



Academic year	2016-17
Subject	21830 - Current Trends in English Language Teaching
Group	Group 1, 2S
Teaching guide	P
Language	English

### Subject identification

<b>Subject</b>	21830 - Current Trends in English Language Teaching
<b>Credits</b>	2.4 de presencials (60 hours) 3.6 de no presencials (90 hours) 6 de totals (150 hours).
<b>Group</b>	Group 1, 2S (Campus Extens)
<b>Teaching period</b>	Second semester
<b>Teaching language</b>	English

### Professors

Lecturers	Horari d'atenció als alumnes					
	Starting time	Finishing time	Day	Start date	Finish date	Office
Joana Salazar Noguera <a href="mailto:joana.salazar@uib.es">joana.salazar@uib.es</a>	11:00	14:00	Wednesday	05/10/2016	28/06/2017	Despatx CC11

### Contextualisation

"Current trends in English Language Teaching" is an optional subject within the English Studies degree, which aims to provide those students interested in pursuing a career in teaching English with the essential background information on current teaching methodologies and research. In order to fully understand recent trends in foreign language teaching, a comprehensive review of the key teaching approaches and methods will be examined. By doing this, students will gain a thorough understanding of how English language teaching has evolved over the years. Hence, it will be an important area of study to anyone who wishes to embark on a career in English language teaching.

### Requirements

#### Essential requirements

A good command of oral and written English is essential since students will be required to give presentations and write papers in English. Students are recommended to have at least a B2 level of English.

#### Recommendable

Students are strongly advised to take this course once they have passed subject 21809 'Learning to teach EFL' as well as other language - and linguistics - related subjects in the first and second year of the degree.

### Skills



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"Current trends in English Language Teaching" will provide students with essential background information on the emerging trends in foreign language teaching.

### Specific

- \* 5. Acquisition of knowledge and understanding of the main contributions made by English Studies-related disciplines (Applied Linguistics, linguistics and cultural studies)..
- \* 6. Acquisition of knowledge of the didactics, culture and literature of the English language..

### Generic

- \* 12. Development of a self-critical attitude fostering the student's concern for quality and continuous improvement..
- \* 4. Development of one's capacity to relate and integrate ideas and information from different sources and disciplines, as well as to apply them in practice..
- \* 10. Development of one's capacity to generate new ideas (creativity) and to design and carry out projects..

### Basic

- \* You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

## Content

The course contents will be divided into theoretical and practical modules.

### Theme content

1. Introduction
2. The Grammar-Translation Method
3. The Direct Method
4. The Audio-Lingual Method
5. The Silent Way
6. Desuggestopedia
7. Community Language Learning
8. Total Physical Response
9. Communicative Language Teaching
10. Content-based teaching
11. Task-based and Participatory approaches
12. Cooperative learning and multiple intelligences. The session on Multiple Intelligences will be given by Sheona Smith, an expert on EFL teacher training from the British Council.
13. Learning strategy training
14. Integrating ICT in Foreign Language Teaching
15. International projects on teaching English as a Foreign Language. Online exchange with students from other universities.
16. The role of the teacher

## Teaching methodology

### In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Lectures on the theoretical content of the course	Large group (G)	Presentation of the theoretical aspects of the course	16
Practical classes	Practical sessions	Large group (G)	Practical exercises and discussion designed to consolidate the theoretical aspects of the course	32
ECTS tutorials	Project study groups	Small group (P)	Tutorials in small groups to prepare project work	6
Assessment	Project presentations	Large group (G)	Students will present their projects to the class. An oral presentation based on a didactic unit from each methodological approach is to be given.	6

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Campus Extens platform.

### Distance education work activities

Modality	Name	Description	Hours
Individual self-study	Classwork preparation	Students will dedicate a substantial amount of time to the preparation of the work for the practical sessions	60
Group or individual self-study	Preparation for project work	Students will prepare papers and presentations on topics previously preselected and discussed with the lecturer	30

### Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

## Student learning assessment

All students must choose one of the two assessment pathways below:

Academic year	2016-17
Subject	21830 - Current Trends in English Language Teaching
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Pathway A (attended: For students who attend lectures and practical sessions)

- Class attendance (minimum attendance 80%) and participation in class discussions (10% of final grade).
- Class tasks (reports, compositions, critical reviews) to be handed in to the lecturer (10% of final grade).
- Oral presentations (individual or group) (15% of final grade).
- Course Project (individual or group) (15% of final grade).
- Final Exam (50% of final grade).

Pathway B (non-attended: For students who do not attend lectures and practical sessions)

- Extended tasks (reports, compositions, critical reviews) to be handed in to the lecturer (20% of final grade).
- Course project (individual or group) (30% of final grade).
- Extended Final Exam (50% of final grade).

Important remark for BOTH pathways:

Students or groups will face a penalty of 25% on the grade of the corresponding project for each deadline they fail to meet on Campus Extens.

If a student fails to show up on the date and at the time established by the lecturer for any activity which is part of the student's assessment programme, they will receive a 0 (zero) grade for this activity. Failure to take an official exam will result in a 'No Presentat' grade. Under no circumstances will the dates and times of the official exams be altered with the only exception of those cases contemplated by the UIB Reglament Acadèmic.

In order to pass the course the student must have at least obtained a PASS grade (5 or higher) in the Final written Exam. Consequently, should one or more parts not be successfully passed by the student, the rest of their grades will not be taken into account, even if the average score is a PASS (5 or higher). In this case, the student will have a 4.5 in their record (UIB Digital). Only the parts with a pass mark (50% or higher) will be saved in case the student has to resit the subject.

The dates and times of the official exams will not be altered under any circumstances, except those contemplated by the Reglament Acadèmic.

Students will not be allowed into the classroom when the exam has already started.

Mobile phones and other electronic devices are not allowed in the classroom. Laptop computers are acceptable only if used for purposes related to classroom activity. No electronic device whatsoever (including computers) is allowed in the classroom during examinations, unless otherwise specified by the lecturer (e.g. if the session entails use of the internet for pedagogical purposes).

Article 33 in the Reglament Acadèmic will be applied in cases of cheating, plagiarism, cyberplagiarism, or any other fraudulent practice in the process of assessment:

"1. Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'algun dels elements d'avaluació inclosos en guies docents de les assignatures comportarà, a criteri del professor, una menysvaloració en la seva qualificació que pot suposar la qualificació de «suspens 0» a l'avaluació anual de l'assignatura.

2. En particular, es considera un frau:

- En els exàmens o proves escrites, l'ús de qualsevol mitjà encaminat a facilitar les respostes.
- En els treballs i pràctiques individuals o de grup, la inclusió de fragments d'obres alienes presentats de tal manera que es facin passar com a propis (plagi).

### Lectures on the theoretical content of the course

Modality	Theory classes
Technique	Other methods ( <b>non-retrievable</b> )
Description	Presentation of the theoretical aspects of the course
Assessment criteria	Itinerary A - Attendance and participation

Final grade percentage: 10% for the training plan A

Final grade percentage: 0% for the training plan B

### Practical sessions

Modality	Practical classes
Technique	Other methods ( <b>non-retrievable</b> )
Description	Practical exercises and discussion designed to consolidate the theoretical aspects of the course
Assessment criteria	Itinerary A - Students will be assessed on their class activities to be handed in to the lecturer and on the oral presentations of their project and class activities  Itinerary B - Extended class activities

Final grade percentage: 25% for the training plan A

Final grade percentage: 20% for the training plan B

### Project study groups

Modality	ECTS tutorials
Technique	Papers and projects ( <b>non-retrievable</b> )
Description	Tutorials in small groups to prepare project work
Assessment criteria	Itinerary A - Students will be assessed on a final course written project to be handed in to the lecturer. The written project will include all the didactic units based on each EFL methodological approach.  Itinerary B - Extended project

Final grade percentage: 15% for the training plan A

Final grade percentage: 30% for the training plan B

### Project presentations

Modality	Assessment
Technique	Papers and projects ( <b>retrievable</b> )
Description	Students will present their projects to the class. An oral presentation based on a didactic unit from each methodological approach is to be given.
Assessment criteria	Students will be assessed on the final exam which will include two or three questions to be answered with a maximum of 300 words each.  Path B: Students will be assessed on the extended final exam



Academic year	2016-17
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Final grade percentage: 50% for the training plan A

Final grade percentage: 50% for the training plan B

## Resources, bibliography and additional documentation

A dossier with course material will be available from the photocopy shop in Ramon Llull at the beginning of the course.

Students will also be provided with a list of basic bibliography and Internet resources at the beginning of the course.

The core text for this course is 'Techniques and Principles in Language Teaching' by Diane Larsen- Freeman (2011), Oxford University Press.

### Basic bibliography

Armstrong, T. (2000). Multiple Intelligences in the Classroom. ASCD Publications.

Claxton, G. (2002). Building Learning Power. TLO Limited.

Chapelle, C. (2001) Computer Applications in Second Language Acquisition: foundations for teaching, testing and research. Cambridge: CUP.

Larsen- Freeman, D. (2011). 'Techniques and Principles in Language Teaching', Oxford University Press.

McKay, S.L. (2002) Teaching English as an International Language: rethinking goals and approaches. Oxford: OUP.

### Complementary bibliography

Harmer, J. (2001) The Practice of English Language Teaching, Harmer. Longman Handbooks for Language teachers. Pearson.

Pryor, C. (2004) Writing a Philosophy Statement. An Educator's Workbook. Mcgraw Hill Book Co.

Sharifan F. (ed.) (2009) English as an International Language: perspectives and pedagogical issues. Bristol: Multilingual Matters.

Wilhelmer, N. (2008) Content and Language Integrated Learning: teaching mathematics in English. Bristol, UK: Multilingual Matters.

On-line journals:

Applied Linguistics

English Language Teaching

ELT Journal

International Journal of Applied Linguistics

Journal of computer-Mediated Communication

Journal of English for Academic Purposes

Language and Communication

Language and Intercultural Communication

Language, Culture and Curriculum

TESOL Quarterly

The Modern Language Journal

