Asignatura: Aprendizaje del Inglés asistido por computador
Código: LI434
Intensidad: 3 horas semanales
Pre-requisito: LI316
Créditos: 4

RATIONALE

Information and communication technologies (ICT), if applied in a reflective and appropriate way, may support the processes of teaching and learning a foreign language not only by bringing into the classroom real materials and experiences from the target language but also by allowing a high degree of autonomy in learning.

The employment of specifically designed programs for language learning may contribute highly motivating elements for our students besides making possible for them to learn at their own pace and according to their own interests and needs.

Thus, it is essential for students from the Licenciatura en Lengua Inglesa, both as students of English as a foreign language and as future teachers, to be familiar with ICT and be able to use them reflectively to support their own process of acquisition of the English language as well as their future teaching and research practice.

GOALS

• Acquaint students with technological tools to become autonomous learners.
• Explore virtual technological options which may be of use for the professional development of English language teachers.
• Create and publish CALL materials.
• Create an academic space for reflection and analysis about the use of CALL materials in the EFL classroom.
• Contribute to the development of critical and analytical skills in students in relation with the existent materials for computer assisted language learning.
• Contribute to the development of students’ communicative competence in English language through the use of CALL activities and materials.

COURSE CONTENT

• Learning Management Systems
• Using Websites for Language Learning
• Possibilities of the Web 2.0 for EFL:
  ▪ Blogs
  ▪ Forms
  ▪ Prezi
• Software for the creation of CALL activities and materials:
  ▪ Makebeliefs/Bitstrips/Dvolver/GoAnimate
  ▪ HotPotatoes/JClic
  ▪ ESL Video
  ▪ Screen cast o matic
  ▪ Lyrics Training

COMPETENCES

Active participation in the course and completion of assignments and readings will help students to develop the following competences:

Technical competences:
• Use computers and Internet as didactic and research tools.
• Employ different internet tools for communicative purposes.
• Use a variety of web 2.0 tools for supporting teaching and learning processes.
• Create and publish different materials and activities for the EFL classroom.

Teaching competences
• Extend knowledge and awareness of those aspects of ICT which are relevant to professional practice.
• Develop critical and analytical thinking in relation with ICT.
• Extend familiarity with the internet resources and materials for English language teaching and develop the ability to adapt or create classroom materials.
• Identify needs and opportunities for further development as teachers to be.

Learning competences
• Develop autonomy as language learners.
• Use metacognitive strategies to analyze and improve their learning process
• Extend their familiarity with an on line learning and teaching platform.
• Develop productive team work skills.

Communicative competence
The course will endeavor to help students advance on the language continuum and thus, their linguistic competence will also be taken into account in the activities and tasks proposed. Besides, in every session, students will devote part of the time to working individually in their communicative competence through the use of online resources and websites specifically selected to reinforce the contents of the Advanced English Language Course.

The following criteria will guide the assessment of students’ communicative competence

Overall listening competence
• Can understand instructions at a normal rate of speech and follow directions.
• Can catch the main point messages, announcements and stories
• Can understand standard spoken language, live or broadcast, on familiar topics normally encountered in personal, social, academic or vocational life.
- Determines the goal for listening.

**Reading**

- Understands clearly written instructions
- Recognizes significant points in newspaper or magazine articles on familiar subjects.
- Reacts to what he/she reads by stating his/her position on current issues.
- Makes mind maps to show a general understanding of the content, and organization of the information in the text.

**Writing**

- Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
- Uses reasonably accurately a repertoire of frequently used grammar 'routines' and patterns associated with more predictable situations
- Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.
- Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options

**Oral production**

- Delivers short, rehearsed oral presentations on familiar topics and answer simple follow-up questions.
- Constructs sentences of moderate propositional and linguistic complexity sentences on both concrete and abstract st topics.
- Uses in communicative contexts a limited range of abstract and specialized technical vocabulary.
- Reproduces English phonemes, word stress, and intonation with s a minimum of errors that interfere with communication.
- Communicates personal viewpoints and attitudes as well as information content concerning topics of interest
- Enters actively and without preparation in discussions of familiar topics.

*Competences taken from the LLI Language Competences Document*

**METHODOLOGY**

Combined theoretical and practical in-class sessions with discussion spaces where computer assisted teaching and learning will be reflectively analyzed.

Project based methodology according to which the students will be guided towards the practical employment of the tools and resources presented in class.

Autonomous learning and reflection, analysis and assessment of their own experiences as computer assisted language learners. Every week there will be a space for students to work autonomously in the development of their English language skills through the use of websites and specific materials selected by the facilitator.
Practical workshops and activities where students will review existing didactic options and will develop their own materials and activities for the EFL classroom.

The students will have access to an online course on the Moodle platform where readings and other materials about the contents of the course will be available. The communication tools of the platform will provide all participants with extra channels to share ideas, expectations and knowledge.

**DIDACTIC TOOLS**

Employment of the Moodle educational platform, e-mail, white board and marker, video beam, music, video, readings, workshops and quizzes in digital format.

**Students must always bring to class their own earphones, with built-in microphone if possible.**

**ASSESSMENT**

The competences developed by the students will be assessed through:

1. **1st partial grade:** 30% of final grade (40% tasks/60% Exam project)
2. **2nd partial grade:** 35% of final grade (40% tasks/60% Exam project)
3. **3rd partial grade:** 35% of final grade (40% tasks/60% Exam project)
RESOURCES

Digital Journals and Websites

- EFL Classroom 2.0 [http://goo.gl/McWF4](http://goo.gl/McWF4)
- Information and Communication Technology for Language Teachers (ICT4LT) [http://www.hull.ac.uk/ict4lt/en/index.htm](http://www.hull.ac.uk/ict4lt/en/index.htm)
- Language Learning and Technology (LLT) [http://llt.msu.edu](http://llt.msu.edu)
- CALL-EJ on line [http://www.tell.is.ritsumei.ac.jp/callejonline](http://www.tell.is.ritsumei.ac.jp/callejonline)
- Eduteka [http://www.eduteka.org](http://www.eduteka.org)
- Chispas TIC y Educación. El blog de Pere Marques. [http://peremarques.blogspot.com](http://peremarques.blogspot.com)