UAB

Universitat Autònoma de Barcelona

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English Language Teaching Methodologies and New Technologies

Code: 42289
ECTS Credits: 6

Degree	Type	Year	Semester
4313157 Advanced English Studies	OT	0	0

Contact

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Use of languages

Principal working language: english (eng)

Prerequisites

A basic knowledge of teaching methodologies is supposed.

Objectives and Contextualisation

The main aim of this module is to introduce students to the key concepts of instructed second language acquisition which are applicable to English language teaching methodologies and the use of new technologies.

The most relevant present-day teaching models will be analysed taking into account individual differences in language learning, the role of the teacher, age and assessment methods. The course will also introduce students to new technological advances in the field of foreign language teaching and course design and material writing.

Skills

- Analyse and synthesise information at an advanced level.
- Analyse the relationship between factors, processes or phenomena in the acquisition of English as a second language, its learning and teaching methods, and its literature, history and culture.
- Apply methodological knowledge of statistical analysis and data generation, treatment and codification of multilingual databases, analysis of literary texts, etc. to research.
- Critically argue, issue judgements and present ideas on the basis of the analysis of information originating from scientific production in these areas.
- Develop autonomous learning skills applicable to the research process.
- Distinguish and contrast between the different methodological and theoretical models applied to the academic study of the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, literary studies and cultural studies.
- Resolve problems in multicultural academic and/or professional environments associated with the studies of the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, and the literature and culture of this language.
- Show respect towards the opinions, values, behaviours and/or practices of others.
- Use new technologies for capturing and organising information relevant to lifelong learning and problem-solving in professional activities.
- Use the English language for academic and professional purposes related to research into the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, literary studies and cultural studies.

- Work effectively in teams in multilingual, multicultural and interdisciplinary professional and/or academic environments.

Learning outcomes

1. Analyse and synthesise information at an advanced level.
2. Analyse the relationship between factors, processes or phenomena in the acquisition of English as a second language, its learning and teaching methods, and its literature, history and culture.
3. Critically apply the different language teaching and learning models to different contexts and realities and incorporate new technologies in teaching methodologies.
4. Critically read academic articles on the acquisition and learning of second languages, their teaching methodologies and new language technologies.
5. Design materials in accordance with the teaching methodologies acquired and apply new technologies to the teaching of languages.
6. Develop autonomous learning skills applicable to the research process.
7. Distinguish the basic concepts of acquisition, learning and teaching of languages as well as their newest technological applications.
8. Evaluate the results of the application of different models for language teaching using questionnaires, interviews and data analyses while applying new technologies.
9. Explain the relationship between the factors of learning, teaching methodology of teaching English as a foreign language and the different methods of evaluation.
10. Identify the different theoretical models of teaching English as a foreign language and its technological applications.
11. Produce critical reviews of academic articles on the teaching and learning of second languages, their teaching methodologies and new language technologies.
12. Show respect towards the opinions, values, behaviours and/or practices of others.
13. Use new technologies for capturing and organising information relevant to lifelong learning and problem-solving in professional activities.
14. Work effectively in teams in multilingual, multicultural and interdisciplinary professional and/or academic environments.
15. Write advanced level academic texts on the learning of English as a foreign language and the different teaching models.

Content

1. Basic and advanced concepts in the adquisition of a second language (SL).

2. Models of SLT.

3. The role of the teacher in the classroom.

4. ICT in the ELT classroom .

5. The use of Web 2.0 applications in the ELT classroom.

6. Material creation.

Methodology

- Lectures at the start of every session to introduce the basic concepts.

- Class discussions from the assigned readings.

- Class discussions on practical cases of implementation of the methodologies introduced in class.

- Practical activities on material design.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Supervised			
Home Assignments	30	1.2	2, 4, 7, 11, 15
Material Creation: blogs, wikis, podcasts, HP,...	70	2.8	4, 7

Evaluation

All students are expected to actively participate in class debates and present the material they have created. They will also be responsible for finding and contributing with interesting activities and secondary material to present in class.

Students will have to create materials using the TIC tools seen in the class and write a short description and justification paper.

At the end of term, students will have to hand in a final assignment on one of the topics covered in the class.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Assignments	40	0	0	1, 5, 6, 8, 10, 13, 14, 15
Class Participation	10	10	0.4	3, 5, 7, 12
Final Assignment	50	40	1.6	2, 3, 4, 9, 11, 15

Bibliography

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Clyde, W. (2005) Using technology in teaching. New Haven: Yale University Press.

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Schneider, M., & Stern, E. (2010). The cognitive perspective on learning: Ten cornerstone findings. In Organisation for Economic Co-Operation and Development (OECD) (Ed.), The nature of learning: Using research to inspire practice (pp. 69-90). Paris: OECD.

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