



CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

CICLO LECTIVO: I-2016

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 9:00 a 11:50 a.m.)

REQUISITO: No tiene

CO-REQUISITO: No tiene

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

DOCENTE: M.S.Ed. Tamatha Rabb Andrews

HORAS ATENCIÓN ESTUDIANTES: Viernes de 1:00 p.m. a 3:00 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 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

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.



CONTENIDOS DEL CURSO:

COURSE CONTENT	Focus of the Content
CALL	Computer Assisted Language Learning Theory
PPP	Personal Resume
YouTube Video	Teaching Listening & Vocabulary
Blog	Teaching Reading & Grammar
Google Hangout	Discussion session
Voicethread	Teaching Listening & Speaking
Webquest	Teaching Reading & Writing by means of Researching Information.
WIKI	Teaching Reading & Writing
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 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 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:

- Compare and contrast information from the internet and course text
- Interpret texts, graphs, cartoons, and/or quotes
- Infer meaning / information not explicit in the context
- Hypothesize another's point of view or scenarios
- 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	10%
Proyectos cortos	70%
1 Forum	5%
Poster Seguridad en el Internet	10%
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. With that in mind, YouTube videos will be selected with other internet materials for you to see and analyze each week. To complete the forum, watch each video as well as read any extra materials given via the course blog. 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). This forum should consist of a word count between 400 and 500 words. See the Timetable below for the due date.
- < 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%
- < 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. See the due date in the Timetable below.

- < 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 October 2nd at 9:00 am. 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 on the course Blog using Youtube videos, reading selections as well as the breakdown of the projects themselves. These projects are made in pairs or groups of three which makes up 70% of the total course grade:
 - PowerPoint Resume (PPP).....5%
 - YouTube Video.....10%
 - Blogs.....10%
 - Voicethread10%
 - Webquest.....10%
 - WIKI.....10%
 - FINAL PROJECT:
 - English Skills Lesson using Blended Learning15%

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 logra 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.
- 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.
- 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.

TIMETABLE

GRUPO 01 (Viernes de 9:00 a.m. a 11:50 p.m.; Room 310)

Session	Date	Projects & Homeworks	Presentations	Reading Assignments
		It is recommended that you obtain feedback on your projects from the professor during office hours.		This space was designed for you to write your reading HW assignments that will be posted on the course blog each week. Copies may be obtained at the Univ. copy center a week before each reading assignment. Some assigned readings may be read digitally.
1	March 11 th	- Syllabus - CALL Introduction: Foundations for Teaching and Learning - H.W.: Create a PPP Resume		
2	March 18 th	- 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 April 1 st , 9am.	Present your PPP Resume	
3	March 25 th	Easter Week		
4	April 1 st	H.W.: Create a YouTube animated teaching video.	Present your Internet Safety Poster	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	April 8 th	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 April 8th.		
6	April 15 th	H.W.: Develop a course Blog.	Present your YouTube Animated Video	-
7	April 22 nd	H.W.: - Continue developing the blog. It is recommended to obtain a critique of the blog this week by seeing me during the class period or during office hours.		
8	April 29 th Semana U	H.W.: Develop a Voicethread	Present your Course Blog	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?
9	May 6 th	H.W.: Create a Wiki	Present your Voicethread	
10	May 13 th	*Google Hangout discussion on "Connected Teachers and Learners" H.W.: - Continue developing the wiki. It is recommended to obtain a critique of the wiki this week by seeing me during the class period or during office hours.		-

11	May 20 th	H.W.: Create a Webquest	Present your Wiki	
12	May 27 th	H.W.: - Continue developing the webquest. It is recommended to obtain a critique of the webquest this week by seeing me during the class period or during office hours.		
13	June 3 rd	Begin developing your FINAL PROJECT using a Blended Learning Lesson Plan	Present your Webquest to the class.	
14	June 10 th	Have your lesson plan checked during the class period or during office hours.		
15	June 17 th		FINAL PROJECT: Blended Learning Lesson (half of the groups)	
16	June 24 th		FINAL PROJECT: Blended Learning Lesson (the rest of the groups)	
17	July 1 st	'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.