

**UNIVERSIDAD DE COSTA RICA
FACULTAD DE EDUCACION
ESCUELA DE FORMACION DOCENTE
DEPARTAMENTO DE EDUCACIÓN SECUNDARIA**

Name: Metodología en la Enseñanza del Inglés	Requisites: Completion of II year in Education and Modern Languages
Course Code: FD-0530	Correquisites: None
Credits: 4	Term: I 2019
Hours: 9 Classwork: 4 Out of Class Work: 5	Type: Core Module
Level: Third year	Prof. Verónica García Castro, PhD. Email address: veronica.garciacastro@ucr.ac.cr Office hours: Fridays from 8 am to 10am Office number: 318 FD Phone number: Office:25118188.

I Module Description

This module is aimed at students who already have a well-based theoretical framework in teaching and a commendable level of English as a second language. It does not only expand from previous modules but it also prepares students for their teaching practicum. It is designed to develop knowledge of and explore the application of the methodology of teaching English as a second/foreign language. It introduce students to current TESOL teaching methods and approaches (genre based, task based, and content based).

Most part of the module will be task based, action based and project based. The areas covered will go from a brief historic account of teaching methods through discussions and research on relevant topics 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, and testing, among other topics of general interest. Some research and classroom observation will be mandatory for the module as well as the reading and discussion of research articles. Students are expected to

participate actively and cooperate with each other in the tasks that the module demands.

II Learning Outcomes

At the end of this module 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 TESOL settings.
2. Exhibit knowledge of the current methods employed in the field of TESOL.
3. Draw different conclusions about the current TESOL reality through readings, analysis, and discussions.
4. Write lesson plans by implementing theoretical views and practical situations.
5. Design, adapt, and properly use different activities and materials in the L2 language class.
6. Articulate the rationale, purpose, and strength of various methodological approaches to English teaching.
7. Review contents and concepts contained in new methodologies.
8. Apply the methods studied in class to the teaching of both oral and written skills in a language classroom.
9. Analyse their own performance as teachers.

III. Contents

1. Language teaching approaches, methods, techniques and strategies
2. The L2 teacher and L2 learner.
3. Lesson planning, material development, and technology in the L2 language classroom.
4. Teaching the macro skills and the micro skills.
5. Teaching practicum.
6. Current TESOL situation in Costa Rica.
7. Using technology in the L2 classroom.

IV. Methodology

The methodology of the course requires the reading, analysis and discussion of different reading materials. It also involves group presentations of different topics and activities related to the module's content. Students are required to teach a mini lesson based on a topic assigned at the beginning of the module. In addition, students will give an oral presentation on the mini lesson's topic to explore current trends on how to teach the topic. Students are also expected to observe L2 English classes and report on their observation in class.

V. Assessment

1. Teaching practicum (Micro-lesson)	20%
2. Lesson plan	15%
3. First exam	25%
4. Second exam	25%
5. Presentation	15%

Notes:

Todo estudiante en todo curso queda sujeto a los reglamentos de evaluación de la Universidad de Costa Rica. Art.24 Reglamento de evaluación.

Bajo ninguna circunstancia se permite el uso, en parte o completo, de PLANES DE LECCIÓN, PROYECTOS O MICROLECCIONES escritos por otras personas para presentarlos como propios. Esto se considerará plagio y será penalizado de acuerdo con el **“Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica”**.

VI. References

- Bleistein, T., Smith, M. K., & Lewis, M. (2013). *Teaching Speaking*: TESOL International Association.
- Bloch, J., & Wilkinson, M. J. (2013). *Teaching Digital Literacies*: TESOL International Association.
- Christison, M. A., Christian, D., Duff, P. A., & Spada, N. (Eds.). (2015). *Teaching and Learning English Grammar: Research Findings and Future Directions*. New York: Routledge.
- Crawford, W. J. (2013). *Teaching Grammar*: TESOL International Association.
- Day, R. R. (2013). *Teaching Reading*: TESOL International Association.
- Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading* (2nd ed.). Harlow, England: Longman/Pearson.
- Hughes, R. (2010). *Teaching and Researching: Speaking*. London: Longman.
- Hyland, K. (2009). *Teaching and Researching Writing*. London: Longman.
- Lessard-Clouston, M. (2013). *Teaching Vocabulary*: TESOL International Association.
- Murphy, J. (2013). *Teaching Pronunciation*: TESOL International Association.
- Nemtchinova, E. (2013). *Teaching Listening*: TESOL International Association.
- Rost, M. (2011). *Teaching and Researching: Listening*. London: Longman.
- Tomas, Z., Kostka, I., & Mott-Smith, J. A. (2013). *Teaching Writing*: TESOL International Association.

Ur, P. (2012) A Course in English Language Teaching. New York: Longman.
(Coursebook. Found at Carlos Monge Alfaro library. Code:418.007u72c)

VII. Module's Chronogram

Week	Activities	Readings
1 13 th March	Introduction to the module. A Framework for language teaching and learning	
2 20 th March	A Framework for language teaching and learning	Richards, J. & Rodgers, T. (2001). <i>Approaches and Methods in Language Teaching</i> . Cambridge University Press. [read Chapters 1-2, pp. 3-35] https://www.novaconcursos.com.br/blog/pdf/richards-jack-c.-&-rodgers.pdf Rivers, W. M. (2018). <i>Teaching foreign-language skills</i> . University of Chicago Press (pgs 25-52).
3 27 th March	Teaching Grammar & Vocabulary	Nation, I.S.P. (2001). <i>Learning Vocabulary in Another Language</i> . Cambridge: Cambridge University Press (Chapter 1) http://catdir.loc.gov/catdir/samples/cam031/2001269892.pdf
4 3 rd April	Teaching Listening	Vandergrift, L. (2004). Listening to learn or learning to listen? <i>Annual Review of Applied Linguistics</i> , 24, 3-25. Flowerdew, J., & Miller, L. (2005). <i>Second language listening: Theory and practice</i> . Cambridge: Cambridge University Press. (read Chapters 2,

		3 & 5)
5 10 th April	Teaching Reading	<p>Kuzborska, I. (2018). Interactive reading strategies. <i>The TESOL Encyclopedia of English Language Teaching</i>. John Wiley & Sons.</p> <p>Nation, I.S.P. (2009). <i>Teaching ESL/EFL reading and writing</i>. New York: Routledge. (Chapter 6).</p>
6 17 th April	Easter Week	
7 24 th April	Teaching Writing (Semana U)	<p>Nation, I.S.P. (2009). <i>Teaching ESL/EFL reading and writing</i>. New York: Routledge. (Chapter 8)</p>
8 1 st May	Workers' Day	
9 8 th May	First Exam	
9 15 th May	Teaching Speaking	<p>Hughes, R. (2011). <i>Teaching and Researching Speaking</i>. London: Longman (Chapter 3)</p>
10 22 nd May	Using Technology in the L2 Classroom Lesson Plan	<p>Macaro, E., Handley, Z. L., & Walter, C. (2012). A systematic review of CALL in English as a second language: Focus on primary and secondary education. <i>Language Teaching</i>, 45(01), 1-43. 10.1017/S0261444811000395</p> <p>Prensky, M. (2001). Digital Natives, Digital Immigrants Part 1. <i>On the Horizon</i>, 9(5), pp. 1-6. Permanent link to this document: http://dx.doi.org/10.1108/10748120110424816</p>

11 29 th May	Culture in the L2 Classroom (Mini Lesson)	Hall, J. K. (2012). <i>Teaching and researching language and culture</i> (2nd ed.). London and New York: Routledge. (Chapter 1)
12 05 th June	Evaluating L2 teaching materials (Mini Lesson)	McGrath, I. (2013). <i>Teaching materials and the roles of EFL/ESL teachers. Practice and theory.</i> London: Bloomsbury. (Chapter 1)
13 12 th June	Using Films in the L2 Classroom (Mini Lesson)	Film in Language Teaching Association (FILTA) https://www.filta.org.uk/
14 19 th June	L2 English Teaching in Costa Rica (Mini-Lesson)	English Teaching Programs (MEP) www. mep.go.cr
15 26 th June	Oral Presentations	
16 3 rd July	L2 Reflective Teaching	Mann, Steve (2017). <i>Reflective Practice in English Language Teaching.</i> London : Routledge (Chapter 2).
17 10 th July	Final Exam	
18 17 th July	Final Remarks	
24 th July	Ampliación	