

Degree	Type	Year	Semester
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0

Contact

Name: Elisabet Pladevall Ballester

Email: Elisabet.Pladevall@uab.cat

Use of languages

Principal working language: english (eng)

Some groups entirely in English: Yes

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Prerequisites

- Students should have passed Use of English 1 and 2 to register for the course.

- The course requires an initial level of English C1-Advanced- or C2-Proficiency- of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Students with C1 can understand a wide range of demanding, longer texts, and recognise implicit meaning; they can express themselves fluently and spontaneously without much obvious searching for expressions; they can use language flexibly and effectively for social, academic and professional purposes; they can produce clear, well-structured, detailed texts on complex subjects, showing controlled use of connectors and cohesive devices. With C2, students can understand almost everything they read or hear without effort; they can summarise information from different oral and written sources, reconstruct facts and arguments and present them in a coherent way; they can express themselves spontaneously, with fluency and precision, distinguishing subtle nuances of meaning even in the most complex situations.

Objectives and Contextualisation

This basically practical subject applies theories of Second Language Acquisition to the learning and teaching of foreign languages. It focuses on the knowledge and teaching techniques that an English language teacher needs to know. This applies to both general English teaching and teaching in more specific contexts. This subject complements another two courses called Second Language Acquisition and Assessment and curriculum design.

By the end of the course students will:

- understand and critically analyse different teaching methodologies and theories of instructed second language acquisition.
- have mastered a set of teaching techniques
- be equipped to design teaching materials relevant to the four skills
- be able to critically evaluate published material.

Skills

English Studies

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Effectively working individually or in teams in multicultural and interdisciplinary environments in English and other languages, applying values of a culture of peace, and the characteristic democratic values of a degree in a foreign language that trains the student for intercultural communication.
- Generate innovative and competitive proposals in research and professional activities.
- Respect the diversity and plurality of ideas, people and situations.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Using the acquired knowledge in order to solve problems related to any professional activity in the field of the English language, specially to the teaching.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.
- Working in an autonomous and responsible way in a professional or research environment in English or other languages, in order to accomplish the previously set objectives.

Learning outcomes

1. Apply the acquired knowledge in order to improve the general knowledge of linguistic and cultural diversity.
2. Apply the acquired knowledge to the generation of innovative and competitive research on a basic level.
3. Applying the acquired knowledge about intercultural communication to the work in multicultural and interdisciplinary environments in English.
4. Applying the acquired knowledge and competences to professional and academic activities related to linguistics.
5. Applying the acquired methodologies of work planning to work in an environment in the English language.
6. Applying the acquired scientific and work planning methodologies to the research in English.
7. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
8. Applying the knowledge about language teaching as a context of learning and the types of discourse in the classroom from the communicative to the non-communicative aspects.
9. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
10. Demonstrate a master of the specific methods of individual academic work that prepare the student for a postgraduate specialised education in the same or a different field of study.
11. Demonstrate a sound knowledge about the topics related to the study of linguistics.
12. Describing the contemporary currents of teaching of languages.
13. Designing educational activities in order to develop oral and written expression and comprehension, as well as to develop the grammar and lexical knowledge of students, selecting and adapting published educational resources and authentic material.

14. Developing a labour and research bond in multicultural and interdisciplinary environments in English that contribute to international collaboration.
15. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
16. Issue appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
17. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
18. Mastering the advanced knowledge and scientific methodologies related to linguistics, literature, history and culture that prepare the student for a postgraduate specialised education in the same or a different field of study.
19. Produce new professional initiatives.
20. Properly analysing and using both published and authentic educational material in order to complement class activities.
21. Recognising the nature of errors and applying the different oral and written correction techniques, adapting them to every task carried out by the student.
22. Students must analyse the nature of the acquisition of every receptive and productive skill, and the learning of grammar and vocabulary.
23. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
24. Students must be capable of precisely arguing ideas and opinions in their own language or another acquired in the degree.
25. Using techniques to present and practice languages, integrating formal (grammar, vocabulary) and functional aspects (communicative purposes).

Content

Instructed Second Language Acquisition.

Individual differences in foreign language learning.

Language teaching methodologies. The role of the teacher and the role of the learner.

Teaching grammar.

Teaching reading and writing.

Teaching listening and speaking.

Material design and lesson planning.

Error correction and feedback.

Specific contexts: Young learners, CLIL, EFL in primary, secondary and adult education.

Methodology

The following teaching methods will be used:

Guided activities (Theoretical and practical sessions)

- Lectures with ICT support and class discussion.
- Practical exercises.

Supervised activities (tutorial sessions and oral presentations)

- Tutorial sessions to provide feedback on course assignments.
- Teaching unit preparation and presentation (microteaching).

Autonomous activities (Read and study time, online activities and course assignments)

- Reading selected bibliography.
- Online activities through Moodle and Virtual campus.
- Summaries, note-taking and individual study.
- Individual and groups assignments and projects.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Lectures with ICT support	25	1	20
Practical exercises and class discussions	25	1	20, 5, 6, 2, 24, 23, 13, 25
Type: Supervised			
Teaching unit preparation and presentation (microteaching)	15	0.6	5, 7, 24, 13, 17, 25
Tutorial sessions	10	0.4	23, 25
Type: Autonomous			
Read and study time, course assignments	50	2	20, 5, 6, 2, 24, 23, 13, 19, 25

Evaluation

ASSESSMENT:

Assignment 1: 10%

Assignment 2 and class observations: 10%

Lesson/activities design and microteaching: 40%

Final exam: 40%

REASSESSMENT: Only those students with a final mark higher than 4 will be eligible for reassessment. The teacher will determine which items need to be reassessed.

Please note:

A student will be considered No available after not completing all assessment items if s/he has not handed in/sat more than 40% of the course assessment.

The level of English (between C1 and C2) will be taken into account in the correction of written work and in the final evaluation.

VERY IMPORTANT: Total or partial plagiarism of any of the exercises will automatically be considered "fail" (0) for the whole course, not only for the plagiarized item. Plagiarism is copying one or more sentences from unidentified sources, presenting it as original work (THIS INCLUDES COPYING PHRASES OR FRAGMENTS FROM THE INTERNET AND ADDING THEM WITHOUT MODIFICATION TO A TEXT WHICH IS PRESENTED AS ORIGINAL). Plagiarism is a serious offense. Students must learn to respect the intellectual property of others, identifying any source they may use, and take responsibility for the originality and authenticity of the texts they produce.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
-------	-----------	-------	------	-------------------

Assignment 1	10%	5	0.2	20, 22, 5, 6, 3, 8, 2, 1, 4, 7, 24, 23, 11, 18, 10, 12, 14, 13, 16, 15, 9, 19, 17, 21, 25
Assignment 2 and class observations	10%	5	0.2	20, 22, 5, 6, 3, 8, 2, 1, 4, 7, 24, 23, 11, 18, 10, 12, 14, 13, 16, 15, 9, 19, 17, 21, 25
Final exam	40%	2	0.08	20, 22, 5, 6, 3, 8, 2, 1, 4, 7, 24, 23, 11, 18, 10, 12, 14, 13, 16, 15, 9, 19, 17, 21, 25
Teaching unit preparation and presentation (microteaching)	40%	13	0.52	20, 22, 5, 6, 3, 8, 2, 1, 4, 7, 24, 23, 11, 18, 10, 12, 14, 13, 16, 15, 9, 19, 17, 21, 25

Bibliography

- Benati, A. (2013) *Issues in Second Language Teaching*. Sheffield: Equinox Publishing Ltd.
- Celce-Murcia, M. (2001) *Teaching English as a second or foreign language (3rd edition)* Heinle & Heinle.
- De Graaf, R. and A. Housen (2009) *Investigating the Effects and Effectiveness of L2 Instruction*. In M. H. Long and C. Doughty (eds.) *The Handbook of Language Teaching* (pp. 726-755). Oxford: Blackwell.
- Ellis, R. (2008) *Principles of Instructed second language acquisition*. CAL Digest, available at <http://www.cal.org/resources/digest/instructed2ndlang.html>
- Harmer, J. (2007). *The practice of English language teaching (4th ed.)*. Harlow, UK: Pearson Education.
- Harmer, J.(2007) *How to Teach English. New Edition*. Harlow: Pearson Education.
- Hedge, T. (2000) *Teaching and Learning in the Language Classroom*. Oxford:Oxford University Press
- Hughes, G. and J. Moate (2007) *Practical Classroom English*. Oxford: Oxford University Press.
- Larsen-Freeman, D. and M. Andreson (2011) *Techniques and Principles in Language Teaching*. Oxford: OUP.
- Lightbown, P and Spada,N. (2006) *How Languages are Learned*. 3rd Edition.Cambridge: CUP.
- Loewen, S. (2015) *Introduction to Instructed Second Language Acquisition*. New York: Routledge.
- Richards, J. C. and W. A. Renandya (eds.) (2002) *Methodology in Language Teaching*. Cambridge: Cambridge University Press
- Richards, J. C. and T. Rodgers (2001) *Approaches and Methods in Language Teaching (Second Edition)*. Cambridge: Cambridge University Press
- Scrivener, J. (2005) *Learning Teaching (2nd Edition)* London:Macmillan