

GUÍA PARA EL ESTUDIANTE
Plan experimental ECTS
FACULTAD DE LETRAS
UCLM
CURSO 2009-2010

I DATOS DE LA ASIGNATURA

Subject: Applied Linguistics II		
Código:		
Carácter: troncal		
Year: 5		
Groups: 1		
Duración:	Cuatrimestral	2º
Departamento: Filología Moderna		
Área de conocimiento:		
Profesor/es: Helena Aikin		
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II CREDITS

Credits ECTS: 4.5
Total hours: 112.5

III TIMETABLE

Class: Wednesday 12.30-13.30; Thursday 11.30-12.30; Friday 12.30-13.30.
Tutorials: ; 2 nd semester: Wednesday 11.30-12.30; 13.30-14.30; Thursday 12.30-14.30; 15.00-16.00; Friday 13.30-14.30.

IV COURSE REQUIREMENTS

- Students should have passed Applied Linguistics I
- advanced level of English, as course will be taught entirely in English (students will be required to write essays & exams, and give oral presentations in English).

V COURSE OBJECTIVES

- to familiarise students with
 - . major educational philosophies and methodological trends in the history of language teaching, with special emphasis on the 20th and 21st centuries.
 - . models for the description, analysis and comparison of methods.
 - . techniques for critical analysis of language textbooks, learning materials and resources.

-to provide basic tools for class work planning and instructional materials development.

VI COMPETENCES:

-this course intends to encourage students' critical thinking as well as to develop their research skills through the comparative study of the different language learning approaches. It likewise aims at promoting their creative powers as future teachers.

-At the end of the course they will be expected to classify mainstream language textbooks according to the approach/ school of thought they follow, plan a simple unit of work for primary or secondary school pupils, critically assess their classmate's lesson plan, and create some instructional materials of their own.

VII CONTENTS

- 1- introduction:** framework for the description of methods: definition of approach, design, method and procedure; types of learning; learner/ teacher/ instructional material roles.
- 2- A brief history of language teaching:** the grammar-translation method; the reform movement; the direct method.
- 3- The first half of the 20th century.** The oral approach/situational language teaching
- 4- The first half of the 20th century:** the audio-lingual method in the United States.
- 5- the second half of the 20th century : Humanistic pedagogy :**
 - a- Total Physical Response**
 - b- The Silent way**
 - c- Suggestopedia**
 - d- the Natural Approach**
 - e- Task Based learning**
 - f- Affective learning**
 - g- The Theory of Multiple Intelligences**
 - h- Neuro-linguistic Programming**
 - i- Content Based Instruction**

6-Perspective for the 21st century

Proceedings: the practical sessions will be devoted to the analysis and discussion of texts and textbooks pertaining to the different approaches; students will also be required to prepare classroom activities (creating their own instructional materials) that will be performed in class, to be assessed and discussed by peers.

Attitudes: critical thinking, teamwork and cooperation will be strongly encouraged.

VIII BIBLIOGRAPHY

- Arnold, J (ed) 1999. *Affect in Language Learning*. Cambridge: Cambridge University Press.
- Arnold, J. & Puchta, H. *Imagine That! Mental Imagery in the TEFL Classroom*. Helbing Languages 2007.
- Estaire, S. & Zanon, J. 1994. *Planning Classwork: A Task-based Approach*. London: Heinemann.
- Fonseca, M.C. (ed). 2002. *Inteligencias Múltiples: Múltiples Maneras de Aprender Inglés*. Sevilla: Mergablum.
- Gardner, H. 1983. *Frames of Mind: the Theory of Multiple Intelligences*. New York: Basic Books.
- Gardner, H. 1993. *Multiple Intelligences: the Theory in Practice*. New York: Basic Books.
- Krashen, S. 1982. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.
- Lozanov, G 1978. *Suggestology and the Outlines of Suggestopedy*. Gordon and Bridge Publishers.
- Richards, J. & Rodgers, T. 2003. *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Stevick, E. *Teaching Languages: a Way and Ways*. Cambridge, Mass: Newbury House Publishers.

IX ACTIVITIES AND SUBJECT ORGANIZATION

CLASSROOM ACTIVITIES

- **Theoretical sessions : 15 lectures**
- **Practical sessions where theoretical contents will be applied (20 hours): text/ textbook analysis and discussion ; sample lessons of the different approaches ; individual and group presentations of language activities ; debate sessions.**
- **TOTAL : 35 hours**

GUIDED ACTIVITIES:

- **Seminar: *Theatre techniques for the English Classroom* by professor Alito Rodgers (end of April, 3 hours).**
- **Tutorial sessions to plan and discuss individual and group presentations and classroom activities designed by students. (7 hours)**
- **TOTAL : 10 hours**

STUDENT'S INDEPENDENT STUDY:

- students are expected to complete **67.5 hours of independent study :**
 - doing research in library
 - reading of course folder containing articles related to major language teaching approaches (students should purchase a copy of this folder at Fotocopiadora Calatrava).
 - studying course materials

-preparing their oral presentations, classroom activities and creating their instructional materials.

-TOTAL : 67.5 hours

units	Type of activity	timing (1)	assessment	Percentage of final mark
Unit 1. introduction: for framework the description of methods	-Theoretical sessions Text analysis and discussion -Individual work	1 1 2	-Continuous assessment	20% (attendance and class participation)
unit 2: a brief history of language teaching	-Theoretical sessions Text analysis and discussion -individual work tutorials	1 2 2	-Continuous assessment	
unit 3: the first half of the 20th century: oral approach/ situational language teaching	-Theoretical sessions Text analysis and discussion -individual work	2 1 2	-Continuous assessment	
unit 4: The first half of the 20th century: the audiolingual method	-Theoretical sessions Text analysis and discussion -debates -student presentations -individual work	2 1 1 3 2	-Continuous assessment -groupwork evaluation	10% (group work evaluation)
unit 5: Humanistic pedagogy	Theoretical session -individual work	1 2		
Unit 5 5a-Total physical Response 5b-The Silent Way 5c-Suggestopedia	-Theoretical sessions Text analysis and discussion -debates -student presentations -individual work -tutorials -test 1	2 2 2 5 9.5 2 1	-Continuous assessment -groupwork evaluation -test 1	27.5% (test 1)
Unit 5: 5d- Natural Approach 5e-Task Based Learning 5f-Affective Learning seminar on theatre techniques	-Theoretical sessions Text analysis and discussion -debates -student presentations -individual work -seminar -tutorials	2 2 2 5 9 2 2	-Continuous assessment -individual presentation evaluation	15% (individual presentations)
Unit 5: 5g-Multiple Intelligences 5h-Neurolinguistic Programming 5I-Content Based Learning	-Theoretical sessions Text analysis and discussion -debates -student presentations -individual work -tutorials	2 2 2 5 9 2	-Continuous assessment -individual work evaluation	
Unit 6: Perspectives for the 21st century	-Theoretical sessions Text analysis and discussion -individual work -test 2	1 1 8 5 2	-Continuous assessment -groupwork evaluation -test 2	27.5%

TOTAL HOURS		(2)112.5		100%
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X CHRONOGRAM

UNITS	Activities	Compulsory ?	Approximate dates
Unit 1	Theoretical class Practical session	yes	Sessions 1-3
Unit 2	Theoretical class Practical session	yes	Sessions 4-6
Unit 3	Theoretical class Practical session	yes	Sessions 7-9
Unit 4	Theoretical class Practical session tutorials	yes	Sessions 10-14
Unit 5a, 5b, 5c	Theoretical class Practical session Tutorials	Yes	Sessions 15-20
Unit 5d, 5e, 5f	Idem	Yes	Sessions 21-25
Unit 5g, 5h, 5i seminar	Idem	yes	Sessions 26-30 Session 31-32
Unit 6	Theoretical class Practical session tutorials	yes	Sessions 33-35

XI EVALUATION CRITERIA:

-students following the ECTS system should :

-attend lessons and participate in class discussions and debates (minimum 75% of sessions)

-do one group presentation and one individual presentation (written and oral)

-take and pass tests 1 and 2

-There will be a final exam in June and September for students who do not follow the ECTS system.