



Universidad
de Alcalá

GUÍA DOCENTE

**Didáctica del inglés como lengua
extranjera y sus aplicaciones informáticas**

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**Didactics of English as a Foreign
Language and its computer applications**

Grado en Estudios Ingleses

Universidad de Alcalá

Curso Académico 2018/2019

3º / 4º Curso - Segundo Cuatrimestre

GUÍA DOCENTE

	Didáctica del inglés como lengua extranjera y sus aplicaciones informáticas
Nombre de la asignatura:	
Código:	251051
Departamento:	Filología Moderna
Área de Conocimiento:	Filología Inglesa
Carácter:	Optativa
Créditos ECTS:	8
Curso y cuatrimestre:	Curso: 3-4º/ Cuatrimestre: 2º
Profesorado:	Mary Frances Litzler
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Horario de tutoría:	
Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

Course summary: Foreign language learning and teaching is one of the cornerstones of education in Europe today. This course will familiarize students with the main concepts of this field and provide ideas for a modern implementation of these ideas through computer-based language learning. The major focus involves the establishment of connections between the students' potential role as teachers in the future and their experience as learners to date.

Course description: This course serves as an introduction to the main concepts in the teaching of English as a Foreign Language including the use of technology for promoting language learning and teaching. Key topics include English around the world, Second Language Acquisition theories, teaching methodologies, classroom management and lesson planning, the teaching of the four skills along with grammar and vocabulary, web 2.0 and more. Students interested in pursuing a career in secondary school and high school teaching and those considering it as an option are welcome to join us.

Prerequisites and recommendations

According to the requirements of the Department of Modern Philology, students must acquire a level C1 in all four skills by the end of the 4th year of their studies.

For this reason, those interested in enrolling in this course should be well on their way to achieving this advanced level of English in the four communicative skills. Students visiting Spain on the Erasmus (or another) program will be required to show some form of certification of their level at the B2+/C1 level in order to be admitted to the course.

2. AIMS

Generic competences

During the course students will

1. Obtain an awareness of concerns which underlie the teaching of foreign languages, and in particular English as a Foreign Language.
2. Learn about a variety of methods of teaching and assessment of the four skills of listening, speaking, reading and writing, along with grammar and vocabulary.
3. Comprehend teaching techniques that can later be adapted to individual teaching contexts.
4. Discover introductory principles of computer-based language teaching and their application.
5. Reflect on and critically think about language learning practice from the perspective of both learners and teachers.
6. Increase their ability to communicate in English

Specific competences

Upon completion of the course participants will be able to:

1. Make principled decisions on why, what, when, and how we should teach.
2. Choose appropriate materials for different kinds of classes and create a lesson plan.
3. Make reasoned decisions about practical techniques and strategies for teaching the four skills as well as grammar and vocabulary.
4. Understand the uses of and differences between assessment approaches, such as formal assessment, informal assessment, self-assessment, and portfolio assessment.
5. Use technology and the Internet in relation to English language learning and teaching.

3. . MODULE CONTENTS

Topics	Contents	Hours
Topic 1. Language teaching: past, present and future.	<ul style="list-style-type: none"> • Language in context • First and second language acquisition • Language methodology • Bilingual Education & CLIL 	<ul style="list-style-type: none"> • 12 hours (4 weeks)
Topic 2. Preparation for the classroom experience	<ul style="list-style-type: none"> • Classroom management • Lesson planning • Computers and language learning • Materials 	<ul style="list-style-type: none"> • 12 hours (4 weeks)
Topic 3. Teaching the four skills along with grammar and vocabulary	<ul style="list-style-type: none"> • Teaching reading • Teaching listening • Teaching speaking • Teaching writing • Teaching grammar and vocabulary 	<ul style="list-style-type: none"> • 12 hours (4 weeks)
Topic 4. New directions in language learning	<ul style="list-style-type: none"> • Learner autonomy and learning strategies • Out-of-classroom language learning and the internet 	<ul style="list-style-type: none"> • 6 hours (2 weeks)
Topic 5. Evaluation and assessment	<ul style="list-style-type: none"> • Types of assessment activities • Test design 	<ul style="list-style-type: none"> • 3 hours (1 week)

Course Schedule

Week	Content
1st-4th	<ul style="list-style-type: none"> Language teaching: past, present and future
5th-8th	<ul style="list-style-type: none"> Preparation for the classroom experience
9th-12th	<ul style="list-style-type: none"> Teaching the four skills along with grammar and vocabulary
13-14th	<ul style="list-style-type: none"> New directions in language learning
15th	<ul style="list-style-type: none"> Evaluation and assessment

4. TEACHING AND LEARNING METHODS

4.1. Student workload (200 hours)

Class-contact hours:	45
Readings and assignments:	55
Small-group sessions:	3
Presentations and Online project work:	78
Test preparation	19

4.2. Learning activities

Class contact hours (face-to-face sessions)	<p>Students are expected to prepare for each class and to make a significant contribution to the daily class discussions.</p> <p>Each student will also attend 3 small-group sessions related to a project and presentation.</p>
Readings and assignments	<p>Students will do readings and complete assignments connected to them and to class.</p> <p>The assignments will include summaries, practical exercises and theory quizzes on Blackboard.</p>
Small-group sessions	<p>Students will work in groups to prepare and present a blog on an aspect of teaching</p>
Presentations and online project work	<p>The students will design a blog related to the course contents and involving the creation of materials for EFL. They will participate via Internet in an exchange with students in the United States. Both of these experiences will be the subject of a formal final presentation.</p>

5. ASSESSMENT

Prerequisite

Students should have a high B2 level of English in order to complete this course successfully. Students visiting Spain on the Erasmus (or another) program will be required to show some form of certification of their level in order to be admitted to the course.

Language accuracy and level will be considered in marking exercises, projects and exams so students should strive to use a C1 level in English.

Criteria for assessment

The students will be evaluated on a continuous basis through exercises based on the readings and class sessions, the completion of online project work, a group presentation and a final exam. Through these different elements, students should demonstrate that they have a solid understanding of the concepts introduced in class. They can best do this by using their own words in describing the ideas and by providing examples to support the point. Creativity and initiative, as well as the expression of ideas in the English language, will also be factors taken into account. Students who merely memorize the concepts from class and the readings, but show no reflection or initiative in reformulating them, cannot expect more than a minimal mark.

Assessment tools and procedures

- 1) Day-to-day assignments (15%)
- 2) Midterm and final exam (40%)
- 3) One group presentation (10%)
- 4) Online project work (35%)

Students who are unable to attend the class sessions and are approved in the first two weeks of the semester by the Dean of the Faculty to be evaluated through a final exam will be able to take a test on the final exam day. As part of their assessment they will also be required to complete an assignment similar to some of the blog exercises during the week prior to the final exam. For this reason they should contact the professor at the beginning of the semester to receive information on what they will need to do and the specific deadlines. The exam itself in these cases will involve 50% theoretical questions and 50% practical questions.

Important note: Plagiarism will be strictly punished. Students who cheat or are found to have copied information for written assignments will be given 0 points for the task in which plagiarism is detected. In these cases students will not have the chance to redo the exercise.

6. BIBLIOGRAPHY

Essential readings

Scrivener, Jim. (2011). *Learning Teaching: The Essential Guide to English Language Teaching* (3rd edition). London: Macmillan.

Thornbury, S. (2006). *An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching*. Oxford: Macmillan Education.

Further readings

Bull, S. y Solity, J. (1996). *Classroom Management: Principles to Practice*. London: Routledge.

Coyle, D., Hood, P., and Marsh, D. (2010). *CLIL—Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

Doff, A. (1998). *Teach English*. Cambridge: Cambridge Teacher Training and Development.

Fulcher, G. and Davidson, F. (2007). *Language Testing and Assessment*. London & New York: Routledge.

Harmer, J. (1983/2015). *The Practice of English Language Teaching*. Harlow: Pearson.

Lasabagaster, D. and Sierra, J.M. (2009). Language attitudes in CLIL and traditional EFL classes. *International CLIL Research Journal*. Vol. 1 (2) pp. 4-17.

McNamara, T. (2000). *Language Testing*. Oxford. OUP.

Mehisto, P; Marsh, D. and Frigols, M.J. (2008). *Uncovering CLIL*. London: Macmillan.

Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle.

Piaget, J. (2005). *Inteligencia y afectividad*, con prólogo de M. Carretero. Buenos Aires: Aique Grupo Editor (1st ed. 1954)

Richards, J. and Lockhart, C. (1996). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press

Richards, J. y Rogers, T. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge Language Teaching Library

Vygotsky L. (1986). *Pensamiento y lenguaje*. Buenos Aires: La Pléyade. (1st ed. 1934).

Vygotsky, L. (1988). *El desarrollo de los procesos psicológicos superiores*. Madrid: Crítica Grijalbo. (1st ed. 1978).

Educational databases are available online and in the UAH online library. Students are recommended to use ERIC, MLA and the Web of Knowledge to complete the information from the course. ERIC has a large collection of full text papers including conference papers, journal articles and other types of reports. The other databases can be consulted at the university library or using the VPN.