UNIVERSIDAD DE COSTA RICA

Course Syllabus

Name: Metodología en la Enseñanza del Inglés

Requisites: Second year complete in Education and Modern Languages

Course Code: FD-0530 Co-requisites: None

Credits: 3 Term: I Hours: 9 Class work: 4 Extra class: 5 Type: Core course Level: Third year

2024

I Course description

      This course is aimed at students who already have a well-based theoretical framework in teaching and a commendable level of English. It does not only expand from previous courses but also prepares students for their teaching practicum. Most part of the course will be task based, action based and project based. It will focus on the analysis of different areas of the language teaching methodology. The areas covered will go from a brief historic account of teaching methods through discussions and research on important points such as the teacher's roles and beliefs about language learning and teaching, lesson planning, materials development, technology as a teacher aid, learning strategies, the teaching of the macro and micro skills, testing, among other topics of general interest. Some research and classroom observation will be mandatory for the course as well as the reading and discussion of the articles assigned by the professor. Students are expected to participate actively and cooperate with each other in the tasks that the course demands.

II. Specific objectives

At the end of this course, students will be able to:

      1. Relate the historic background on English Teaching Methods to the current conceptions on language learning and its implications in the current EFL setting.

      2. Draw different conclusions about the present English teaching reality through observations, questionnaires, interviews, readings, conferences, among others.

3. Develop a short research project on a topic related to language learning.

4. Write lesson plans by implementing theoretical views and practical situations.

5. Design, adapt, and properly use different activities and materials in the language class.

6. Apply theoretical knowledge about the macro skills in designing a language.

7-Review contents and concepts contained in the new methodologies.

III. <u>Contents</u>

1. Language teaching approaches, methods, techniques and strategies

2. The language teacher, learner.

3. Lesson planning, material development, classroom management, and technology in the language classroom.

4. The learner and learning strategies.

5. Teaching the macro skills and the micro skills.

6. Teaching practicum.

7. Current situation of ELT in Costa Rica.

8-The new MEP proposals for ELT in Costa Rica.

IV. <u>Methodology</u>

The methodology of the course requires the reading, analysis and discussion of different reading materials. It also involves group and individual presentations of different topics and activities assigned by the professor or chosen by the students. Students are also expected to observe English classes and report on their observation in class. This course also has an on-line component based on the learning platform MOODLE. Password: Methods This is an on-line service provided by UCR that complements and enhances the work done in the courses. **Mediation Virtual will be used to place the documents, presentations and videos of the course.**

1. Method Presentation (20%) + Demo Lesson (5%) + Lesson Plan (10%) - (Total: 35%)

Students are required to make a presentation about an assigned method on the first day of class. Students must include at least three academic sources on their presentation (e.g. articles on a method) of current research that can inform their teaching practices.

Presentations which do not include at least three academic references will receive a 0. The presentation is expected to last 30 minutes. The presentation must include relevant information on the method (an introduction, the principles, the techniques, the roles of the teacher and students, advantages, and disadvantages, etc). After the presentation, students are required to teach a demo lesson of 40 minutes to their classmates using the method. The lesson must integrate at least two linguistic skills (e.g. reading and writing – listening and speaking) and students have to present a lesson plan one week prior to the teaching lesson.

The lesson's topic and proficiency level will be assigned at the beginning of the module. Students must include a technological element in their lesson (e.g. use of cellphones, apps, free software, films, web-based learning platforms, amongst others), and they must design at least one teaching material for the lesson. Lessons that do not meet the requirements mentioned above will be given a 0. Dates, methods for the presentation, demo lesson, and lesson plan will be raffled at the beginning of the term.

2. II Exams (20%: 10% each of them)

Students will have 2 exams about the topics seeing in class.

3. Portafolio (30%)

Students must create a digital portfolio (using a tool of their preference) including use of all the teaching methods studied in class. Students should explain the method (including academic references), highlight any advantages and disadvantages, and design two teaching activities per method of 40 minutes (the 40 minutes can be divided between warm-up, pre- task, main task, and post-task). Each activity must enhance the four linguistic skills (i.e. reading, writing, listening, and speaking) and a cultural element. The topics to be covered in each method will be chosen from MEP's program in accordance with the academic year assigned to each method. Students must submit II entries (20% each entry) of the portfolio as shown below:

➔ **Portfolio I**

- The Grammar Translation Method: 7th grade

- The Audio-Lingual Method: 8th grade

- The Direct Method: 9thgrade

- The Silent Way: 10th grade

➔ **Portfolio II**

- Total Physical Response: 7th grade

- Communicative Language Teaching: 11th grade

- Content-based Instruction: 11th grade

- Action Oriented Approach (MEP planning): 9th grade

4.Class Observation (15%)

Students are required to observe a class in an institution of secondary education.
Ideally, students will observe their future supervisor and future students of the
Teaching Practicum next term. Students must submit a classroom observation report
where they describe the activities that took place in the class, what went well, what
could have been improved and what the students' behavior towards the class was.
Reports that do not meet the requirements mentioned above will be given a 0. The
date to conduct the observation will be coordinated through the course and the
submission of the class observation report can be found in the chronogram.

V. <u>Evaluation</u>

1. Teaching practicum (Micro-lessons)…35%

2. Portafolio…30%

3. Exams (20% : 10% each exam)

4.Classroom Observation Report 15%

Nota: Todo estudiante en todo curso queda sujeto a los reglamentos de evaluación de
la Universidad de Costa Rica.

➔   Bajo ninguna circunstancia se permite el uso, en parte o completo, de
PLANES DE LECCIÓN o LECCIONES escritos por otras personas para
presentarlos como propios. Estose considerará plagio y será penalizado de
acuerdo con el "Reglamento de Orden y Disciplina de los Estudiantes de la
Universidad de Costa Rica"

➔   El medio oficial de comunicación entre los y las estudiantes y la
docente será el correoinstitucional y la plataforma de Mediación Virtual.

VI. <u>References</u>

H. Douglas Brown (2000) Principles of Language Learning and Teaching. New York:
Longman.

H. Douglas Brown (2001) Teaching by Principles: An Interactive Approach to Langauge
Teaching. New York: Longman.

 Ur, P. (2012) A Course in English Language Teaching. New York: Longman.

Jeremy Harmer (2005) How to Teach English. New York: Longman.

Judith Lessow-Hurley (2003) Meeting the Needs of Second Language Learners, UK: Cambridge University Press

Several articles taken from different newspapers and Internet sites

VII. <u>Other resources</u>

Online component MOODLE

VIII. <u>Course syllabus</u>

Observation Report Rubric I-2024

Student's Name:_____. Total Points: 40. Total Percentage: 15% Obt Points:___Obt %:___

Criteria	Definition	Points	Total	Comments
Introduction	Introduces the basic information about the visit (the institution's name, the teacher's name, the date of the observation, general information about the institution).	5		
Clarity and Organization .	The report is well-structured. Correct Use of APA 7th EditionIncludes titles, subtitles, and correct L2 use.	5		
Content	The report includes all the required information in the instructions (activities that took place in the class, what wentwell, what could have been improved and what the students'behavior towards the class was). The information must be supported by at least two scientific references.	20		
Conclusion	Include a reflection on how the experience of an observationwill help when you teach during the practicum next term.	10		
		TOTAL		

L2 language: More than six language problems will not be tolerated. One point will be taken off for every language mistake after the 6th mistake.
Comments:

Method, Demo Lesson and Lesson Plan Rubric I-2024

Student's Name:_____.   Total Points: 100   Total Percentage: 35%   Obt Points:___Obt %:___

Criteria	Superior (23-25 points)	Excellent (19-22 points)	Good (15-18 points)	Fair (11-14 points)	Poor (0-10 points)	Totals
Content informationof the method (advantages, disadvantages, teacher, and learner roles, etc.)	All characteristics of themethod are present and thoroughly addressed.

Points: | Most characteristics ofthe method are presentand thoroughly addressed.

Points: | Up to 90% of the characteristics of the method are present andthoroughly addressed.

Points: | Up to 75% of the characteristics are present and addressed.

Points: | 50% or less of the characteristics areaddressed.

Points: | Method presentation (20%)

Obt Points

Obt % |
| Academic Sources | At least three academic sources are referenced during the

presentation and additional sources than the course readingsare presented.

Points: | At least three academicsources are referenced during the presentation.

Points: | At least two academic sources are referenced during the

presentation and additional sources than the course readingsare presented.

  Points: | At least one academic source is referenced during the

presentationand additional sources than the course readings are presented. Points: | No academic references are made in the

presentation.

Points:‾ | |

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Demo Lesson (5%)	A demonstration of themethod is part of the presentation, and the representation of the method is highly accurate. Points:	A demonstration of themethod is part of the presentation and the representation of the method is mostly accurate. Points:	A demonstration of themethod is part of the presentation and the representation of the method is somewhat accurate. Points:	A demonstration of themethod is part of the presentation and the representation of the method is inaccurate. Points:	A demonstration ofthe method is not part of the presentation. Points:	Obt Points: Obt %:
Lesson Plan 10%	The lesson plan is cohesive, coherent andportrays the method presented. Students presented the lesson plan a week ahead. Points:	The lesson plan is not completely cohesive, coherent and somewhatportrays the method. Points:	The lesson plan is somewhat cohesive andcoherent but does not fully portray the method Points:	The lesson plan is notcohesive and coherentand does not fully portray the method Points:	Students didn't present the lessonplan one week ahead of time. Points:	Obt Points: Obt %:

L2 language: More than six language problems will not be tolerated. One point will be taken off for every language mistake after the 6th mistake.
Comments:

Portfolio Rubric I-2024

Student's Name:_____Total Points: 100. Total Percentage: 20%   Obt Points:_____Obt %: _____

Dimensions	Criteria	Definition	Points	Total	Comments
Presentation 10%	Cover Page	Includes a cover page withthe University's name, faculty, module, student's name, and date.	4		
	. Introduction	Introduces each methodand highlights their advantages and disadvantages	1		
	Writing	Correct Use of APA 7th Edition Includes titles, subtitles, and correct L2 use.	2		
	Includes scientific References	Uses at least one scientific reference in theintroduction.	3		

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Content 60%	Includes activities forfour methods	Each method has two different activities.	10		
	Activities	Each activity is planned for40 minutes and shows cohesiveness and cohesion.	15		
		Each activity enhances thefour linguistic skills and a cultural aspect	20		
		Materials for every activityare included.	15		
Conclusion 30%	Lessons Learned	Describes what the most valuable aspects of creating the portfolio were. Answersthe question: what did you learn?	10		
		Includes at least three paragraphs integrating thelessons learned with scientific references.	15		
		Includes at least threescientific references.	5		
TOTAL					

L2 language: More than six language problems will not be tolerated. One point will be taken off for every language mistake after the 6th mistake.

Comments: