



METHODOLOGY FOR THE TEACHING OF ENGLISH

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I Course Objectives

- 1 Elaborate teaching techniques which will facilitate professional development towards an autonomous working style.
- 2 Identify and apply learning strategies which will propitiate their application in the FL classroom and lead to a more autonomous and responsible FL student.
- 3 Develop the ability to reflect on/think about one's role as a teacher within a pedagogy for autonomy and how one can develop and change as an autonomous, reflective teacher.
- 4 Learn how to make use of bibliographic and other resource material pertinent to the above objectives.
- 5 Work in the Moodle learning environment to improve your learning autonomy and reflect on how to use Moodle or similar with students.

II Course Syllabus

The focus of course contents will be on how to work towards a pedagogy for learner autonomy and responsibility. Areas covered include:

Learner and teacher autonomy: definitions, meanings and implications in the classroom organization.

Teacher's and students' roles (including TTT vs. STT)

Learning strategies: types, identification of, how to work with

Council of Europe's *Common European Framework of Reference for Languages*

The European Language Portfolio

Learner training

Classroom dynamics: use of brainstorming, small group work, territoriality, teacher silence, etc.

Assessment: formative and summative in oral and written work

Treatment of mistakes, correction

Student feedback, use of. Teacher feedback to students

Work with grammar

Constructivist theory

Self-development and cooperative development of didactic abilities

Dogme: materials, technology, learners and teachers

Note: The above list of contents is open to additional areas of interest expressed by students. The course intends to be done as a 'loop input', that is, using the type of methodology which we would hope that the students will use in the future as teachers.

III Assessment criteria

- 1 Active participation in class. (To be further defined by students and teacher together)
- 2 Written assignments handed in on required dates, paper or virtual (through e-mail or MOODLE).
- 3 Journal kept of work done in and out of class. The individual student and the teacher will assess the quality of the journal.
- 4 Oral and written presentations of projects done as small group work. (Assessment criteria to be defined by students and teacher)
- 5 Self-assessment on above points.
- 6 Final exams for those students who do not fulfill the above requisites. This exam will include all points covered in II Contents.

Use of English: It is assumed that students have a level of correction so as not to impede comprehension or expression, either oral or written. Serious problems could lead to not passing the subject.

V Bibliography

There will be extensive reading throughout the course. Photocopied material is available at El Drago. There are three folders:

- 1) Beginning Bibliography: for everyone to read almost immediately
 - Bibliography on grammar
 - Bibliography on assessment
- 2) Bibliography to choose from and report on
- 3) Optional reading material

Everyone needs a copy of the entire first folder. From the second folder you only need to choose two articles. The third folder is entirely up to you to decide if you want it or not.

VI Other points

- 1 Students are expected to attend 85% of the classes; otherwise they must do at least part of a final exam. Anyone who cannot attend class regularly should contact the teacher at the beginning of the semester in order to organize their work.
- 2 It is strongly recommended that you have passed all your second year subjects before enrolling in this one.
- 3 If you miss a class, be sure to use our Moodle page to find out work covered, handouts, assignments, etc.
- 4 Tutorial hours will be in office A1-03 and office B3-03. We will set these just before the beginning of the semester.

As Lee Schulman (1992) stated "If philosophy begins in wonder, pedagogy typically begins in frustration. Educators rarely invent new methods of teaching simply out of a sense of mystery or longing. More often, they are fed up with the kind of teaching they have been doing in the past. They are looking for better ways to educating their students."