

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

Contact

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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.

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.

PROVISIONAL