

Last updated: November 8th, 2007

**TEACHING METHODOLOGY SEMINAR
ED395**

DESCRIPTION:

This seminar is designed for students who are interested in Teaching English as a Second or Foreign Language or in Education and want to have direct contact with a school in Barcelona. It focuses on the practical aspects of L2 Teaching and Learning. The most relevant issues on methodology are discussed in workshop-style class. Students apply the topics studied by means of a teaching internship.

PREREQUISITE:

None.

LANGUAGE OF PRESENTATION:

English –Spanish occasionally

PROFESSOR:

M. MEJÍAS

STUDENT OUTCOMES:

- describe, interpret and evaluate cultural differences between Spain and the U.S;
- compare and contrast Spanish and U.S. educational systems;
- apply main teaching techniques and principles in order to improve language classes;
- identify, describe and criticize different methodological approaches and methods in language teaching;
- design and implement a lesson plan and a syllabus for language classes and courses, respectively;
- apply research techniques to obtain information about students' beliefs and needs;
- compile and justify the contents of a teaching portfolio.

LEARNING MEANS:

The course focuses on the **practical work** of the students. They will develop their teaching skills in a local Primary or Secondary School under the supervision of a Language Teacher, who will inform about their progresses by means of a report. Besides, every student will carry out an **In-practice Teacher's Journal** and **Portfolio**, where best practices and teaching philosophy will be reflected. **Critical reading of articles** related to our field of study, and **in-class discussion** will be conducted by the students, as well.

METHOD OF ASSESSMENT:

Class participation:	10% (Leading Discussion and Active Participation)
Work Supervision:	15%
Midterm Exam (Take home):	20%
Teacher's Journal:	25%
Teaching Portfolio:	10% (Oral Presentation) 20% (Written Paper)

Failure to complete any of the above criteria will prevent successful completion of the course.

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COURSE CONTENT

SESSION 1	Jan. 23, 2008	<p>Class content: Introduction to the course. Class 0.</p> <p>Required readings (in class): Mc Laughling, B. (1992). Myths and Misconceptions about Second Language Learning: What Every Teacher Needs to Unlearn. <i>Educational Practice Report</i>, 5. Available: http://www.ncela.gwu.edu/pubs/ncrcdsl/epr5.htm. Accessed: 22 March 2007.</p>
SESSION 2	Jan. 30, 2008	<p>Class content: Visit to the School.</p> <p>Required readings: Horwitz, E.K.(1986). Some Language Acquisition Principles and Their Implications for Second Language Teaching. <i>Hispania</i>, 69 (3): 684-689.</p>
SESSION 3	Feb. 6, 2008	<p>Class content: The teacher, the student and the classroom.</p> <p>Required readings: Chamnes Miller, P. (2004). Understanding and Meeting the Needs of ESL Students. <i>Phi Delta Kappan</i>, 85 (10): 786. Available: http://www.questia.com. Accessed: 18 February 2007.</p> <p>Law, B. & M. Eckes (2002²). <i>More-Than-Just-Surviving Handbook</i>: 76-81. Winnipeg: Portage&Main Press.</p> <p>Wright, T. (1987). <i>Roles of Teachers & Learners</i>: 10-29. Oxford: Oxford University Press.</p>
SESSION 4	Feb. 13, 2008	<p>Class content: Brief history of Foreign Language Instruction. Some aspects of Second/Foreign Language Acquisition. Textbooks review.</p> <p>Required readings: McLaren, N. & D. Madrid (1996). <i>A Handbook for TEFL</i>:439-440. Alcoy: Marfil.</p> <p>Varela Méndez, R. (2003). Language Teaching Methods and Approaches. In R. Varela Méndez (ed.), <i>All About Teaching English. A Course for Teachers of English (Pre-School through Secondary)</i>: 45-56. Madrid: Centro de Estudios Ramón Areces.</p> <p>Willis, J. (1996). <i>A Framework for Task-Based Learning</i>: 149-168. Essex: Longman/Pearson Education Ltd.</p>
SESSION 5	Feb. 20, 2008	<p>Class content: Skills: Speaking, Writing, Reading, Listening, Interaction, Mediation and Non-verbal communication. Designing Tasks.</p> <p>Required readings: Baker, J. & H. Westrup (2000). <i>The English Language Teacher's Handbook</i>: 30-53. New York/London: Continuum.</p>
SESSION 6	Feb. 27, 2008	<p>Class content: Skills: Speaking, Writing, Reading, Listening, and Intercultural skills (Interaction, Mediation and Non-verbal communication). Designing Tasks.</p> <p>Required readings: Nunan, D. (1989). <i>Designing Tasks for the Communicative Classroom</i>: Appendix C. Cambridge: CUP.</p>

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SESSION 7	Mar. 5, 2008	<p>Class content: Culture Awareness: Culture, culture and Kulture. Designing Tasks.</p> <p>Required readings: Paige, M. <i>et al.</i> (2002). <i>Maximizing Study Abroad</i>: 59-73, 107-113. Mineapolis: University of Minnesota, 2002.</p>
SESSION 8	Mar. 12, 2008	<p>Class content: An Introduction to Syllabus Design and Lesson Planning.</p> <p>Required readings: Baker, J. & H. Westrup (2000). <i>The English Language Teacher's Handbook</i>: 106-113. New York/London: Continuum.</p> <p>Slattery, M. & J. Willis (2001). <i>English for Primary Teachers. A handbook of activities and classroom language</i>: 131-134. Oxford: Oxford University Press.</p>
	SPRING BREAK	No class.
SESSION 9	Mar. 26, 2008	<p>Class content: Culture Awareness: Culture, culture and Kulture. Designing Tasks.</p> <p>Required readings: Paige, M. <i>et al.</i> (2002). <i>Maximizing Study Abroad</i>: 59-73, 107-113. Mineapolis: University of Minnesota, 2002.</p>
SESSION 10	Apr. 2, 2008	<p>Class content: An Introduction to Syllabus Design and Lesson Planning.</p> <p>Required readings: Baker, J. & H. Westrup (2000). <i>The English Language Teacher's Handbook</i>: 106-113. New York/London: Continuum.</p> <p>Slattery, M. & J. Willis (2001). <i>English for Primary Teachers. A handbook of activities and classroom language</i>: 131-134. Oxford: Oxford University Press.</p>
SESSION 11	Apr. 9, 2008	<p>Class content: Error correction in Second Language Teaching. Assessment.</p> <p>Required readings: Hubbard, P.; Jones, H.; Thornton, B. & R. Wheeler (2003³). <i>A Training Course for TEFL</i>: 131-153. Oxford/New York: Oxford University Press.</p> <p>Rodríguez López, B. & M.I. Valencia González (2003). Assessment and Evaluation in Foreign Language Teaching. In R. Varela Méndez (ed.), <i>All About Teaching English. A Course for Teachers of English (Pre-School through Secondary)</i>: 195-211. Madrid: Centro de Estudios Ramón Areces.</p> <p>Tedlick, D.J. (ed.) (1996). Performance Assessment. In D.J. Tedlick (ed.), <i>Proficiency-Oriented Language Instruction and Assessment: A Curriculum Handbook for Teachers</i>: 29-31. Minnesota: University of Minnesota. Analytic Writing Scale for the Spanish FLIP Program.</p>
SESSION 12	Apr. 16, 2008	<p>Class content: The <i>Common European Framework of Reference for Languages</i> and the <i>LinguaFolio</i>.</p> <p>Required readings: Council of Europe. <i>Common European Framework of Reference for Languages</i>. Available: http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf. Accessed: 22 March 2007.</p> <p><i>LinguaFolio</i>. Available: http://www.pen.k12.va.us/linguafolio/index.html. Accessed: 22 March 2007.</p>

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FINAL EXAM*	Apr. 23, 2008	Class content: Students' Oral Presentations. Course Evaluation.
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LIST OF SELF-GUIDED VISITS, FIELD STUDIES, CLASSES ON SITE, GUEST SPEAKERS OR FILM VIEWINGS

SESSION	DATE	ACTIVITY	DESCRIPTION
2	Jan. 30, 2008	Class on site	Visit to a Spanish School: Introduction to the Internship workplace.

REQUIRED READINGS

Baker, J. & H. Westrup (2000). *The English Language Teacher's Handbook*. New York/London: Continuum.

Carter, R. & D. Nunan (Ed.) (2001). *Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: CUP.

Council of Europe. *Common European Framework of Reference for Languages*. Available: http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf. Accessed: 26 October 2006.

Chamnes Miller, P. (2004). Understanding and Meeting the Needs of ESL Students. *Phi Delta Kappan*, **85** (10): 786. Available: <http://www.questia.com>. Accessed: 18 February 2007.

Horwitz, E.K.(1986). Some Language Acquisition Principles and Their Implications for Second Language Teaching. *Hispania*, **69** (3): 684-689.

Law, B. & M. Eckes (2002²). *More-Than-Just-Surviving Handbook*. Winnipeg: Portage&Main Press.

LinguaFolio. Available: <http://www.pen.k12.va.us/linguafolio/index.html>. Accessed: 26 October 2006.

McLaren, N. & D. Madrid (1996). *A Handbook for TEFL*. Alcoy: Marfil.

Mc Laughling, B. (1992). Myths and Misconceptions about Second Language Learning: What Every Teacher Needs to Unlearn. *Educational Practice Report*, **5**. Available: <http://www.ncela.gwu.edu/pubs/ncrcdsl/epr5.htm>. Accessed: 26 October 2006.

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: CUP.

Paige Michael, *Maximizing Study Abroad*. Mineapolis: University of Minnesota, 2002.

Slattery, M. & J. Willis (2001). *English for Primary Teachers. A handbook of activities and classroom language*. Oxford: Oxford University Press.

Varela Méndez, R. (2003). Language Teaching Methods and Approaches. In R. Varela Méndez (ed.), *All About Teaching English. A Course for Teachers of English (Pre-School through Secondary)*: 45-56. Madrid: Centro de Estudios Ramón Areces.

Willis, J. (1996). *A Framework for Task-Based Learning*. Essex: Longman/Pearson Education Ltd.

Wright, T.(1987). *Roles of Teachers & Learners*. Oxford: Oxford University Press.

RECOMMENDED READINGS

Bachman, L. (1990). *Fundamental Considerations in Language Testing*. Oxford: OUP.
One of the most important major works in the field, directly relevant to practising teachers.

Lightbown, P. & N.Spada (1993). *How Languages are Learned*. Oxford: OUP.
A readable and enjoyable introduction to first and second language acquisition. Issues such as intelligence, personality and age in language learning are discussed.

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- Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: CUP.
A detailed description of a variety of tools used in research, such as case studies, questionnaires, interaction analysis etc, as well as an overview of general research methods. An excellent overview of issues in TEFL, with 30 chapters looking at core areas in the field, clearly and succinctly written. An excellent resource for any MA in TEFL course.
- Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House.
A thorough and readable account of strategy use in L2 learning.
- Skehan, P. (1989). *Individual Differences in Second Language Learning*. London: Edward Arnold.
A definitive and thorough study of the many factors that affect foreign and second language learning. This book is considered to be an authority in the field.
- Ur, P. (1996). *A Course in Language Teaching*. Cambridge: CUP.
A good introductory overview of many of the issues related to Classroom Management, as well as other areas in teaching, such as lesson planning, and skills. This book is often recommended on pre-service teacher training courses, and has a good practical focus.
- White, W.F.(1995). The Search for the Truth about "Good" Teaching. *Education*, **116** (1). Available: <http://www.questia.com>. Accessed: 01 January 2007.
An overview of some aspects that define what "good teaching" means.
- Williams, M. & R.Burden (1997). *Psychology for Language Teachers*. Cambridge: CUP.
An excellent overview of key issues in psychology and how they affect the language teacher. Written in clear and accessible language.