

English Language Teaching Methodologies and New Technologies

Code: 42289
ECTS Credits: 6

Degree	Type	Year	Semester
4313157 Advanced English Studies	OT	0	1

Contact

Name: Laura Jane Styles

Email: laura.styles@uab.cat

Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

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 using technology for language teaching.

The most relevant present-day teaching approaches will be studied, 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 acquisition 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. Material design in CALL.
6. 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: LMS, H5P, online tools, etc.	35	1.4	2, 4, 6, 3

Assessment

All students are expected to participate actively in class discussions. They will also be responsible for finding and contributing interesting activities and secondary material to present in class.

For the coursework, there are three assignments: setting up and management of an LMS, planning of a series of online collaborative tasks as part of a teaching sequence, creating of an online serious game.

At the end of the semester, students will sit a final exam on the topics studied in class and how they relate to a specific teaching context.

Assessment

The following criteria will be taken into account:

- Any non-submitted assignments will be graded with a 0.
- Students who have completed more than 30% of the assessment activities will not be able to be awarded "Not assessed/Not submitted".
- To pass the course, students need to obtain the minimum grade of 5 for the assignments and the minimum grade of 5 for the final assignment.

Re-assessment:

- It is only possible to reassess the final exam in the case of a fail.
- The maximum grade obtainable after reassessment is PASS.

Procedure for reviewing grades awarded:

On completion of each assessment activity, students will be informed of the procedures to be followed for reviewing all grades awarded and when this review will take place.

Single assessment

This subject incorporates the single assessment option. Students will be required to sit the final exam and submit the course tasks (setting up and management of an LMS, planning of a series of online collaborative tasks as part of a teaching sequence, creating of an online serious game).

Reassessment for single assessment

- The final exam and the tasks can be reassessed as long as the mark is above 3.5 in both parts.
- The maximum grade obtainable after reassessment is pass.

IMPORTANT:

In the event of a student 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.

Irregularities refer, for instance, to copying in an exam, copying from sources without indicating authorship, or a misuse of AI such as presenting work as original that has been generated by an AI tool or programme. These evaluation activities will not be re-assessed.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assignments	60	48	1.92	1, 7, 5, 4, 6, 14, 9, 13, 12
Final exam	40	2	0.08	2, 11, 10, 14, 8, 3

Bibliography

- Chiu, Dickson K. W et al. (2016) MyEnglishLab Component Used in the Distant Part of Blended Learning. *Advances in Web-Based Learning - ICWL 2016*. Vol. 10013.
- Farr, F., & Murray, L. (Eds.). (2016). *The Routledge handbook of language learning and technology*. Routledge.
- González-Lloret, M. (2020). Collaborative tasks for online language teaching. *Foreign Language Annals*, 53(2), 260-269. doi:<https://doi.org/10.1111/flan.12466>
- Harasim, L. (2000). Shift Happens: Online Education as a New Paradigm in Learning. *The Internet and higher education* 3.1 pp. 41-61.
- Larsen-Freeman, D. (2013). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.
- Nunan, D. (2004) *Task-Based Language Teaching*. Cambridge University Press.
- Pringle, R. M. (2002). Developing a community of learners: Potentials and possibilities in web mediated discourse. *Contemporary Issues in Technology and Teacher Education* [Online serial], 2(2).
- Richards, J. C. (2006). Materials Development and Research-Making the Connection. *RELC Journal*, 37(1), 5-26.
- Teravainen-Goff, A. (2022). Why motivated learners might not engage in language learning: An exploratory interview study of language learners and teachers. *Language Teaching Research*, 0(0). <https://doi.org/10.1177/13621688221135399>

Software

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