1. **INFORMACIÓN BÁSICA**

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| 1.1. Facultad | Educación y Ciencias Humanas | 1.2. Programa | Lic. En Lenguas Extranjeras con énfasis en Ingles | | |
| 1.3. Área | Elective | 1.4. Curso | Listening Strategies | | |
| 1.5. Código | EC212326-2 | 1.6. Créditos | 2 | | |
| 1.6.1. HDD | 32 | 1.6.2. HTI | 32 | 1.7. Año de actualización | 2020 |

1. **JUSTIFICACIÓN**

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| This course aims to help students improve their listening skills through variety of meaningful techniques, so they can cope with spoken discourse. Additionally, this course will give students the opportunity to practice the language in situated contexts while identify different genres of texts and analyzing purposes, main ideas, attitudes, referents and functions in short and long lectures and in daily conversations. |

1. **PROPÓSITOS DE FORMACIÓN**

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| Students will strategies to understand spoken conversations through cross-curricular English activities and about different topics.  **Course Goal**. On completion of the course, the students will be able to use effective listening strategies in the listening comprehension process. |

1. **COMPETENCIAS ESPECIFICAS Y TRANSVERSALES**

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| By the end of this course students should be able to:   * Demonstrate effective use of listening strategies to identify main points of extended discussion and specific information in short and long conversations about different topics. * Identify strategies that allow them to understand what is said in discussions held by native speakers who do not modify their language in any way. * Select strategies that allow to understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided in clearly and articulated conversations. * Use hypermedia resources (videos, audios), computer applications and functions in and out of the classroom. * Use word processing apps and any technological linguistic tools in the process of listening. * Demonstrate collaborative work with classmates and teachers. |

1. **LEARNING OUTCOMES**

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| By the end of the course, students will:   * Identify main and specific ideas in short videos and audios using maps and diagrams to organize information * Identify the main topic in short and long conversations held by speakers of different nationalities or native speakers * Identify unfamiliar words and their meanings using the context of the conversations. * Identify the speakers’ point of view, purpose, language, tone expressed in the conversations using templates. * Report to the class important data, statistics understood after listen to a piece of spoken English. * Evaluate critically the point of view of the speakers in short conversations about different topics. * Use online tools to listen and outline information in news, advertisings, conversations. * Select listening strategies autonomously to enhance the understanding of subject-specific-content texts in and out of class. * Participate in groups to speak about the topic, the main ideas and supporting information in short presentations in class. |

1. **COURSE CONTENT**

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| Unit 1: Type of texts according to genre: narratives, explanations, recounts, exposition, report, procedure.  Unit 2: Listening strategies:   * Identifying themes and topics developed in a text (videos, audios, recordings) * Underline main ideas and supporting details * Selecting expression and vocabulary in context. * Inferring from a text. * Predicting the arguments of the speakers. * Describing attitudes, points of view and stance of speakers. * Putting arguments in for and against in order. * Drawing conclusions using the author’s ideas and your own ideas. |

1. **ESTRATEGIAS METODOLÓGICAS**

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| Lessons will be designed based on students’ needs and lacks regarding their listening competence in the language. The classes will be designed taking into account three phases cycle: explanatory, development and expansion. Students will be given the opportunities to raise awareness on the type of genres they can encounter in texts in their daily life or in academic situations, and put into practice listening strategies modelled in class. Innovate technological tools found on the web can be of good support for students to improve their listening competence if used out of the classroom. |

1. **ACTIVIDADES Y PRÁCTICAS**

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| The course will include explanation of the type of texts students can find in daily activities or in academic settings according to their language competence. After doing the identification of texts, the listening strategies that can help then to understand texts will be modelled so then can latter use them while doing listening tasks individually or in groups. The inclusion of multimodal affordances will also be included in class and on behalf of the learners on their own to help students expand their listening competence in the language. |

1. **CRITERIOS DE EVALUACIÓN PARA EL DESARROLLO DE COMPETENCIAS**

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| Outcome: All students will receive a grade ranging from 1.0-5.0.  **Formal: 80%**  Checklist, tasks, listening tests.  Formal presentations  Summaries integrated with short videos  **Informal 20%**  Observational records of students’ participation in class. |

1. **BIBLIOGRAFÍA**

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| * Richards, J. C., & Threw, G. (2020). Tactics for Listening (3rd ed.). Oxford University Press. * BBC. Learning English * <https://www.emeraldinsight.com/> * <https://www.ets.org/> * <https://www.esl-lab.com/> * <https://multimedia-english.com/> * <https://www.ted.com/> |
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