**2021/2022**

**English Language Teaching Methodologies and New Technologies**

Code: 42289
ECTS Credits: 6

| Degree | Type | Year | Semester |
|---|---|---|---|
| 4313157 Advanced English Studies | OT | 0 | 0 |

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

## Contact

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## External teachers

Olena Vasylets

## Use of Languages

Principal working language: english (eng)

## Prerequisites

The course requires an initial level of English C1 (*Common European Framework of Reference for Languages: Learning, Teaching, Assessment*) and a basic knowledge of language teaching methodologies.

## 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.

## Competences

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

3. Forms and resources of computer-assisted language learning (CALL).

4. Learning of vocabulary, grammar and pragmatics with CALL.

5. Teachers`and learners`perceptions of CALL.

6. Gender and CALL.

7. Material design in CALL.

8. Assessment in CALL.

## 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.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

| Title | Hours | ECTS | Learning Outcomes |
|---|---|---|---|
| Type: Supervised | | | |
| Guided readings | 35 | 1.4 | 1, 11, 6, 10, 14, 9, 3, 13 |
| Home Assignments | 30 | 1.2 | 6, 10, 14, 3 |
| Material Creation: blogs, wikis, podcasts, HP,... | 35 | 1.4 | 6, 3 |

## Assessment

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

For the assignments, students will have to create materials using the TIC tools seen in class and write descriptive and justification papers.

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

The following criteria must be taken into account:

- Any non-submitted assignments will be graded with a 0.
- Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 30% of the assessment items.
- To pass the course students need to obtain the minimum grade of 5 for the assignments and class participation and the minimum grade of 5 for the final assignment.

Re-assessment:

- It is only possible to re-assess failed assignments, including the final assignment.
- The maximum grade obtainable after reassessment is PASS.

Evaluation activities excluded from re-assessment:

Class participation is not eligible for reassessment.

Procedure for reviewing grades awarded:

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

IMPORTANT:

- In the event of astudent committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.
- In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. The Lecturer will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

## Assessment Activities

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

## Bibliography

Chapelle, C. (2003). *English language learning and technology*. John Benjamins Publishing Company.

Farr, F., & Murray, L. (Eds.). (2016). *The Routledge handbook of language learning and technology*. Routledge.

González-Lloret, M., & Ortega, L. (Eds.). (2014). *Technology-mediated TBLT: Researching technology and tasks (Vol. 6).* John Benjamins Publishing Company.

Nation, I. S. P. (2013). *What Should Every EFL Teacher Know?* Seoul: Compass Publishing.

Stanley, G. (2013). *Language learning with technology: Ideas for integrating technology in the classroom*. Cambridge University Press.

Thomas, M., & Reinders, H. (Eds.). (2010). *Task-based language learning and teaching with technology*. A&C Black.

## Software

This subject does not require prior knowledge of any specific software.