

Syllabus Information

Academic Year: 2021/22

Subject: 63264 -

Faculty / School: 107 - Facultad de Educación

Degree: 584 -

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ECTS: 6.0

Year: 1

Semester: Second semester

Subject Type: Optional

Module:

1. General information

2. Learning goals

2.2. Learning goals

By the end of the course, students will be able to:

1. Compare and describe the differences between a traditional view of communication in English and the understanding of English as a Lingua Franca for international communication.
2. Reflect and identify new media and communication modes in English.
3. Analyze and describe the features of communication through different genres, understanding the impact that the medium and the context have on them.
4. Evaluate the implications of the above on the teaching of English as a foreign language within the communicative approach.
5. Identify the segmental and suprasegmental features of English that should be prioritized in the EFL classroom for Spanish learners from the perspective of English as a tool for international communication.
6. Know and apply different models for the teaching of pronunciation based on communicative principles.
7. Analyze, evaluate and select oral and written texts in English on the basis of their adequacy for the EFL secondary-school classroom.
8. Adapt and design materials and resources for the teaching of oral and written discourse within the context of English as tool for international communication.
9. Know and critically assess different strategies and resources to respond to learners? oral and written production which consider their implications for the teaching and learning process.

10. Identify and formulate assessment criteria to evaluate different oral and written production activities; adapt and design tools for self-assessment, peer assessment and teacher assessment.

3. Assessment (1st and 2nd call)

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process designed for this course is based on student-centredness, focusing on their needs and interests. Hence, the activities proposed in the course focus on the students' personalized work. Students should work autonomously (doing the reading, completing reflection tasks, selecting and analysing texts and genres, designing activities) and also collaboratively in groups (participating in debates, presentations, peer teaching sessions in the classroom, etc.).

4.2. Learning tasks

The program offered to students to help them achieve the expected learning outcomes includes the following activities

In class:

Teachers' presentation of content (input presentation)

Individual and group activities that make their learning visible (input processing and understanding): analysis of activities, types of texts and genres, discursive practices, etc.

Oral presentations (of their completed tasks) or peer teaching (demonstrating the designed tasks) (output)

Self-assessment and peer-assessment activities on the tasks completed or presented in class

Outside class:

Reading information and selected references

Completing comprehension tasks and applying key concepts and contents of the syllabus

Searching, selecting and analysing English texts that are representative of a given genre or digital, multimodal discursive practice

Designing a sequence of activities to teach the selected texts, genres or discursive practices and their corresponding rubrics of checklists to guide the learning process, assess students' and teachers' performance.

4.3. Syllabus

Unit 1. Introduction: Motivations, preconceptions and attitudes in teaching and learning English in the 21st Century

Unit 2. Understanding English in the 21st Century: English as a Lingua Franca / in a global world; Communication in ELF; Digital/Computer mediated communication/multimodal communication; Digital genres and practices

Unit 3. Analysing English Communication in Our Globalised World: Multimodality and multimodal ensembles; Linguistic and discursive analysis; Pragmatic analysis; Visual analysis

Unit 4. Teaching English Communication in 21st Century Schools: Selecting and analysing multimodal texts for the EFL secondary classroom; Adapting and exploiting multimodal texts for the EFL secondary classroom; Planning and designing activities and tasks to develop students' communicative competence in the L2; Planning and designing activities and tasks to develop students' multiliteracies; Planning and designing activities and tasks to develop students' 21st century skills; Giving feedback and assessing students' multimodal outputs

4.4. Course planning and calendar

The specific schedule with deadlines for each task will be provided at the beginning of the semester.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63264&Identificador=C71862>