



Course Guidelines

Course	METHODOLOGICAL AND RESEARCH FOR ENGLISH LANGUAGE TEACHING		
Area	ENGLISH STUDIES		
Module	THE ENGLISH LANGUAGE AND LINGUISTICS PROGRAM		
Degree	MASTER IN ADVANCED ENGLISH STUDIES		
Program	PhD	Code	51812
Teaching period	Third Period: 3 May-3 June	Type	Optional
Level	Postgraduate	Year	1 st year
ECTS Credits	3		
Language of instruction	English		
Professors	Enrique Cámara Arenas Esther Álvarez de la Fuente		
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Office hours	Not available yet		
Department	English Philology		

1. Aim of the course

1.1 Contextualization

This course integrates two essential perspectives on the issue of English Language Teaching (ELT): Methodology and Research. These are interrelated dimensions, since all methodologies must be scientifically tested, and it is only through solid research that significant advances may take place in any field.

1.2 Relationship with other areas

The first part of this course is related to other courses in the Master, especially to those within the Language and Linguistics section; and particularly to *Syllabus design, Production and Evaluation of Methodological Material* and *Prácticas de lengua y cultura en lengua inglesa*.

The second part of this course is also related to other courses in the Master such *Corpus Linguistics and its Applications* and *Research on Languages in Contact. The Importance of Linguistic Data*, as this part of our course is meant to show how to use general corpora and language acquisition data as a tool to investigate and teach English.

1.3 Prerequisites

Since all lessons will be taught in English, and all tasks will be carried out in English, a B2-C1 level is highly recommended. The students will be required to follow abstract discourse in oral and written formats, as well as technical discussions; they will be assessed on their ability to produce well-written academic texts on complex subjects.



2. Competences

2.1 General competences

- G1. Capacity to analyze and summarize basic concepts in the teaching of a second language
- G4. Capacity to understand basic theoretical concepts dealing with English language teaching
- G9. Capacity to use some research tools and to collect necessary information to understand and analyze the basic properties of the English language and how to teach them

2.2 Specific competences

- E2. Capacity to communicate in oral and written English in academic and formal contexts
- E6. Capacity to understand how English language works and how to teach it
- E24. Capacity to perform a linguistic analysis of the properties of some English structures

3. Main objective

The course is conveniently divided into two sections. The first section is designed to offer students a chance to think about the practice of English Language Teaching (ELT) as a skill and a craft where a synergic combination takes place between the language teacher's personal talents, the particularities of each teaching context, and a battery of well-known techniques and methodologies sanctioned by a long history of second and foreign language teaching.

The second section projects forward onto the future of ELT by incorporating more recent trends and research endeavors in the field of linguistics, like corpus analysis and its application to English language teaching and investigation, enriching ELT with new perspectives.

Students taking this course will:

- acquire basic knowledge about the fundamentals of ELT;
- learn to think critically about teaching methodologies and analyze and evaluate the potentialities of old and new teaching strategies;
- be able to plan in advance their own ELT practice, to adapt it to contextual variables, and to constantly benefit from the advances made on adjacent and related research fields;
- explore the use of different types of corpora as potential tools for English language teaching and learning.

4. Students' total workload

Students must attend a total of 5 three-hour sessions (15 hours) that will be distributed in the five weeks of the third teaching period (second semester). The schedule is on the Internet website for the master's program (<http://masterenglishstudies.eu>). At the end of the course, the students will have to complete two tasks (one for each part of the course) for which they are required to read, review and/or elaborate material based on the lectures and/or practical sessions of this course.



5. Topics

Topic 1: METHODOLOGICAL RESOURCES

Workload (ECTS credits): 1,5

a. Contextualization and justification

Effective English Language teaching is urgently demanded by the global society. However, good language teaching is extremely difficult to define, especially because of the diversity of specific needs that underlie this general necessity to learn to communicate in one of the most widely spoken, taught and studied language in the world. A rich repertoire of approaches, principles and teaching techniques has come to exist after decades of intense research and practice. It is essential to help future EL teachers to navigate such vast theoretical and practical domain.

b. Objectives

- Acquire basic knowledge about the fundamentals of ELT
- Promote critical thinking concerning teaching methodologies
- Develop a potential for adaptability to different EL teaching environments
- Promote self-reflection as a useful tool for ELT professional improvement

c. Content

1. An overview of ELT concepts, methods, principles and variables
2. Parameterizing ELT: four skills, language dimensions and beyond
3. ELT and technology
4. Discourse analysis and ELT
5. A case study: the teaching of English pronunciation

d. Methodology

Theoretical lectures will alternate with warm-up activities, brainstorming, critical discussions and debate, and meta-cognitive self-reflection tasks.

e. Work plan

The general dynamics of this part will consist in activating previous knowledge, assimilating new contents, and work out their practical applications through group work and discussion. This will be the plan of each session within the first part.

f. Assessment

A 1500-word academic paper on a topic provided by the instructor.

g. Basic bibliography

- Celce-Murcia, M. (Ed). 2001. *Teaching English as a Second or Foreign Language*. London: Thomsom Learning-Heinle&Heinle.
- Celce-Murcia, M., & E. Olshtain. 2001. *Discourse and Context in Language Teaching*. Cambridge: Cambridge University Press.
- Farrell, T. S. C. & J. Ives. 2015. "Exploring teacher's beliefs and classroom practices through reflective practice: A case study". *Language Teaching Research* 19(5). 549-610.
- Hinkel, E. 2006. "Current Perspectives on Teaching the Four Skills". *Tesol Quarterly* 40(1). 109-131.
- Kontra, E. H. 1997. "Reflections on the purpose of methodology training". *ELT Journal* 51(3). 242-250.
- Larsen-Freeman, D. 2011. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Muñoz, C. (Ed.) 2000. *Segundas lenguas. Adquisición en el aula*. Barcelona: Ariel Lingüística.
- Powers, D. E. 2010. "The Case for a Comprehensive, Four-Skills Assessment of English-Language Proficiency". *R&D Connections* 14. 1-12.
- Rank, T., C. Warren, & T. Millum. 2011. *Teaching English Using ICT*. London: Continuum.
- Richards, J. C., & T. S. Rodgers. 2014. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

i. Necessary resources

Access to Internet and UVa e-campus (Moodle platform)



Topic 2: CORPORA AS A RESOURCE FOR ENGLISH LANGUAGE RESEARCH AND TEACHING

Workload (ECTS credits): 1,5

a. Contextualization and justification

The topic focuses on different linguistic corpora that can be used as tools for language research and teaching.

b. Objectives

To learn about the main linguistic corpora and its applications to English language research and teaching.

c. Content

The content is focused on different types of corpora (general corpora, learner corpora and language acquisition corpora) and its possible applications to English grammar research and teaching.

d. Methodology

The contents will be presented through theoretical and practical lectures, and a practical task at the end of the topic.

e. Work plan

Theoretical lectures will be followed by practical tasks which will be discussed in class and so students will be in charge of providing or discussing the answers through active participation.

f. Assessment

A compulsory task (a 1500-word academic paper on a topic provided by the instructor) together with an active participation in class will be part of the students' evaluation.

g. Basic bibliography

Burnard, L., & T. McEnery. 2000. *Rethinking Language Pedagogy from a Corpus Perspective. Papers from the 3rd International Conference on Teaching and Language Corpora*. Frankfurt: Peter Lang.

Connor, U., & T.A. Upton (Eds.). 2004. *Applied Corpus Linguistics: A Multidimensional Perspective*. Amsterdam: Rodopi Publishers.

Jones, C., & D. Waller. 2015. *Corpus Linguistics for Grammar. A Guide for Research*. New York: Routledge Corpus Linguistics Guides.

Larsen-Freeman, D. 2011. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

McCarten, J. 2007. *Teaching Vocabulary: Lessons from the Corpus, Lessons for the Classroom*. Cambridge: Cambridge University Press.

McCarthy, M. 2004. *Touchstone: From Corpus to Coursebook*. Cambridge: Cambridge University Press.

Muñoz, C. (Ed.). 2000. *Segundas lenguas. Adquisición en el aula*. Barcelona: Ariel Lingüística.

Richards, J.C., & T.S. Rodgers. 2014. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

h. Complementary bibliography

Corpora resources

CHILDES (*Child Language Data Exchange System*). Available at <http://childes.psy.cmu.edu> [10 January 2016]

Davies, M. 2004. *BYU-BNC (the British National Corpus from Oxford University Press)*. Available at <http://corpus.byu.edu/bnc/> [10 January 2016]

Davies, M. 2008. *COCA (Corpus of Contemporary American English)*. Available at <http://corpus.byu.edu/coca/> [10 January 2016]

i. Necessary resources

Access to Internet and UVa e-campus (Moodle platform)



6. Chronogram

TOPIC	ECTS CREDITS	TIME-FRAME
I – METHODOLOGICAL RESOURCES IN ELT	1,5	1 st -2 nd -3 rd weeks
II – CORPORA AS A RESOURCE FOR ENGLISH LANGUAGE RESEARCH AND TEACHING	1,5	3 rd -5 th -6 th weeks

7. General methodology and assessment

PROCEDURE	%	OBSERVATIONS
Tasks	70%	Tasks will include practical exercises and/or theoretical approaches, which will be done individually (the dates will be set up from the beginning of the course and will be posted in Moodle when the course opens)
Active participation in class	30%	Active participation will be assessed on the students' capacity to provide reasoned arguments and to carry out practical activities in the classroom

Academic papers presented as final papers will be assessed according to the following criteria:

FORMAT

- Referencing and quoting must be adequate and uniform;
- Text format and page design must be adequate (margins, indentations, uniform font and font-size, etc.).

EXPRESSION:

- Clarity and correctness: grammatical mistakes must be avoided; contents must be expressed with clarity; vagueness and inaccuracy will be negatively sanctioned;
- Style: expressive competence in the handling of words must be evidenced;
- Distribution of contents: paragraphs must be combined into thematically coherent periods.

STRUCTURE

- A clear and adequately articulated paper must include a review of the state-of-the-art, the main goals of the study, the description of the methodology and the results derived from the study, a rigorous discussion of the results and an adequate conclusion.

CONTENT

- The paper must address one of the topics proposed by the instructor;
- The paper must show some sort of intellectual contribution from the student, e.g.
 - o to develop properly constructed theoretical models or methodological positions;
 - o to develop competences related to synthesis, analysis, deduction, induction, etc.
- The paper must be solid and pertinent to the topics developed throughout the course;
- No form of plagiarism will be accepted.

8. Final considerations

Classes will be based on lectures and individual and/or group-work sessions.