

English in the Contemporary World: Practicals and Contexts

Code: 103581
 ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	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

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 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 Standard British English, although aspects of the North-American standard (GA) will also be discussed. This standard will also be accepted in students' productions. The second part of the course aims at 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).

Skills

- Critically analyse personal work and use resources for professional development.
- Develop autonomous learning strategies.
- Develop critical thinking and reasoning and understand how to communicate effectively both in ones own languages and in a foreign language.
- Effectively address language learning situations in multicultural and multilingual contexts.
- Express oneself orally and in writing in a foreign language
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Respect the diversity and the plurality of ideas, people and situations.
- Understand the basic principles of the sciences of language and communication.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Being able to analyse sociolinguistic processes critically, as well as expounding ones own ideas coherently and in a reasoned way.
2. Being capable of self-assessment and establishing and implementing a plan for improving communicative skills in English.
3. Being capable of self-assessment and of evaluating the written and oral productions of colleagues in English in a well-argued way.
4. Contribute ideas and know how to integrate them in whole work of the team.
5. Critically analyse and discuss theoretical texts from different fields of linguistics.
6. Demonstrate solid pragmatic and sociolinguistic competence in English (equivalent to at least level B2 CEFR).
7. Establish work teams to develop activities independently.
8. Knowing how to express oneself in the English language in oral and written form at an advanced level (corresponding at least to Level B2 of the CEFR).
9. Producing intelligible and fluent oral speech, while respecting the basic principles of pronunciation, rhythm and intonation in the English language.
10. Recognising languages as a set of varieties that are all equally respectable, and demonstrating the theoretical knowledge needed to describe and explain the variations in the English language and the processes of standardisation.
11. Understand basic pragmatics and semantics applied to the teaching of English and be able to analyse oral discourse in the classroom.
12. Understand spoken academic discourse in English, know how to take notes and summarize the main ideas.
13. Using a variety of advanced level communication resources in English properly, fluently and appropriate to the situation (equivalent to at least Level B2 of the CEFR).
14. Using virtual platforms as a communication and management tool for directed and supervised activities.

Content

Part 1: Spoken English: Aspects of pronunciation and stress

1.1 Basic concepts of general phonetic description

1.2 English vowels

1.3 English consonants

1.4 Homophones

1.5 Word stress

1.6 Weak forms and rhythm

Part 2: The practice of English language use in professional contexts (English for teaching purposes)

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

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

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

2.3.1. Giving instructions and making requests

2.3.2. Asking questions

2.4. Writing student reports

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) If a student hands in only ONE evaluation task, not enough evidence will have been submitted for assessment. S/he will be assessed as "no evaluable".

3) If a student hands in MORE THAN ONE evaluation task, enough evidence will have been submitted for assessment. S/he may then fail or pass the course.

4) 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.

5) Students are required to employ non-sexist language in their written and oral productions. For guidelines on how to do this, they are advised to check the website of the Linguistic Society of America (LSA): <https://www.linguisticsociety.org/resource/lisa-guidelines-nonsexist-usage>. Appropriate use of language will be part of the assessment criteria.

Reassessment:

Only 40% of all items (or a maximum of TWO) can be reassessed.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
In-class test on Part 1	10%	0	0	12, 8, 2
Oral presentation	15%	0	0	4, 11, 6, 7, 10, 8, 1, 13
Part 1 oral exam	15%	0	0	13
Part 1 written exam	20%	0	0	5, 12, 9, 8, 13
Part 2 written exam	20%	0	0	12, 11, 6, 10, 8, 13
Significant contribution to classroom discussion and activities	10%	0	0	12, 11, 9, 10, 1
Written student report	10%	0	0	9, 10, 8, 1, 3, 2, 14

Bibliography

Part 1:

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

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

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

Solé, Maria-Josep (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, Pamela and Judy B. Gilbert (1990) *Speaking Clearly*. Cambridge: CUP.

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

Wells, John 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/>

Part 2:

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

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

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

Spratt, Mary (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/>

<https://www.teachingenglish.org.uk/sites/teacheng/files/ELT-17-screen-Language-Improvement.pdf>

General reference language materials

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

McCarthy, Michael & Felicity O'Dell (2005) *English Vocabulary in Use Advanced*. Cambridge: CUP.

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

McCarthy, Michael & Felicity O'Dell (2007) *English Phrasal Verbs in Use Advanced*. Cambridge: CUP.

McCarthy, Michael & Felicity O'Dell (2008) *Academic Vocabulary in Use*. Cambridge: CUP.

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

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

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

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

Swan, Michael and Catherine Walter (1997) *How English Works: A Grammar Practice Book*. Oxford: Oxford University Press.

Yule, George (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)