GUÍA DOCENTE

Dealing with Grammar, Vocabulary and Pronunciation

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

Curso Académico 2023/24
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

Basic and General competences:

- CB6 – Possess and comprehend knowledge that provides a foundation and an opportunity to be original in the development and/or application of ideas, often in a research context.
- CB9 – Students should be able to communicate their conclusions and underlying knowledge and reasons clearly and unambiguously to specialised and non-specialised audience
- CG1 – Acquire the basic didactic knowledge characterising foreign language's teaching and learning processes.

- CG4 – Communicate conclusions, underlying knowledge and reasons clearly and unambiguously to specialised and non-specialised audiences.

Transversal competences

- C1 – Communicative competence in English.
- C2 – Ability to think critically
- C3 – Manage bibliographic resources
- C4 – Ability to use ICT
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Specific competences:

- CE1.4 – Learn technical resources and strategies that foster the development of linguistic and communicative competence and their assessment.
- CE3.2 – Adapt the classroom dynamic to the requirements of different tasks designed for use in the classroom.
- CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself
- CE5.1 – Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.
- CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

3. MODULE CONTENTS

Units	Credits
1. Theoretical introduction Acquisition and learning processes and learning styles; the role of the teacher in language learning; designing materials and activities; error correction; textbooks and ICT in second language learning	• 2 weeks
2. Grammar • What to teach in grammar lessons. Selection criteria • Strategies for learning grammar. • Common errors for Spanish students • Designing a grammar lesson (presentation, practice, consolidation)	• 4 weeks
3. Vocabulary • What to teach in vocabulary lessons. Selection criteria • Strategies for learning vocabulary.	• 4 weeks

• Designing a vocabulary lesson (presentation, practice, consolidation, revision)	
4. Pronunciation • What to teach in pronunciation. Selection criteria • Strategies for learning pronunciation. • Common errors for Spanish students • Designing a pronunciation lesson (presentation, practice, consolidation, revision)	• 4 weeks

Class timetable

This is an on-line course. It will take approximately 100 hours to complete, which includes reading the materials, doing the exercises, developing materials and preparing written assignments, as well as tutorials and orientation sessions and on-line discussions and debates,

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 them. The on-line discussion of theoretical contents will be followed by readings on the topics and questionnaires or activities as well as a small project for each of the three main units – grammar, vocabulary and pronunciation, on possible applications to specific cases. All activities will be assessed. Due dates for submission of these assignments will be conveniently announced along the term.

4.1. Student workload (100 hours)

Questionnaires and activities	30
On-line discussions and debates	20
Small projects, written assignments	30
Orientation sessions and tutorials	3
Readings on theoretical issues	17

4.2. Learning activities

An orientation session will be provided at the beginning of the course. All materials and activities will be uploaded onto the Blackboard learning environment.

Every unit will include some discussion and self-reflection on specific issues related to the corresponding topic. Participation in these debates is compulsory. Then, some readings on latest research on those topics will provide students with more specific, deeper theoretical knowledge. On-line questionnaires and activities will help students to focus on the most important points and strategies for the teaching of different issues in each unit. Finally, students will put this all into practice in a short project for each unit, where they will apply their knowledge and new teaching strategies to specific learning contexts.

5. ASSESSMENT

The assessment will be based on the main components of the course weighted as follows:
- Participation in on-line discussions: 20%
- Activities on the readings: 25%
- Questionnaires on personal views on each section: 25%
- Practical implementation (final assignments): 30%

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

Those students who do not pass the subject in the ordinary sitting (1st semester) will have the chance to resubmit failed assignments in the extraordinary period (after 2nd semester).

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

6. BIBLIOGRAPHY

Baumann, J.F. & Kame'enui, E. J. (Eds.). (2004). *Vocabulary Instruction: Research to Practice*. New York: The Guildford Press.

Borres, F. and S. Lindstromberg (eds) (2008) *Cognitive Linguistic Approaches to Teaching Vocabulary and Phraseology.* Berlin and New York: Mouton de Gruyter.

Ellis, R. (2006) *Cognitive perspectives on SLA*. AILA Review 19: 100-121.

Littlemore, J. (2009) *Applying Cognitive Linguistics to Second Language Learning and Teaching.* Basingstoke: Palgrave Macmillan.

McCarten, J. (2007). *Teaching Vocabulary. Lessons from the Corpus. Lessons from the Classroom.* Cambridge: CUP

Meddings L. and S. Thornbury (2009) *Teaching Unplugged. Dogme in English Language Teaching.* Peaslake UK: Delta Publishing.

O'Brien, M. G. (2006). Teaching pronunciation and intonation with computer technology. In L. Ducate & N. Arnold (Eds.), *Calling on CALL: From theory and research to new directions in foreign language teaching* (pp. 127-148). San Marcos, TX: CALICO.

Pütz, M. and L. Sicola (eds) (2010) *Cognitive Processing in Second Language Acquisition.* Amsterdam, Philadelphia: John Benjamins.

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

Schmitt, N. (2007). Current perspectives on vocabulary teaching and learning. In C. Davison & J. Cummins (Eds.), *The International Handbook of English Language Teaching* (pp. 745 - 759). Norwell, MA: Springer.

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.

On-line resources

British Council's resources for English teaching
https://www.teachingenglish.org.uk/resources

Useful resources and tools for teaching English
https://www.teachaway.com/blog
https://www.fluentu.com/blog/educator-english/

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