Universidad de Alcalá

GUÍA DOCENTE

Dealing with Grammar, Vocabulary and Pronunciation

Máster Universitario en Enseñanza del Inglés como Lengua Extranjera
Universidad de Alcalá

Curso Académico 2018/19
1º cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	**Dealing with Grammar, Vocabulary and Pronunciation**
Código:	**200410**
Departamento:	**Filología Moderna**
Área de Conocimiento:	**Filología inglesa**
Carácter:	**Optativa**
Créditos ECTS:	**4**
Cuatrimestre:	**1º**
Profesorado:	**M. Dolores Porto Requejo**
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Idioma en el que se imparte:	**Inglés**

1. MODULE DESCRIPTION

This course will present and explore the principles of grammar, vocabulary and pronunciation teaching and learning from different perspectives, as well as common problems met by Spanish learners of English when dealing with these three topics. It aims at providing participants with a sound theoretical background plus the necessary skills to evaluate existing coursebooks, workbooks and other teaching/learning resources, detect students' problems and errors and develop their own course-specific materials and courseware. Finally, the course also aims at encouraging participants to engage in discussions, critical analysis and reflection on their knowledge and beliefs about psychological and cognitive processes involved in language learning and their implications for teaching. Contents, practice and training tasks will eventually be adapted to the needs and concerns of the participants.

2. AIMS

Generic competences:

- Understanding language learning processes
- Developing awareness of different styles of learning
- Planning and making decisions on what and how to teach in a second language learning class
- Designing materials adapted to specific needs
- Developing criteria for evaluating resources and linguistic materials
- Training in how to use digital materials and computer techniques for language teaching

Specific competences:

Having completed the course, participants will be expected to be able to:

- Identify different perspectives and methods on the teaching of grammar, vocabulary and pronunciation in the EFL classroom
- Make informed decisions for grammar, vocabulary and pronunciation teaching for specific contexts and learners
- Make sensible decisions on why, what, when and how to deal with pronunciation, vocabulary and grammar in the classroom
- Compare, evaluate, critically analyse and select suitable materials for presenting, practising, assessing and correcting language items
- Design and develop appropriate materials of their own for the teaching of grammar, vocabulary and pronunciation
- Deal with multimedia materials and integrate them in the classroom.

3. MODULE CONTENTS

Units	Credits
1. Theoretical introduction Methods vs. contextualized methodologies; Acquisition, learning processes and learning styles; mixed-level classes; ICT in second language learning; the role of the teacher in language learning; error correction; designing materials and activities	• 2 weeks
2. Grammar • What to teach in grammar lessons. Selection criteria • Strategies for learning grammar. • Designing a grammar lesson (presentation, practice, consolidation) • Adapting to different learner groups (children, young adults) • Common errors for Spanish students • Designing grammar activities • Assessing grammar	• 4 weeks
3. Vocabulary • What to teach in vocabulary lessons. Selection criteria. • Strategies for learning vocabulary. • Designing a vocabulary lesson (presentation, practice, consolidation) • Adapting to different learner groups (children, young adults) • Common errors for Spanish students • Designing vocabulary activities • Assessing vocabulary	• 4 weeks

4. Pronunciation - What to teach in pronunciation. Selection criteria. - Strategies for learning pronunciation. - Designing a pronunciation lesson (presentation, practice, consolidation) - Adapting to different learner groups (children, young adults) - Common errors for Spanish students - Designing pronunciation activities - Assessing pronunciation	• 4 weeks

Class timetable

The course will take approximately 100 hours to complete, which includes reading the materials, joining face-to-face seminars and on-line discussions and debates, doing the exercises, developing materials and preparing written assignments. This means that participants should dedicate an average 6 hours and forty minutes a week to the course.

Face-to-face seminar dates will be evenly spaced over the term and announced in the schedule of teaching sessions.

4. TEACHING AND LEARNING METHODS

Readings and activities will be arranged around topics. All the materials (readings, tutorials and instructions, sample activities, etc.) required for the course will be conveniently uploaded in advance onto the university platform, so that participants may access and download them onto their machines for off-line study. The discussion (either face-to-face or on-line) of theoretical contents will be followed by a series of practical activities guided by the tutor plus a series of extra activities carried out by the students alone. A series of asynchronous discussions will be held along the course (through a forum thread), participation being assessed.

As this is a blended course, in addition to online activities, we will hold three face-to-face seminars, evenly spaced out in time,. Attendance to these on-site seminars is compulsory. Those participants who cannot attend the seminars should contact the teacher in advance in order to plan some extra assignments.

Besides seminars and practical activities, participants will have to answer a number of questionnaires and prepare (under tutor supervision) a small project for each of the three main units – grammar, vocabulary and pronunciation. Due dates for submission of these assignments will be conveniently announced along the term.

4.1. Student workload (100 hours)

Face-to-face seminars	9
Virtual discussions	6
Readings	15
Practice and assignments	30
Small Projects	40

4.2. Learning activities

Autonomous work:

The participants will be provided a series of set readings plus a battery of written and oral activities to do by themselves prior to the seminars.

Face to face sessions:

Face to face seminars will be organized as workshops along which the participants will present their small projects and discuss others in order to apply the strategies learned in the readings and discussions.

5. ASSESSMENT

The assessment will be based on the main components of the course weighted as follows:

- Participation in discussions: 20%
- On-line activities and questionnaires: 20%
- Three small projects: 60%

The level of English will be taken into account in all three components.

According to the instructions contained in the *Normativa reguladora de los procesos de evaluación de los aprendizajes* (passed by the Consejo de Gobierno on March 24, 2011), there will also be one final summative exam (100% of the grade) over the material covered in the course for those students who have requested exemption from the continuous evaluation process and have been thus authorized.

6. BIBLIOGRAPHY

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Robinson, P. and N.C. Ellis (eds) (2008) *Handbook of Cognitive Linguistics and Second Language Acquisition.* New York And London: Routledge.

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Verspoor (2008) Cognitive linguistics and its applications to second language teaching. In J. Cenoz y N. H. Hornberger (eds), *Encyclopedia of Language and Education,* Volume 6: Knowledge about Language, pp. 79-91.

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Willis, D. and Swan, M. (2003). *Rules, Patterns and Words: Grammar and Lexis in English Language Teaching*. Cambridge: CUP

On-line resources

Resources for pronunciation
http://www.phon.ucl.ac.uk/resource/tutorials.html#phon

Skill oriented language teaching resources
http://www.thinkingclassroom.co.uk/ThinkingClassroom/SkillsBasedLearning.aspx

Center for Applied Linguistics: Teaching language through content
http://www.cal.org/resources/archive/rgos/content.html

British Council's resources for English teaching
http://www.teachingenglish.org.uk/index.shtml
http://learnenglish.britishcouncil.org/en/

Resources section at the Subject Centre for Languages, Linguistics and Area
    Studies.
https://www.llas.ac.uk/resources