



**CARRERA:** BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

**CICLO LECTIVO:** I-2019

**DOCUMENTO:** Programa de curso semestral

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

**MEDIACIÓN VIRTUAL:** Bimodal

**CREDITOS:** 05

**HORAS POR SEMANA:** 03 (teórico-práctico) ---Viernes de 1:00 a 3:50 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:** Lunes de 1:00 a.m. a 4:30 p.m. o Viernes de 8 a 11:30 a.m. por Mediación Virtual.

### **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 dominio 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. (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 ~~Para comprender las cuestiones éticas relacionadas con el plagio. (objetivo cognitivo y actitudinal)~~



## **CONTENIDOS DEL CURSO:**

<b>COURSE CONTENT</b>	<b>Focus of the Content</b>
CALL	Computer Assisted Language Learning Theory
PPP	Personal Resume
Screencasting	Teaching Listening & Vocabulary
Blog	Teaching Reading & Grammar
Connected Educators and Learners	Discussion session
Voicethread	Teaching Listening & Speaking
WIKI	Teaching Reading & Writing
Kahoot.it	Mini project #1 building off of a previous project
QR Codes	Mini project #2 may be used as an isolated activity or building off of a previous project
Webquest	An integration of all the skills: Listening, Speaking, Reading & Writing

## **METODOLOGÍA Y ACTIVIDADES**

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

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 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 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.
- Presentaciones orales.

**ASSESSMENT:****A. Summative Assessments**

ASSESSMENT COMPONENTS	PORCENTAGES
Presentation	10%
Short Projects	70%
Internet Safety Poster	10%
Connected Educators & Learners Audio/Video Forum	10%

**DESCRIPTION OF COURSE COMPONENTS**

- < 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, Facebook page, blog, etc. The chosen presentation technique needs to be approved by the professor no later than a week 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 10%
- < 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/or Mediacion Virtual and uses a creative formatting which should grab one's attention. The Poster counts as 10% of the total grade. See the due date in the Timetable below.
- < Connected Educators & Learners Online Discussion: This will be a group discussion using an online platform such as Google Hangout or VoiceThread 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. The following explains the grading breakdown: 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. Each project will be explained in full in the course Mediación Virtual course platform using Youtube videos, reading selections as well as the breakdown of the projects themselves. These projects are made in pairs or groups (no more than four individuals) which makes up 70% of the total course grade:

- PowerPoint Resume (PPP).....5%
- Screencasting.....10%
- Blogs.....10%
- Voicethread .....10%
- WIKI.....10%
- Kahoot.it.....5%
- QR Codes.....5%
- Webquest & Lesson Plan Project.....15%

## 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 the course Blog and/or 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 in this course will search for 2 to 3 recent academic articles on their chosen topic to present and teach to the class.

### **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*. 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.

**TIMETABLE**

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

Session	Date	Projects & Homeworks	Presentations	Reading Assignments
		<p><b>It is recommended that you obtain feedback on your projects from the professor during office hours.</b></p>		<p>This space was designed for you to write your reading HW assignments that will be posted on the course blog and/or Mediacion Virtual each week. Copies may be obtained at the Univ. copy center a week before each reading assignment. Most assigned readings may be read digitally.</p>
1	March 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>- Syllabus</li> <li>- CALL Introduction: Foundations for Teaching and Learning</li> <li>- <b>H.W.:</b> Create a <b>PPP Resume</b></li> </ul>		
2	March 22 <sup>nd</sup>	<ul style="list-style-type: none"> <li>- <b>H.W.:</b></li> <li>(1) Create an <b>Internet Safety Poster</b> based on your prior knowledge as well as internet research---at least 3 sources. Note the sources in small print on the poster itself.</li> <li>(2) Post your poster on the course Facebook page by 10am on April 6<sup>th</sup></li> </ul>	<p><b>Present your PPP Resume</b></p>	
3	March 29 <sup>th</sup> I Jornada de Inglés	<p><b>H.W.:</b> Create a <b>Screencast Video</b> teaching vocabulary.</p>	<p><b>Post your Internet Safety Poster</b></p>	
4	April 5 <sup>th</sup>	<p><b>H.W.:</b></p> <ul style="list-style-type: none"> <li>- Continue developing the Screencast video. It is recommended to obtain a critique of the video this week by posting it on the course FB page.</li> </ul>		
5	April 12 <sup>th</sup>	<p><b>H.W.:</b> Develop a course <b>Blog</b>.</p>		

6	April 19 <sup>th</sup>	<b>Easter Week</b> -		
7	April 26 <sup>th</sup> <b>Semana U</b>	<b>H.W.:</b> - Continue developing the blog. It is recommended to obtain a critique of the blog this week by seeing me during office hours.		
8	May 3 <sup>rd</sup>	<b>H.W.:</b> Develop a <b>Voicethread</b>	<b>Present your Course Blog with the embedded Screencast Video</b>	<b>Prepare for our Discussion:</b> 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?
9	May 10 <sup>th</sup> (	<b>H.W.:</b> Create a <b>Wiki</b>		
10	May 17 <sup>th</sup>	<b>“Connected Teachers and Learners” online discussion</b> <b>H.W.:</b> - Continue developing the Wiki. It is recommended to obtain a critique of the wiki this week by seeing me during office hours.		-
11	May 24 <sup>th</sup>	<b>H.W.:</b> Create one <b>Kahoot &amp; one QR Code activity</b>	<b>Present your Wiki with the embedded Voicethread</b>	
12	May 31 <sup>st</sup>	<b>H.W.:</b> Create a <b>Webquest</b>	<b>Present your Kahoot &amp; QR Code activities to the class.</b>	
13	June 7 <sup>th</sup>	<b>H.W.:</b> - Continue developing the webquest. It is recommended to obtain a critique of the webquest this week by seeing me during office hours.		



14	June 14 <sup>th</sup>	Begin developing your Blended Learning Lesson Plan	Understanding the elements of a Blended Learning Lesson Plan	
15	June 21 <sup>st</sup>	Have your lesson plan checked during office hours.		
16	June 28 <sup>th</sup>		FINAL PROJECTS Presented: Blended Learning Lesson Plan and WebQuest	
17	July 5 <sup>th</sup>	'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.