**Facultad: Ciencias de la Educación**

**Profesor:** M.A Ana Julia Chaverra Rivas

**Periodo Académico:** 2018-1

**SEMESTRE VIII.**

**CREDITOS:\_3\_\_ HORAS: Semanales\_\_\_\_**

**HTD\_\_148**

**HTI\_48\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Programa: Lic. en Lenguas Modernas con énfasis en Inglés**

**Asig: The four skills: TEACHING SPEAKING**

**Campo:** Aplicación

**Bloque:\_8\_\_\_\_ Aula:\_\_\_\_\_**

**Oficina del profesor\_\_\_\_\_\_\_\_\_\_**

**GUÍA PROGRÁMATICA/STUDY PROGRAM**

**DESCRIPCIÓN DEL CURSO/ COURSE DESCRIPTION**

This course will focus on the importance of speaking skills, including how to be a proficient speaker. Students will be exposed to all four language skills (listening, speaking, reading & writing emphasizing on speaking skill (in order to gain understanding of how the speaking ability works and acquire methodological skills to help young learners develop their oral communication capacity in the foreign language. Also, students will discuss how various factors affect our ability to speak in public, including culture, technology, gender, and interpersonal relations.

1. **DESTINATARIOS**/7th semester students

This course is adressed to 7th semester students beloning to the Licenciatura en Lenguas Modernas con Énfasis en Inglés

1. **OBJETIVOS/LEARNING GOALS**

This course will enable students to:

* Gain understanding of how the speaking ability works and acquire methodological skills to help young learners develop their oral communication skills in the foreign language.
* Listen for main ideas and for specific details in order to produce a meaningful response.
* Reflect on their experiences and come out with an action plan for improvement.
* Assess their communication skills and apply strategies for improving their ability to listen and speak effectively.
* Gain knowledge about the speaking process (intro-practice and production).
* Know about and practice for standardized Test (TOEFL/IELTS).
1. **COMPETENCES/COMUNICATIVE COMPETENCES: LINGUISTIC, PRAGMATICS AND SOCIO-LINGUISTIC**

Skills at level B1: The CEFRL specifies the following:

* Can understand the main points of clear texts in standard language if they are about topics with which they are familiar, whether in work, study or leisure contexts.
* Can cope with most of the situations that might arise on a trip to areas where the language is used.
* Can produce simple, coherent texts about topics with which they are familiar or in which they have a personal interest.
* Can describe experiences, events, wishes and aspirations, as well as briefly justifying opinions or explaining plans.
1. **MAJOR CONTRIBUTIONS**

Throughout the course students will be exposed to situations, language use and interaction, in order to fulfill the expected skills required by the level.

1. **CONTENT**

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| **Indicadores de logros de la Unidad** | **UNIT 1: Introduction to speaking** **Getting ready!** |
| COMPETENCES | UNIT CONTENT | INPUT SESSIONS  | INDEPENDENT WORK |
| **Communicative competence**Component(Linguistic, Pragmatic, Socio-linguistic)Linguistic objectives* Listening strategies
* Listening for gist and for main ideas
* Structure listening reports
* Predicting and making inferences.
 | - Introduction to speaking: approaches strategies and activities.-Strategies for leaning vocabulary effectively(collocatios, synonyms, anglicisms, cognates) list-Teaching oral skills -Increasing student interaction -Speaking and elementary learners   | * Listening exercises
* Required readings
* Acting out Roleplays
* Grammar practice/
* Games
* Open discussions
* Interviews
* Debates
 | -Complementary Project**Collecting views and opinions of people on a particular issue or problem.**1. Aim: ask and collect people´s opinion on a particular issue.
2. Students take current issue or problem and ask for the opinion of people about the issue and report it with (videos).
* *Research on topics*
* *Completing exercises from online lab at:*

[*www.esl-lab.com*](http://www.esl-lab.com) |

|  |  |
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| **Indicadores de logros de la Unidad** | **UNIT 2 : Getting teenagers talking** |
| COMPETENCES | UNIT CONTENT | INPUT SESSIONS  | INDEPENDENT WORK |
| **Communicative competence**Component(Linguistic, Pragmatic, Socio-linguistic)Linguistic objectives* Promoting speaking and conversation strategies
* Listening activities to support oral communication
* Structure listening reports
* Predicting, eliciting and making inferences.
 | 1. Research on the teaching of conversation
2. Getting teenagers talking
3. Practical activities
4. Assessing speaking
5. Assessing speaking(Rubrics)
6. Steps for a lesson plan(model)

Planning and teaching a conversation class **Vocabulary**Expressions for presentations and strategies | * Listening exercises
* Required readings
* Acting out Roleplays
* Grammar practice/
* Games
* Open discussions
 | -Complementary Project**Collecting views and opinions of people on a particular issue or problem.**1. Aim: ask and collect people´s opinion on a particular issue.
2. Students take current issue or problem and ask for the opinion of people about the issue and report it with (videos).
* *Research on topics*
* *Completing exercises from online lab at:*

[*www.esl-lab.com*](http://www.esl-lab.com) |

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| **Indicadores de logros de la Unidad** | **UNIT 3 : Getting ready for Standardized Tests** |
| COMPETENCES | UNIT CONTENT | INPUT SESSIONS  | INDEPENDENT WORK |
| **Communicative competence**Component(Linguistic, Pragmatic, Socio-linguistic)Linguistic objectives* Speaking strategies
* Listening for gist and for main ideas
* Predicting and making inferences.
 | - Structure of the speaking testsVOCAB : Academic World list -Understanding the speaker’s responses and attitude-Strategies to succeed in a speaking test-Practical activities(CARD PROMPTS)- Sample tests(TOEFL/IELTS) | * Listening exercises
* Required readings
* Acting out Roleplays
* Grammar practice/
* Games
* Open discussions
 | -Complementary Project**Collecting views and opinions of people on a particular issue or problem.**-Aim: ask and collect people´s opinion on a particular issue.-Students take current issue or problem and ask for the opinion of people about the issue and report it with (videos).* *Research on topics*
* *Completing exercises from online lab at:*

[*www.esl-lab.com*](http://www.esl-lab.com) |

1. **EVALUACIÓN/ASSESSMENT CRITERIA**

The assessment criteria along with this course will encompass the requirements as states:

|  |  |
| --- | --- |
| Reminders  | Percentages  |
| * Mid-term 1: Interview
 | **20%**  |
| Follow up-activities and reports(Presenttions) | **10%** |
|  | **30%** |
| * Mid-term 2: Planning and teaching a conversation class
 | **20%**  |
| * Follow up-activities and reports
 | **10%** |
|  | **30%**  |
| * Final test: Speaking task: given prompts
 | **20%** |
| * A lesson on speaking
 | **20%** |
|  | **40%** |
| * Sum Total
 | **100%** |

**VIII. METODOLOGY**

 This course offers ample opportunities for students to learn and use the language by means of different approaches: Task-Based and Students-Centered. Thus, students will read assigned texts dealing with teaching approaches, plan and teaching conversation lessons, apply practical activities in their classes, write a report on the experience and make a presentation. Round tables and debates will be held in order to discuss the practical value of approaches and activities in their own educational context. Special attention is also given to practice prompts for standardized tests.

**VIII COURSE MATERIALS**

 Apart from the study program provided to students, Adapted materials will be used in class, linked to the topic areas studied. (prints, audio and video) online dictionaries and websites are also available.

**Teaching aids**: speakers, laptop computer, Video beam, the internet.

**IX. CRONOGRAMA/TIMETABLE FIT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Months** **Activities** | **May**  | **June** | **July** | **August**  | **September** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Introduction to course: Class Agreements- Learning effective vocabulary (Collocations, Cognates, Anglicism, parts of the speech)PRACTICE: learning vocabulary-Conversation strategies Teaching oral skills -Increasing student interaction -Speaking and elementary learners   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TEST(Speaking: PRESENTATION ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - UNIT 21. Research on the teaching of conversation
2. Getting teenagers talking
3. Practical activities
4. Assessing speaking
5. Assessing speaking(Rubrics)
6. Steps for a lesson plan(TEMPLATE)

Planning and teaching a conversation class  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Presenting the lesson to the classFeedback |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| -UNIT 3Structure of the speaking testsVOCAB : Academic World list -Understanding the speaker’s responses and attitude-Strategies to succeed in a speaking test-Practical activities(CARD PROMPTS)- Sample tests(TOEFL/IELTS) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Final test: SPEAKING TASK (TOEFL/IELTS) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Delivery a complementary project**-Collecting views of a particular issue**-**Writing an E-mail to the languages coordinator**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

IX. **ESTRATEGIAS PEDAGÓGICAS/PEDAGOGICAL STRATEGIES**

The methodological strategies referred to learning, most used for the development of the course are:

* Problem Based Learning (PBL)
* Collaborative learning
* Project-Oriented Learning (POL)
* Task Based Learning (TBL)
* Educational simulators
* Peer editors, drafting, proofreading, editing
* Brainstorming
* Practical exercises
* Autonomous work
* Individual and team work

**OBSERVACIONES/REGULATIONS**

1. **BIBLIOGRAFÍA/REFERENCES**

Grugeon, Elizabeth et al. (2006). Teaching Speaking and Listening in the Primary School. London: David Fulton Publishers Ltd.

Bailey, K. (2004). Practical English Language Teaching: Speaking. McGraw-Hill College

Folse, K. (2006). The Art of Teaching Speaking: Research and Pedagogy for the ESL/EFL Classroom. University of Michigan Press

Hughes, R. (2003). Teaching and Researching Speaking. Pearson ESL

 Bygate, M. (1987). Speaking. Oxford: Oxford University Press

Celce-Murcia, M. (2001). Teaching English as Second or Foreign Language. Newbury House

Brown, G and G.Yule. (1983). Teaching the Spoken Language. Cambridge University Press

Available websites

Internet-based articles: (BBC Teaching English Website) <http://www.teachingenglish.org.uk/think/listen.shtml>

<http://www.abaenglish.com/en/online-english-course-levels/lower-intermediate/>

<http://www.eslgold.com/speaking/ss_asking_favors.html>

<http://www.esl-lab.com/>