

CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

CICLO LECTIVO: I-2020

DOCUMENTO: Programa de curso semestral

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

MEDIACIÓN VIRTUAL: 100% Virtual

MODALIDAD: Sincrónico y Asincrónico

CREDITOS: 05

HORAS POR SEMANA: 03 (teórico-práctico) ---Jueves de 14 a 16:50

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: Martes o Jueves de 9:00 a.m. a 11:30 a.m. por Mediación Virtual o en cubículo 11

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 alta virtualidad en la plataforma de METICs, que consistirá en la realización de proyectos y evaluaciones en línea. Además, el docente utilizará el entorno virtual del curso para colgar los materiales utilizados en clases, así como lecturas y videos complementarios al trabajo que se realiza en el curso.***

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:

COURSE CONTENT	Focus of the Content
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
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 w/ Introduction Video & Lesson Plan OR Chosen MEP topic lesson using CALL that includes an Intro Video and Lesson Plan	An integration of all the skills: Listening, Speaking, Reading & Writing + an evaluation

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 Mediacion 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%
- Voicethread10%
- Kahoot.it.....5%
- QR Codes.....5%





- Intro Video5%
- Webquest or Alternative CALL Lesson project...10%
- Lesson Plan.....10%

B. Formative Assessments

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

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

NOTE: Slight changes may occur within the above percentages. Detailed elements will be posted on the course Blog and/or Mediacion 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 (Jueves de 1:00 p.m. a 3:50 p.m.; Room 313)

Session	Date	Projects & other tasks	Presentations	Reading Assignments
		<p>It is recommended that you obtain feedback on your projects from the professor during office hours.</p>		<p>This space is designed for you to write your reading HW assignments that will be posted on the course Mediacion Virtual platform. Most assigned readings may be read digitally.</p>
1	March 12 th	<ul style="list-style-type: none"> - Syllabus - CALL Introduction: Foundations for Teaching and Learning - H.W.: Create a PPP Resume 		
2	March 19 th	<ul style="list-style-type: none"> - H.W.: (1) Create an Internet Safety Poster based on your prior knowledge as well as internet research---at least 3 sources. Note the sources in small print on the poster itself. (2) Post your poster on the course Facebook page by 10am on April 6th 	<p>Present your PPP Resume</p>	



3	March 26 th	H.W.: Create a ScreenCast Video teaching vocabulary.	Post your Internet Safety Poster	
4	April 2 nd	H.W.: - 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.		
5	April 9 th Easter Week			
6	April 16 th	H.W.: Develop a course Blog .		-
7	April 23 rd Semana U	H.W.: - Continue developing the blog. It is recommended to obtain a critique of the blog this week by seeing me during office hours.		
8	April 30 th		Present your Course Blog with the embedded ScreenCast Video	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?
9	May 7 th	H.W.: Develop a Voicethread		



10	May 14 th	<p>“Connected Teachers and Learners” online discussion</p> <p>H.W.:</p> <ul style="list-style-type: none"> - Continue developing the Wiki. It is recommended to obtain a critique of the wiki this week by seeing me during office hours. 		-
11	May 21 st	<p>H.W.:</p> <p>Create one Kahoot & one QR Code activity</p>	Present your Voicethread	
12	May 28 th		Present your Kahoot & QR Code activities to the class.	
13	June 4 th	<p>H.W.:</p> <p>Create a Webquest or Alternative CALL Project</p>		
14	June 11 th	Begin developing your Blended Learning Lesson Plan	Understanding the elements of a Blended Learning Lesson Plan	
15	June 18 st	Have your lesson plan checked in a Zoom session.		

16	June 25 th		FINAL PROJECTS Presented: Blended Learning Lesson Plan, Intro Video, WebQuest or alternative 4 skills CALL project, and evaluation.	
17	July 2 nd	'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.