

La Llengua Anglesa en el Món Contemporani: Pràctiques i Contextos

2014/2015

Code: 103581
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Educació primària	OT	0	0

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Use of languages

Principal working language: anglès (eng)
Some groups entirely in English: Yes
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

To take this course, it is necessary to have, AT LEAST, a B2 level of English. This is the entry level, not the level students will be required to have upon finishing the course (closer to a C1 level).

Objectives and Contextualisation

This course aims at providing pre-service English teachers with the necessary linguistic and communicative resources to act efficiently and accurately as teaching professionals. For that reason, the first part of this course will be devoted to widening and specializing both the vocabulary and the communicative strategies of students so that they are able to manage not only learning but also organizational and behavioural matters in the English classroom. Various key aspects of classroom discourse will be discussed from a comparative and functional perspective (with special emphasis on issues of politeness and (in)directness). Students will be asked to observe the communicative practices of teachers in their Practicum V school and to reflect on their own communication and language needs. The second part of the course aims at improving students' pronunciation. The approach will be applied. The focus will be on segmental aspects of English (vowels and consonants) and emphasis will be placed on the comparison between the phonological systems of Catalan/Spanish and English. The model will be British English (RP), although aspects of the North-American standard (GA) will also be discussed. This standard will also be accepted in students' productions.

Skills

- Abordar amb eficàcia situacions d'aprenentatge de llengües en contextos multiculturals i plurilingües.
- Analitzar críticament el treball personal i utilitzar els recursos per al desenvolupament professional.
- Comprendre els principis bàsics de les ciències del llenguatge i la comunicació.
- Desenvolupar estratègies d'aprenentatge autònom.
- Desenvolupar un pensament i un raonament crític i saber comunicar-se de manera efectiva, tant en les llengües pròpies com en una tercera llengua.
- Expressar-se, oralment i per escrit, en una llengua estrangera.
- Fomentar la lectura i el comentari crític de text dels diferents dominis científics i culturals continguts al currículum escolar.
- Incorporar les tecnologies de la informació i la comunicació per aprendre, per comunicar-se i col·laborar en els contextos educatius i formatius
- Respectar la diversitat i la pluralitat d'idees, persones i situacions.
- Treballar en equips i amb equips (del mateix àmbit o interdisciplinar).

Learning outcomes

1. Analitzar i debatre de forma crítica textos teòrics de diferents àmbits de la lingüística.
2. Aportar idees i saber integrar-les en el treball conjunt de l'equip
3. Comprendre el discurs orals acadèmic en anglès, saber prendre notes i resumir les idees principals.
4. Conèixer els conceptes bàsics de la pragmàtica i la semàntica aplicada a l'ensenyament de l'anglès i saber analitzar els discurs oral a l'aula.
5. Demostrar una sòlida competència pragmàtica i sociolingüística en llengua anglesa (equivalent, com a mínim, al nivell B2 del MCERL).
6. Produir discursos orals intel·ligibles i fluids, respectant els principis bàsics de la pronunciació, el ritme i l'entonació en llengua anglesa.
7. Reconèixer les llengües com un conjunt de varietats totes igualment respectables i demostrar els coneixements teòrics necessaris per descriure i explicar la variació en llengua anglesa i els processos d'estandarització.
8. Saber expressar-se en llengua anglesa de forma oral i escrita a un nivell avançat (corresponent, com a mínim, a un B2 del MCERL).
9. Ser capaç d'analitzar críticament els processos sociolingüístics, així com d'exposar les pròpies idees de forma coherent i raonada.
10. Ser capaç d'autoavaluar-se i d'avaluar les produccions escrites i orals de companys en llengua anglesa de forma ben argumentada.
11. Ser capaç d'autoavaluar-se i d'establir i executar un pla de millora de la competència comunicativa en llengua anglesa.
12. Utilitzar les TIC/TAC en el disseny, desenvolupament i autoavaluació d'activitats d'aprenentatge en anglès.
13. Utilitzar una varietat de recursos comunicatius de nivell avançat en anglès de forma correcta, fluida i adequada a la situació (equivalent, com a mínim, al nivell B2 del MCERL).

Content

Part 1: The practice of English language use in professional contexts (English for teaching purposes)

1.1. Classroom language: grammar and vocabulary revision; frequent idioms.

1.2. Specialist vocabulary: classroom equipment, children games, classroom management.

1.3. Speech acts in the classroom: An overview of communicative functions and their linguistic realisations; functional equivalents

1.3.1. Giving instructions and making requests

1.3.2. Asking questions

1.4. Writing student reports

Part 2: Spoken English: Aspects of pronunciation and stress

2.1 Basic concepts of general phonetic description

2.2 English vowels

2.3 English consonants

2.4 Homophones

2.5 Word stress

2.6 Weak forms and rhythm

Methodology

The teaching methodology is based on:

-directed activities: 30%

-supervised activities: 20%

-autonomous activities: 50%

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Correction and discussion of practical exercises	30	1.2	
Presentation of theoretical concepts	15	0.6	
Type: Supervised			
Group preparation and oral presentation of a topic	15	0.6	
In-class exams	6	0.24	
Small-group discussion of theory and practice	9	0.36	
Type: Autonomous			
Exercises and practical activities	30	1.2	
Independent study	17	0.68	
Individual assignments	20	0.8	
Supplementary readings	8	0.32	

Evaluation

Students must bear the following in mind:

1) All assessment items must be passed. If, after reassessment, a student has one failed item, it will be averaged out with the rest provided it is only one and the mark is higher than 4.5.

2) Handing in 30% of all assessment items excludes the possibility of getting a No presentat as a final mark.

3) VERY IMPORTANT: Total or partial plagiarism of any assessment items will mean that students will fail the whole course and not just the specific assignment. PLAGIARISM means copying from sources without identifying them -whether one sentence, one paragraph or a whole text- and then pretending it is the students' (THIS INCLUDES COPYING FROM THE INTERNET), and it is a major offence. Students must learn to respect others' intellectual property rights and to identify sources. It is necessary that they learn to be responsible for the originality and authenticity of their own texts.

Reassessment:

Only 30% of all items can be reassessed. If a student fails more than 30% of the items he will automatically fail the course without being able to reassess.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
In-class test on Part 2	7,5%	0	0	3, 8, 11
Oral presentation	20%	0	0	1, 4, 5, 7, 8, 9, 13
Part 1 written exam	15%	0	0	2, 3, 6, 8, 13
Part 2 oral exam	15%	0	0	13
Part 2 written exam	20%	0	0	1, 3, 4, 5, 7, 8, 13
Significant contribution to classroom discussion and activities	7,5	0	0	1, 3, 4, 6, 7, 9
Written student report	15%	0	0	2, 6, 7, 8, 9, 10, 11, 12

Bibliography

Part 1:

Hughes, G. S. (2001) *A Handbook of Classroom English*. Oxford: Oxford University Press.

Salaberry, S. (1995) *Classroom Language*. London: Macmillan.

Slattery, M. and J. Willis (2001) *English for Primary Teachers: A Handbook of Activities and Classroom Language*. Oxford: Oxford University Press.

Spratt, M. (1994) *Language for the Teacher: A Language Development Course*. Cambridge: Cambridge University Press.

Web resources

<http://www.usingenglish.com/files/pdf/classroom-language-moving-around.pdf>

http://www.pearsonlongman.com/young_learners/pdfs/classroomlanguage.pdf

<http://finchpark.com/courses/classeng/>

Part 2:

Bowler, B. and S. Cunningham (1990) *Headway: Intermediate Pronunciation*. Oxford: OUP.

Hancock, M. (2012) *English Pronunciation in Use. Self-study and Classroom Use. Intermediate (2nd ed.)*. Cambridge: Cambridge University Press.

Estebas Vilaplana, E. (2009) *Teach Yourself English Pronunciation: An Interactive Course for Spanish Speakers*. Madrid: UNED.

Smith, J. and A. Margolis (2007) *Pronunciation: Study Book*. Reading: Garnet Education.

Solé, M. J. (1991) Stress and Rhythm in English. *Revista Alicantina de Estudios Ingleses* 4: 145-162.
Downloadable from: http://rua.ua.es/dspace/bitstream/10045/5496/1/RAEI_04_13.pdf

Rogerson, P. and J.B. Gilbert (1990) *Speaking Clearly*. Cambridge: CUP.

O'Connor, J.D. (1980) Better English Pronunciation. Cambridge: CUP.

Wells, J.C. (2008) Longman Pronunciation Dictionary. London: Longman

Web resources:

Department of Phonetics and Linguistics UCL - Identify the symbol: <http://www.phon.ucl.ac.uk/home/johnm/flash/findrp.htm>

The International Phonetic Association: <http://www.langsci.ucl.ac.uk/ipa/ipachart.html>

Sheep or ship? (vowels): <http://www.shiporsheep.com/>

Phonetics: The sounds of spoken language (English and Spanish), University of Iowa: <http://www.uiowa.edu/~acadtech/phonetics/#> (consonant profiles)

Type IPA phonetic symbols: <http://ipa.typeit.org/>

General reference language materials

Kennedy-Scanlon, M., E. Pladevall and J. Cebrian (2012) Guided Error Correction.: Exercises for Spanish-Speaking Students of English. Level B2. Bellaterra: Publicacions de la UAB.

Mann, M. and Taylore-Knowles, S. (2006) Destination B2. Grammar and Vocabulary. Oxford: Macmillan.

McCarthy, M. & F. O'Dell (2005) English Vocabulary in Use Advanced. Cambridge: CUP.

McCarthy, M. & F. O'Dell (2005) Test Your English Vocabulary in Use Advanced. Cambridge: CUP.

McCarthy, M. & F. O'Dell (2007) English Phrasal Verbs in Use Advanced. Cambridge: CUP.

McCarthy, M. & F. O'Dell (2008) Academic Vocabulary in Use. Cambridge: CUP.

Parrott, M. (2000) Grammar for English Language Teachers. Cambridge: CUP.

Vince, M. (2008) MacMillan English Grammar in Context Advanced. London: MacMillan Heinemann.

Vince, M. and Emmerson, P. (2003) First Certificate Language Practice (with key). Oxford: Macmillan.

Swan, M. (2005) Practical English Usage (3rd ed.) Oxford: OUP.

Swan, M. and C. Walter (1997) How English Works: A Grammar Practice Book. Oxford: Oxford University Press.

Yule, G. (2006) Oxford Practice Grammar. Advanced (with key). Oxford: Oxford University Press

A selection of Internet resources for language learning and teaching

<http://www.bbc.co.uk/worldservice/learningenglish/>

<http://www.learnenglish.org.uk/>

<http://www.world-english.org/>

Dictionaries

Oxford Advanced Learner's Dictionary, OUP.

Collins Cobuild English Dictionary, Harper Collins Publishers.

Cambridge Advanced Learner's Dictionary, CUP.

Collins English-Spanish/Spanish-English Dictionary, 6th ed., Grijalbo.

Longman Language Activator. Longman.

On-line dictionaries

<http://www.ldoceonline.com/> (Longman Dictionary of Contemporary English)

<http://www.merriam-webster.com/> (Merriam-Webster dictionaries on line)

<http://dictionary.cambridge.org/> (Cambridge dictionaries on line)

<http://www.flo-joe.co.uk/> (Cambridge official examination practice)

www.els-lab.com (listening exercises with self-correction multiple-choice activities)

www.pbs.org (American public television. Documentaries. American English)

<http://5yiso.appspot.com/> (Oxford Collocations Dictionary for Students of English)