <i>M. Ed. Tamatha Rabb Andrews</i></p> <p>Office Hours for Attending Students: Mondays from 10 to 11:50 am or Fridays from 12 to 1pm in the English Lab</p> <p>Office #: 11 Cell Phone: 8836-4247 e-mail: tamcambronero@gmail.com Skype: tamatha.rabb</p> <p>Course Blog: http://6042ucr.blogspot.com/</p>
---	--	--

Course Overview

IO 6042: Communication Techniques for Teaching a Foreign Language is a course of five credits for the Bachelor of English as a Foreign Language that is taught for one semester, three hours per week which includes six (6) hours of research and six (6) hours of practice. Upon completion of the course, students will have a solid knowledge of educational technology, including computer use, access to information on the Internet for research purposes and most importantly, the integration of computers and educational technology in curricular environments teaching English as a foreign language.

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 curricular de la enseñanza del inglés como idioma extranjero.

Course Objectives: At the end of the course, students will be capable of:

General	Specific
<p>1. The course objective is to provide an overview of the roles in new technological advances in the field of learning a second language. Although they will address the different methodologies and theories on learning and language teaching, greater emphasis is given to the practice in the use of computers for language learning and research. The primary objective is to give the student knowledge about technology as a means to enhance personal and professional productivity within the educational field.</p>	<p>1.1 Implementation and identification of the theories and research related to CALL (computer-assisted language learning) in different educational situations and environments.</p> <p>1.2 Using productivity software packages efficiently in a foreign language class.</p> <p>1.3 Developing materials using productivity software programs that support one's course(s).</p> <p>1.4 Implementing many functions on Internet search sites for conducting educational research.</p>

<p>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.</p>	<p>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.</p> <p>1.2 Utilizar paquetes de software de productividad eficientemente en un ambiente de clase de lengua extranjera.</p> <p>1.3 Crear materiales por medio de programas de software de productividad que sirvan de soporte a sus cursos.</p> <p>1.4 Aplicar la mayor cantidad de funciones en sitios de búsqueda en el Internet para llevar a cabo investigaciones educativas.</p>
---	---

Course Contents

- | | |
|-------------------|------------|
| ➤ CALL | ➤ Webquest |
| ➤ PPP | ➤ WIKI |
| ➤ Word Processing | ➤ Podcast |
| ➤ YouTube Video | ➤ Web Page |
| ➤ Blogs | |

Linguistic Contents/ CONTENIDOS LINGÜÍSTICOS:

Critical Thinking Skills:

- Compare and contrast information from the internet and course text
- Interpret graphs, cartoons, and/or quotes
- Infer meaning / information not explicit in the context
- Hypothesize another's point of view or scenarios
- Draw conclusions
- Use context clues to guess meaning
- Infer word meaning from context
- Make judgments
- Support opinions/generalizations with information/examples
- Evaluate situations according to criteria set forth in the projects
- Correlate abstract principles with concrete examples
- Define a problem and propose a solution

Listening Tasks:

- Summarize main ideas
- Listen for details and specific information
- Provide information/evidence from the listening to support answers
- Interpret speaker's tone, emotions, and attitude
- Listen to (topic) and analyze / evaluate / comment / ask questions on (topic)
- Listen for and identify main ideas
- Listening for supporting details
- Interpret speaker's tone, pitch, and word usage as well as intent by analyzing intonation
- Watch and analyze student projects
- Take notes while listening
- Listen for emphasis in speech

Vocabulary:

- Context clues
- Vocabulary classification

Method of Instruction

The primary objective of this course is to give students the means to integrate theory and practice in the use of new technological developments in a foreign language class. Students will be assigned readings to read outside the classroom for the purpose of discussing them in class later (it is expected that the student read for pleasure as well as critically). In addition, students are to create formal presentations and interactive activities. Active participation is expected by both parties: presenters and participants. Class discussions and working sessions in the computer lab is for sharing experiences and collaborative learning---as well as using situational ethics in which to analyze and discuss the course contents within the course anthology.

El objetivo primordial de este curso es brindarle 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 discutirlos 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 evaluación--- además de utilizar la ética situacional en el que analizar y discutir los contenidos del curso dentro de la antología del curso.

Schedule of Topics

Session / Date		Topics / Homework	Presentations	Reading Assignments
1	Aug 10 th	<ul style="list-style-type: none"> - Syllabus - CALL Introduction: Foundations for Teaching and Learning - H.W.: Create a PPP Resume 		<p>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.</p> <ul style="list-style-type: none"> - (Forcier) Learning with Multimedia Tools Pp. 301-334
2	Aug 17 th	<ul style="list-style-type: none"> - PPP - H.W.: <p>(1) Read all of the theory items listed in the far right-hand column in order to prepare for your 5% quiz.</p> <p>(2) Then create an Internet Safety Poster based on your prior knowledge as well as information taken from the theory readings.</p> <p>(3) Finally, email your poster to each member of the course including the professor by 1pm on Aug. 24th.</p>	Present your PPP Resume	<ul style="list-style-type: none"> - (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 - (Egbert) Introduction: Foundations for Teaching & Learning Pp. 1 – 15 - (Forcier) Learning & Instruction Pp 3 – 41 - (Richardson) The Read/Write Web Pp. 1- 16
3	Aug 24 th	<p>H.W.:</p> <p>(1) Complete the 1st (2) Forums.</p> <p>(2) Develop your Word Processing project.</p>	Internet Safety Poster (emailed)	<ul style="list-style-type: none"> - (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

4	Aug 31 st	<p>-Word Processing with Hypertext Markup Language (HTML)</p> <p>-5% (Dictated) Quiz on the Theory of CALL</p> <p>H.W.: Create a YouTube animated teaching video.</p>	Present your Word Processing Project w/ HTML	<ul style="list-style-type: none"> - (Richardson) Video Publishing Pp. 121 – 123 - 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.
5	Sept 7 th	<p>YouTube Video</p> <p>H.W.:</p> <p>(1) Complete the 2nd (2) Forums.</p> <p>(2) Develop a course Blog.</p>	Present your YouTube Animated Video	
6	Sept 14 th	H.W.: Continue working on your course Blog.		
7	Sept 21 st	<p>Blogs</p> <p>H.W.:</p> <p>(1) Complete the 3rd (2) Forums.</p> <p>(2) Create a Webquest related to the topic(s) found in your course Blog.</p>	Present your Course Blog.	
8	Sept 28 th	H.W.: Continue working on your Webquest.		
9	Oct 5 th	<p>Webquest</p> <p>H.W.:</p> <p>(1) Complete the 4th (2) Forums.</p> <p>(2) Elaborate a Wiki for your</p>	Present your Webquest to the class.	
10	Oct 12 th	H.W.: Continue elaborating your course WIKI.		
11	Oct 19 th	<p>WIKI</p> <p>H.W.: Create a Podcast related to a topic found within either your Blog or Wiki or both.</p>	Present your Course Wiki.	
12	Oct 26 th	<p>H.W.:</p> <p>(1) Complete the 5th (2) Forums.</p> <p>(2) Continue working on your Podcast which should be posted on your course Blog.</p>		

13	Nov 2 nd	Podcast H.W.: Develop a Web Page for your course.	Present your Podcast.	
14	Nov 9 th	H.W.: Continue developing your course Web Page.		
15	Nov 16 th	H.W.: (1) Complete the 6 th (2) Forums. (2) Continue developing your course Web Page/Final Project.		
16	Nov 23 rd	Final Projects are due.	Present your Final Project.	
17	Nov. 30 th	'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.

Method of Evaluation

COMPONENTS	PERCENTAGES
Theory Quiz	5%
11 Forums @ 2% each	22%
1 Internet Safety Poster	3%
Short Projects	40%
Final Project	30%

Description of Course Assignments

- < **Forums:** As this course is based on CALL, a more productive forum will be used to check students' understanding of the course material (11 forums at 2% each giving a total of 22%). 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 (above) for due dates.
- < **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.) The poster should be emailed to me (tamcambronero@gmail.com) as well as to your fellow classmates no later than 1 pm on Friday, August 24th (you should find the list of email addresses on the course blog). To receive full credit, the safety poster should be illustrated with correct English usage throughout; the poster is emailed to everyone in the course, and the use of creative formatting which should grab the student's attention...due on Aug. 24th.

< **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 70% of the total course grade:

- PowerPoint Presentation (PPP).....5%
 - Word Processing.....5%
 - YouTube Video.....6%
 - Blogs.....6%
 - Webquest.....6%
 - WIKI.....6%
 - Podcast.....6%
 - Web Page.....30%
- o The final project will only be accepted **if all of the other mini projects have been completed and presented to the class as scheduled.**
 - o Any absences hitting a presentation date must be justified with a UCR doctor's or hospital note in order for the project to be presented at a later date.

Final Project: This is a comprehensive work which may be done individually or in pairs. Students are to create a unit lesson or project based on one theme/topic using different software packages to develop the lesson plan for a teaching environment.

The project should include:

- An overview of the unit (1%)
- Objectives (2%)
- Software used (2%)
- Specific description of the skills and procedures (5%) and
- The theoretical framework (5%)
- List of suggestions on how to use the activities (5%)
- Oral (PPP) presentation of the project (10%)
 - o Use of creative techniques such as a movie presentation, PPP, documentary, talk show(s), Podcasts, etc. (3%).
 - o Language performance (2%) will also be evaluated on the clear explanation of the project contents (3%), & presentation techniques (2%).
 - **Note:** Slight changes may occur within the above percentages and items to include. Detailed elements will be posted on the course Blog for not only the Web Page project but for all of the short projects as well.

'Ampliacion' Exam

An 'Ampliacion' Exam will be given to those students who have obtained a 6.0 to a 6.5. If the student passes this exam, the final grade will be a 7.0. This exam covers all of the course readings and lectures.

BIBLIOGRAPHY

- 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.
- Boswood, T. (1997). *New ways of using computers in language teaching: Teachers of English to Speakers of Other Languages*.
- Chapelle, C. & Jamieson, J. (2008). *Tips for teaching with CALL: Practical approaches to computer-Assisted Language Learning*. Pearson Education: White Plains, NY.
- 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*.
- Egbert, J. (2005). *CALL Essentials: Principles and Practice in CALL Classrooms*. Teachers of English to Speakers of Other Languages (TESOL): Alexandria, Virginia.
- Fitzgibbon, Kathleen. (2010). *Teaching with Wikis, Blogs, Podcasts & More*. Scholastic Inc.: New York, NY.
- Fotos, S and B. Charles. (2004). *New Perspectives on CALL for Second Language classrooms*. ESL & Applied Linguistics Professional Series. Lawrence Erlbaum Associates, Publishers: Mahwah, New Jersey
- Forcier, Richard C. & Don E. Descy. (2008) *The Computer as an Educational Tool: Productivity & Problem Solving*. Pearson-Merrill Prentice Hall: Upper Saddle River, NY.
- 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.
- Gookin, Dan. (2000). *Word 2000 For Windows For Dummies*. Hungry Minds: New York, NY.
- 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*.
- 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.
- Shelly, G., Cashman, Thomas, Gunter, Randolph, Gunter, Glenda. (1999). *Teachers discovering computers: A link to the future*: Course Technology.

Required Items

-Prepared Anthology

Course Policies

Reading assignments must be completed before the class under which they are indicated in the Schedule of Topics of this syllabus.

Several of the course sessions will be conducted online using the course blog.

Please note that university rules clearly and emphatically stipulate that all cell phones must be turned off during class.