Name: Metodología en la enseñanza del inglés	**Requisites:** EA0350; OE0342 II Year in Education and Modern Languages
Course Code: FD-0530	**Corequisites**: None
Credits: 3	**Term:** I-2023
Hours: 9 **Classwork:** 4 **Out of Class Work:** 5	**Type:** Core Module
Level: Third year **Term**: V **Modality:** Classroom-based **Virtuality:** low-virtual	**Prof.** M.Ed(c) Karen Bermúdez Calderón **Email address:** **karen.bermudez@ucr.ac.cr** **Office hours:** Thursday 11:00 am - 12: 00md 1:00 pm – 2:00 pm **Office number**: 318 FD **Phone number:** 2511-8188

I.   Module description

This module is aimed at students who already have a well-based theoretical framework in teaching and a proficient level of English as a second language. It expands on previous modules and prepares students for their teaching practicum. It is designed to develop knowledge of and explore the application of different methodologies for teaching English as a second/foreign language (e.g task-based, content-based, and grammar translation method, amongst others). The module covers historic accounts of teaching methods through discussions, and research on relevant topics such as teacher's roles and beliefs about language learning and teaching, lesson planning, material development, technology as a teacher aid, teaching the macro and micro skills,testing, among other topics of relevant interest to the field. Research, reading, and discussion of research articles will be mandatory for the module, and students are expected to cooperate/collaborate with each other and to participate actively in the development of the tasks assigned during the module. This is not a module on L2 linguistic skills; however, students must be proficient in English to understand the module's contents and to be able to complete the assignments. Students who have not finished their second year in the School of Modern Languages may find it difficult to complete the tasks assigned for this module. Mediación Virtual will be used as the main tool for submitting and grading assignments, makingresources available, and keeping a grade record.

II. Learning Outcomes

- **General Learning Outcome**

Analyze TESOL Methods to teach macro and micro skills in English as a Foreign/Secondlanguage.

- **Specific Learning Outcomes**

  ✓ **Knowledge**

To offer TESOL pre-service teachers theoretical and practical content to understand
  1. The historical background of English Teaching Methods
  2. Current methods employed in the field of TESOL.
  3. TESOL methods to enhance linguistic skills and cultural elements.
  4. Lesson planning in TESOL
  5. The use of Computer assisted language learning CALL and Mobile Assisted Language Learning MALL in the EFL classroom.

  ✓ **Skills**
  1. Relate the historic background of English Teaching Methods to current conceptions of 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 use different activities and materials in the L2 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 teach linguistic skills (listening, speaking, reading &writing) and cultural aspects.
  9. Reflect on their own performance as teachers.
  10. Implement technological resources to teach languages in the L2 class.

  ✓ **Attitudes & Values**
  1. To value the role of TESOL teachers in society.
  2. To develop an ethical attitude towards TESOL teachers.
  3. To develop a critical attitude to evaluate materials and methodologies.

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 and micro skills.

5. Teaching practicum.

6. Current TESOL situation in Costa Rica.

7. Language teaching and learning mediated by technology.

IV. Methodology

The methodology of the module requires the reading, analysis, and discussion of different scientific- theoretical materials. Students are expected to do the readings in advance and be ready to engage in the activities assigned. It also involves teaching activities, lesson planning, group presentations, and class discussions. Students are required to give a presentation on a Methodological approach and to teach a lesson based on the topic assigned at the beginning of the module. In addition, students are also expected to observe L2 English classes and report on their observation. Classroom-based classes will be held every week. All assignments will be submitted using the institutional platform "Mediación Virtual" before midnight of the day assigned.

✓ Methodological Strategies

    a. Dialogues & Discussions
    b. Collaborative & Individual Work
    c. Practical Lesson Planning & Teaching
    d. Designing TESOL teaching activities
    e. Research current trends in TESOL
    f. Oral Presentation

V. Assessment

1. Method presentation + Demo Lesson + Lesson Plan	35%
2. Classroom Observation Report	15 %
3. Portfolio	40 %
4. Talk Report	10 %

I. 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 that 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, and 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.

II. Classroom 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.

III. Portfolio (40%)

Students must create a digital portfolio (using a tool of their preference) including the 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 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 submi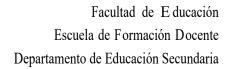t II entries (20% each entry) of the portfolio as shown   below:

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

Incomplete portfolios will not be accepted and therefore will be given a 0. The portfolio submission must be before midnight on the day assigned (students must submit their website's link via MOODLE)

IV. Participation in one Academic Talk/Presentation related to English Teaching or Education (10%)

Students are required to participate in an academic talk or presentation related to English Teaching or Education. The lecturer of this course will provide students with several possibilities to participate in one during the semester. Students can also look for academic talks or presentations they would rather participate in. A 700-word report must be submitted explaining what the talk or presentation was about and relating it to the student's context.

Notes:

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

2. 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"

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

VI.   References

- **Mandatory**

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Dörnyei, Z. (2020). *From integrative motivation to directed motivational currents: The evolutionof the understanding of L2 motivation over three decades*. In M. Lamb, K. Csizér, A. Henry & S. Ryan (Eds.), Palgrave Macmillan handbook of motivation for language learning (pp. 39-69). Basingstoke: Palgrave.

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Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge: CambridgeUniversity Press.

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Spiro, J. (2013). Changing methodologies in TESOL. Edinburgh.

TEDxtalks. (16 july 2018). *Learn to shine bright- the importance of selfcare for teachers* [Archivo de   Vídeo]. Youtube. https://youtu.be/5O5QIqlDxjg

Willis, D. &Willis, J. (2010). *Doing Task-based Teaching*. Oxford

- **Additional References**

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Bloch, J., & Wilkinson, M. J. (2013). Teaching Digital Literacies: TESOL International Association.

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Learning English Grammar: Research Findings and Future Directions. New York: Routledge.

Crawford, W. (2013). Teaching Grammar: TESOL internationalAssociation.

Day, R. R. (2013). Teaching Reading: TESOL International association.

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M. (2013). Teaching Vocabulary: TESOL International Association.

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Rost , M. (2011). Teaching and Researching: Listening. London: Longman.

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VII. Assessment Rubrics

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Portfolio Rubric I-2023

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 with the University's name, faculty, module, student's name, and date.	4		
	. Introduction	Introduces each method and 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 the introduction.	3		

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Content 60%	Includes activities for four methods	Each method has two different activities.	10		
	Activities	Each activity is planned for 40 minutes and shows cohesiveness and cohesion.	15		
		Each activity enhances the four linguistic skills and a cultural aspect	20		
		Materials for every activity are included.	15		
Conclusion 30%	Lessons Learned	Describes what the most valuable aspects of creating the portfolio were. Answers the question: what did you learn?	10		
		Includes at least three paragraphs integrating the lessons learned with scientific references.	15		
		Includes at least three scientific 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:

FD-0530 Metodología para la Enseñanza de Inglés
Observation Report Rubric I-2023

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 Edition Includes 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 went well, 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 observation will 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-2023

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 information of the method (advantages, disadvantages, teacher, and learner roles, etc.)	All characteristics of the method are present and thoroughly addressed. Points: _____	Most characteristics of the method are present and thoroughly addressed. Points: _____	Up to 90% of the characteristics of the method are present and thoroughly addressed. Points: _____	Up to 75% of the characteristics are present and addressed. Points:___	50% or less of the characteristics are addressed. 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 readings are presented. Points:__	At least three academic sources are referenced during the presentation. Points:__	At least two academic sources are referenced during the presentation and additional sources than the course readings are presented. Points:__	At least one academic source is referenced during the presentation and 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 the method is part of the presentation, and the representation of the method is highly accurate. Points: ___	A demonstration of the method is part of the presentation and the representation of the method is mostly accurate. Points: ___	A demonstration of the method is part of the presentation and the representation of the method is somewhat accurate. Points: ___	A demonstration of the method is part of the presentation and the representation of the method is inaccurate. Points: ___	A demonstration of the method is not part of the presentation. Points: ___	Obt Points: Obt %:
Lesson Plan 10%	The lesson plan is cohesive, coherent and portrays the method presented. Students presented the lesson plan a week ahead. Points: _____	The lesson plan is not completely cohesive, coherent and somewhat portrays the method. Points: _____	The lesson plan is somewhat cohesive and coherent but does not fully portray the method Points: _____	The lesson plan is not cohesive and coherent and does not fully portray the method Points: _____	Students didn't present the lesson plan 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:

Academic Talk Report Rubric
I-2023

Student's Name: _____ .   Total Points: 40. Total Percentage: 10% Obt Points:__Obt %: _____

Criteria	Definition	Points	Total	Comments
Introduction	Introduces the basic information about the academic talk/conference/presentation (the name of the presenter, theinstitution that organizes the activity, the date, etc).	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 report. It includes what the talk or presentation was about and relating it to the student's context. The report is within +/- 700 words.	20		
Conclusion	Include a reflection on how this talk might or might not havean impact on the student's future teaching.	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:

VII.   Chronogram

Week	Academic Activities	Assignments	Readings
#1 **16th March**	Introduction to the module. Scheduling for the next semester practicum Presentation & Topics assignment		
#2 **23rd March**	Approach, method, technique, and procedure Motivation in Second Language Acquisition		**Spiro, J.** (2013). Changing methodologies in TESOL. Edinburgh. (pp.1-8) **Dörnyei, Z. (**2019). *Towards a better understanding of the L2 Learning Experience, the Cinderella of the L2 Motivational Self System.* Studies in Second Language Learning and Teaching, 9(1),19-30. **Dörnyei, Z. (**2020). *From integrative motivation to directed motivational currents: The evolution of the understanding of L2 motivationover three decades.* In M. Lamb, K. Csizér, A. Henry & S.Ryan (Eds.), Palgrave Macmillan handbook of motivation for language learning (pp. 39-69). Basingstoke: Palgrave.

#3 **30th March**	The Grammar translation Method Grammar & Vocabulary Learning	**Group 1:** Method Presentation + Demo Lesson + Lesson Plan on The Grammar Translation Method	**Method: Larsen-Freeman, D.,& Anderson, A.** (2011). *Techniques & Principles in Language Teaching.* Oxford:Oxford University Press. (Chapter 2). **Macro & Micro: Nation, I.S.P.** (2001). *Learning Vocabulary in Another Language.* Cambridge:Cambridge University Press (Chapter 1) http://catdir.loc.gov/catdir/samples/cam031/2001269892.pdf **Spiro, J.** (2013). Changing methodologies in TESOL. Edinburgh. (Ch.4)
#4 **6th April**	Easter Week		
#5 **13th April**	**APA Workshop**	Virtual synchronous class. The link will be provided in advance and post in Mediación Virtual	
#6 **20th April**	The Audio-Lingual Method & Listening skills.	**Group 2:** Method Presentation + Demo Lesson + Lesson Plan on The Audio-Lingual Method	**Method: Larsen-Freeman, D.,& Anderson, A.** (2011). *Techniques & Principles in Language Teaching.* Oxford:Oxford University Press. (Chapter 4). **Macro & Micro: Flowerdew, J., & Miller, L**. (2005). *Second language listening: Theory and practice.* Cambridge: Cambridge University Press. (read Chapters 2, 3 & 5)
#7 **27th April**	**Semana U** Talk on Teacher Wellbeing and Pre-service Teacher Wellbeing		TEDxtalks. (16 july 2018). *Learn to shine bright- the importance of self care for teachers* [Archivo de Vídeo]. Youtube. https://youtu.be/5O5QIqlDxjg **Day, C., Qing, G. (2009**). Teacher Emotions: Well Being and Effectiveness. In: Schutz, P., Zembylas, M. (eds) *Advances in Teacher Emotion Research.* Springer, Boston, MA. *https://doi-org.ezproxy.sibdi.ucr.ac.cr/10.1007/978-1-4419-0564-2_2* (chapter 2)

#8 4th May	The Silent Way & Speaking Skills	**Group 3:** Method Presentation + Demo Lesson + Lesson Plan on The Silent Way	**Method: Larsen-Freeman, D.,&** **Anderson, A.** (2011). *Techniques & Principles in* *Language Teaching.* Oxford: Oxford University Press. (Ch.5). **Macro & Micro: Hughes, R.** **(2011).** *Teaching and Researching* *Speaking.* London:Longman (Chapter 3) **Spiro, J.** (2013). Changing methodologies in TESOL. Edinburgh. (Ch.7)
	Noam Chomsky and **Stephen Krashen:** **Modern Linguistics** **(video + roundtable)**		Belmekki, N. (2021, June 7). A Historic webinar with Chomsky and Krashen: Modern Linguistics [Video file]. Youtube**.** **https://www.youtube.com/wat** **ch?v=uLBMtL4JuRM**
#9 11th May	Direct Method	**Group 4:** Method Presentation + Demo Lesson + Lesson Plan on The Direct Method	**Method: Larsen-Freeman, D.,&** **Anderson, A.** (2011). *Techniques & Principles in* *Language Teaching.* Oxford: Oxford University Press. (Ch.3)
	Using Films in the LanguageClassroom & L2 Culture		Film in Language Teaching Associction (FILTA) https://www.filta.org.uk/ **Hall, J. K.** (2012). *Teaching and researching* *language and culture* (2nd ed.). London and New York: Routledge. (Ch.1)
#10 18th May	Desuggestopedia & Reading Skill	Group 5: Method Presentation + Demo Lesson + Lesson Plan on Desuggestopedia	**Method: Larsen-Freeman, D.,&** **Anderson, A.** (2011). *Techniques & Principles in* *Language Teaching.* Oxford: Oxford University Press. (Chapter 6). **Micro&Macro: Kuzborska, I.** (2018). Interactive reading strategies.*The TESOL* *Encyclopedia of* *EnglishLanguage Teaching.*

			John Wiley & Sons.
			Grabe, W. (2009). The natureof Reading: Defining Reading. *Reading in aSecond Language: Moving from Theory to Practice* (pp. 4-20). Cambridge, CA: Cambridge UniversityPress.
			Nation, I.S.P. (2009). *Teaching ESL/EFL reading and writing.* New York: Routledge. (Chapter6).
#11 **25th May**	Total Physical Response Content-based Instruction &Writing Skills	**Group 6:** Method Presentation + Demo Lesson + Lesson Plan on Total Physical Response ***Portfolio I Hand in**	**Method: Larsen-Freeman, D.,& Anderson, A.** (2011). *Techniques & Principles in Language Teaching.* Oxford:Oxford University Press. (Chapters 8 & 10) **Micro&Macro: Nation, I.S.P.** (2009). *Teaching ESL/EFL reading and writing.* New York: Routledge (Chapter 8).
#12 **01st June**	Communicative LanguageTeaching Reflective Teaching Practices	**Group 7:** Method Presentation + Demo Lesson + Lesson Plan on Communicative Language Teaching	**Method: Larsen-Freeman, D.,& Anderson, A.** (2011). *Techniques & Principles in Language Teaching.* Oxford: Oxford University Press. (Chapter 9) **Farrell, T. S**. (2015). Anniversary article: The practices of encouraging TESOL teachers to engage in reflective practice: An appraisal of recent research contributions. *Language Teaching Research,* 20(2), 223–247. doi:10.1177/1362168815617335 **Gutiérrez, M. V. A., Adasme, M. A. N., & Westmacott, A**. (2019). Collaborative Reflective Practice: Its Influence on Preservice EFL Teachers' Emerging Professional Identities. *Iranian Journal of Language Teaching Research*, 7(3), 53–70

#13 **8th June**	Task-based Language Teaching Providing Feedback	**Group 8:** Method Presentation + Demo Lesson + Lesson Planon The Direct Method	**Method: Larsen-Freeman, D.,& Anderson, A.** (2011). *Techniques & Principles in Language Teaching*. Oxford:Oxford University Press. (Chapter 11) **Willis, D. &Willis, J.** (2010). *Doing Task-based Teaching.* Oxford:Oxford University Press. (Chapters 1 & 2)
#14 **15th June**	Emerging Uses of Technology in Language Teaching and learning ***Laboratory Facultad Educación**	**Possible week to conduct class observation**	**Method: Larsen-Freeman, D.,& Anderson, A.** (2011). *Techniques & Principles in Language Teaching*. Oxford:Oxford University Press. (Chapter 14) **Macaro, E., Handley, Z. L., & Walter, C.** (2012). A systematic review of CALLin English as a second language: Focus on primaryand secondary education. *Language Teaching, 45*(01), 1-43. doi:10.1017/S0261444811000395 **Bax, S. (2011).** *Normalisation Revisited. International Journal of Computer-Assisted Language Learning and Teaching, 1(2), 1–15.* doi:10.4018/ijcallt.2011040101 https://airtable.com/shrcJfuSRiof6PmXF/tbl4t6CXWpYXk7ovp/viwFXaIHlHxzJfDIr
#15 **22nd June**	Action Oriented ApproachMEP Lesson Planning Using digital technology for Online Synchronous English Teaching	**Possible week to conduct Classroom Observation**	English Teaching Programs(MEP) www. mep.go.cr

#16 **29th June**	L2 Teaching Materials Assessment: rubrics	**Classroom Observation Report Hand in**	**McGrath, I. (2013).** *Teaching materials and the roles of EFL/ESL teachers. Practice and theory*. London: Bloomsbury. (Chapter 1). **Brookhart, S. M. (2013).** *How to create and use rubrics for formative assessment and grading.* Association for Supervision & Curriculum Development. (Ch.1 & 3) **Bernal Pinzón, A. N. (2020).** Authentic Materials and Tasks as Mediators to Develop EFL Students' Intercultural Competence. *HOW Journal*, 27(1), 29-46. https://doi.org/10.19183/how.27.1.515 **Dickinson, P., & Adams, J.** (2017). Values in evaluation – The use of rubrics. *Evaluation and Program Planning*, 65, 113–116. doi:10.1016/j.evalprogplan.2017.07.005
#17 **6th July**	Last day of Class Ideal L2 Teacher Selves: What are the characteristics of the Ideal L2 Teacher?	**Portfolio II Hand in** **Last day to submit the talk report**	
#18th **10th – 15th July**	**Portfolio II Hand in**		
17th -22nd July	**Final results**		
24th -28th July	**Ampliación**		