

# Idioma (anglès): Competència i Ús 1

## Teaching Seminar

Gemma Repiso-Puigdelliura

Departament de Traducció i Ciències del Llenguatge - Universitat Pompeu Fabra

## Course Overview

### Idioma (anglès): Competència i Ús 1

- First year course for students in the degrees of **Translation and Interpretation** and **Applied Languages**.
- Overall goals:
  - Improve students' language use skills (target level = B2)
  - Emphasis on self-learning.
- 2 large groups divided into smaller groups by English proficiency. 90 minutes contact time with co-teachers.

#### Assignatures que s'inclouen en les matèries

Curs	1r trimestre	2n trimestre	3r trimestre
1r	Idioma anglès: competència i ús 1 [O, 4 ECTS]		Idioma anglès: descripció i anàlisi 1 [FB, 6 ECTS]
2n	Idioma anglès: competència i ús 2 [O, 4 ECTS]		
		Idioma anglès: descripció i anàlisi 2 [FB, 6 ECTS]	
3r		Idioma anglès: producció [O, 5 ECTS]	
4t			Idioma: temes monogràfics (EN) [P, 5 ECTS]

FB: formació bàsica; O: obligatòria; P: optativa

## Skills

At the end of this course, students will be able to...

- **Adapt** in international and multicultural contexts.
- **Employ** autonomous learning skills to pursue further studies.
- **Work** individually and in groups.

## Knowledge

At the end of this course, students will be able to...

- **Show** understanding of a great variety of linguistic constructions and discourses.
- **Convey** information, ideas, problems and solutions to a specialized and a non-specialized public.
- **Use** linguistic and discursive structures adequate to the oral and written production for an efficient academic and professional communication.
- **Identify** and use linguistic traits of different varieties.
- **Extract** cultural, historical, and social information from discourses and apply this information to oral and written discourses.

## Methodology

A successful methodology has to:

1. Encourage students' **autonomous learning** (student-centered approach).
2. Provide **flexibility** to co-teachers to adapt active learning to each small group's English level.
3. Prepare students for **real life** communicative situations.
4. Strengthen students' **sociocultural abilities**.
5. Engage equally with all **components of language use** (e.g., grammar, vocabulary, pronunciation, discursive abilities).
6. Cultivate diversity, inclusion, and equity. Use of **universal design** for learning.

Methodology based on UPF EDvolució pedagogical guidelines.

- **Flipped classroom:** Students are introduced to the learning material before class.
  - Reading
  - Listening
  - Grammar
  - Pronunciation
- **Task-based activities:** Contextualized real life tasks based on the students' future communicative situation.
  - Pre-task: Review of materials presented in the online component
  - Task-cycle: Students employ the unit's contents to resolve a real life task.

- Language focus: The co-teacher reviews some of the linguistic challenges of the task. The language focus can be adapted to the different levels.

## Content Overview

### Units First Term

Weeks	Unit	Grammar	Vocabulary	Pronunciation
Week 1	Course introduction	Reference grammars and resources.	Word learning strategies	Reading in the International Phonetic Alphabet - silent letters.
Week 2 and 3	Studying in an English-speaking university.	Gerunds and infinitives. Prepositions and subordinate clauses of time.	Academic language.	Tense- lax vowels: 'feet' and 'fit', 'look' and 'Luke'
Week 4 and 5	Migration and multicultural environments	Subordinating conjunctions for contrast.	Multiculturalism, historical events.	Stop aspiration and variation in stop production: to[p] vs. [p <sup>h</sup> ]ot vs. po[r]lery
Week 6 and 7	Current Affairs, News	Uses of the past in reported speech. Indirect questions	Politics and economy. Reporting verbs. Synonyms and formality	Light-dark laterals: [l]ight vs. ba[t]. Variation in rhotic and non-rhotic accents [fa:] vs. [far].
Week 8 and 9	The city and urban environments.	Unreal conditionals. Prepositions of place.	Challenges in the city. Suffixes -ion, -ness, -ity.	Diphthongs: glides (mju:zɪk), double consonants (d[ɪ]nner vs. d[ɑɪ]ner), silent e (h[æ]t vs. h[ei]te)
Week 10	First term review			

### Units Second Term

Weeks	Unit	Grammar	Vocabulary	Pronunciation
Week 1	Evaluation of autonomous learning	Reference grammars and resources.	Creating a glossary.	Reading in the IPA - syllables and stress.
Week 2 and 3	Museums and exhibitions	Past modals.	Artistic periods, artistic events.	Lexical stress (PREsent vs. preSENT, stressed

Weeks	Unit	Grammar	Vocabulary	Pronunciation
				suffixes employ (e.g., engineer).
Week 4 and 5	Technology and the future	Expressing stance. Adverbial phrases.	Speculating and reflecting. Emphasis strategies.	Connected speech (What else, most people, Would you like ).
Week 6 and 7	Social justice	Passive voice	Neologisms, acronyms, blends.	Pitch accents and emphasis (What do YOU like).
Week 8 and 9	Environment and climate challenges.	Future continuous and future perfect.	Cause and effect language (e.g., affect, lead to, disrupt)	Use of pitch accents to signal new and old information. Intonational contours to signal statements and questions.
Week 10	Review and Exam Practice			

## Day-to-day Activities

Each unit will have a duration of two weeks.

- 90 minutes of class time.
- 3 hours and 30 minutes autonomous learning (2 hours work on online component, 1.30 hours work on task deliverable).

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 online	Listening + Activity	Grammar + Activity		Work on deliverable	Work on deliverable
Week 1 in-person			Task-based learning		
Week 2 online	Reading + Activity	Pronunciation + Activity		Work on deliverable	Task deliverable
Week 2 in-person			Task-based learning		

## Assessment

### Overview of Summative Assessment

Assessment type	Percentage
Unit deliveries	40%
Completion of unit activities	10%
Exams (oral and written)	40%

Assessment type	Percentage
Participation	10%

### **Overview of Formative Assessment**

Assessment type	Percentage
Self-assessment	5% per unit delivery
Peer assessment	5% per unit delivery
Exit cards	Included in participation grade
Vocabulary polls	Included in participation grade

### **Assessment: Unit deliverables**

40% Unit deliverables. Multidimensional grading consisting of the following elements:

90% Task specific rubric

5% Peer assessment rubric

5% Self-assessment

### **Example Deliverable Written Assessment**

#### **Criteria for Assessment**

Each category is worth 5 points out of 25 points.

- Content
  - Does the content respond to the prompt and fulfill the task with exemplary performance? Does the student use the conventions of the communicative task and communicate straightforward ideas?
- Grammar
  - Does the student use the grammar presented in the unit? Are there grammatical errors?
- Vocabulary
  - For example: Is the vocabulary used in the task related to the unit? Is the vocabulary accurate and precise? Does the student show a wide range of new words and expressions?
- Cohesion, clarity and logical sequencing
  - For example: Cohesion: Does the student use a wide variety of lexical and cohesive devices? Clarity: Is the text clear? Are the ideas expressed completely and without contradictions? Logical sequencing: Is the writing well put together? Is it logical and ordered?

- Spelling and punctuation
- For example: Capitalization: Does the student use English capitalization conventions?  
Spelling: Does the student make spelling errors? Does the student use a consistent spelling system?

## Deliverable Assessment

Feedback will be given by color coding the students' deliveries according to each criterion.

**Grammar**  
**Vocabulary**  
**Cohesion**  
**Spelling and punctuation**

The purpose of education

The purpose of education **has been** a controversial topic nowadays. **Much** people consider that education should just play a role of training students for their future employment, whereas others are convinced that it should have additional purposes. This essay will discuss both **parts** of this argument, and then I will give my own perspective.

There are merits for schools to focus on vocational training. Students will be equipped with solid skills in their professions and can immediately put their expertise to use at work. As well as this **comma** it will effectively increase the possibility of employment when they graduate. **In addition** ,this is owing to the fact that most companies today prefer to employ those who can apply their **job** skills to their work after a short term of training. Therefore, this may enormously diminish **the** unemployment rate in society, and benefit both students and employers

Overall feedback

Positive points	Points for improvement
- Good use of connectors to join your ideas	- Review the uses of the past
- Your ideas are presented in a logical manner.	-Review much/many with countable and uncountable nouns

Comments

New

Gemma Repiso Puigdellíura

here you are not starting a new point you are continuing with the one from the previous sentence

July 10, 2022, 11:14 AM

@mention or reply

## Assessment: Peer Assessment

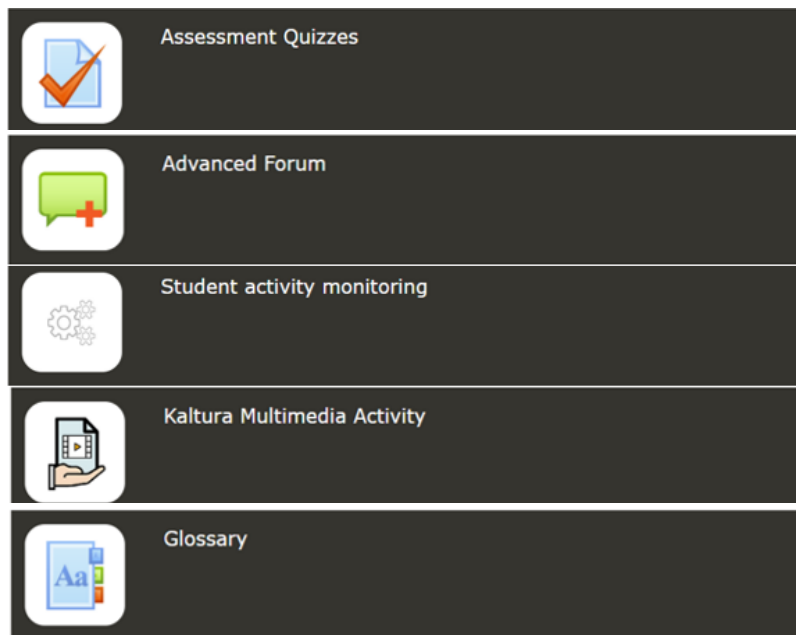
### Criteria for Assessment

Each category is worth 5 points out of 20 points.

- Role and responsibilities
  - For example: Has the member of the group assumed a role in the assignment? Has the member of the group fulfilled the team role? Has the member of the group shared responsibilities?
- Work contribution
  - For example: What is the overall contribution of the member of the group? What is the quality of work of the member of the group? How does the member of the group engage in meetings and communication?
- Working as a group
  - For example: Has the member of the group achieved the group goals? Has the member of the group monitored the group's effectiveness? Has the member of the group been active in resolving conflicts?
- Working with others
  - Does the member of the group offer support to the other members of the group? Does the members of the group have a positive attitude?

## Assessment: Completion of Unit Activities

10% Completion of unit activities. Completion tracked using the student activity monitoring app.



## Assessment: Exams

40% Exams. The exams are based on the European Framework of Reference for Languages.

- **Written exam:**
  - 30 points **Listening comprehension:** Multiple choice and short paragraph responses to class lectures and short interactions.
  - 30 points **Reading comprehension:** Multiple choice and short paragraph responses to 500-word academic and professional texts.
  - 30 points **Written expression and listening:** 300-word-response to an audio.
- **Oral exam:**
  - 30 points **Oral expression and reading:** 10-minute-response to a text.

## Assessment: Participation

10% Participation.

### Criteria for Assessment

Each category is worth 5 points out of 20 points.

- Focus on class work

- Does the student consistently stay focused on in-class work and what needs to be done?  
Is the student very self-directed?
- Contributions to classroom discussion
- Contributions to classroom discussion can be done in a variety of ways: during the classroom in conversations, or in forums.
- Working with others
- Does the student almost always listen to, share with, and support the efforts of others?
- Preparedness for class activities
- Does the student demonstrate that they have read the assigned readings and watched the assigned lectures?

## Example of Unit

### Unit: Multiculturalism in English-speaking Societies

At the end of this unit students will be able to:

- **Extract** US historical events from a text and **relate** them with multiculturalism.
- **Compare** US multiculturalism to their own multicultural reality.
- **Use** linguistic structures to express contrast: coordinators, adjectives, nouns and noun phrases (similarities), adverbials (similarly), subordinators (while, whereas, although, even though, whilst), verbs (differ, contrast), prepositions (rather than, like, unlike, despite, inspite of) in oral and written language production.
- **Use** vocabulary related to culture, multiculturalism, and migratory processes in oral and written production.
- **Produce** aspirated (e.g., [p<sup>h</sup>]ot) non-aspirated stops (e.g., to[p]), affricated /tr/ sequences.
- **Identify** phonetic/phonological variation in the production of stops: flaps (e.g., pottery > po[r]ery).

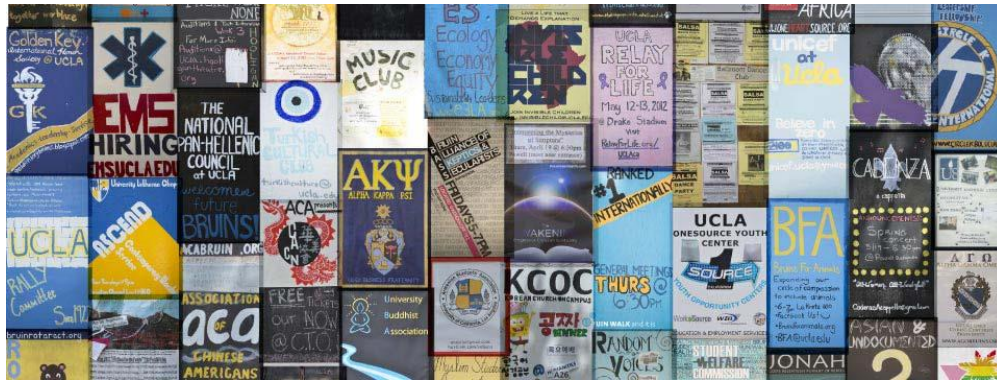
### Deliverable for Multiculturalism in English-speaking Societies

Write an application to form a student organization in an English-speaking university. The student organization has the goal of promoting multiculturalism on campus.

500-word written production including:

- A description of the cultural backgrounds of the members of your organization.
- A proposal to increase the visibility of multiculturalism on campus.





Credit: UCLA Student Organizations

## Week 1 - Online Component

### Reading

The New York Times

ART REVIEW

### The Much-Vaunted American Melting Pot, Cracks and All

Columbus, the Middle Passage, the Mayflower. A thought-provoking exhibition, "Arrivals," grapples with the myths and origin stories of how everyone set foot in this country.

Give this article



### Forum activity

- What historical events in the US gave rise to the idea of the melting pot?

- What historical events can you find in your culture that give rise to a multicultural society?

## **Pronunciation**

### **Topics**

- Aspiration of stops [p t k ]
- /t/-affrication before /ɪ/
- Phonetic variation: Flapping intervocalic position.

### **Curated videos - Explanations, Examples, Songs**

Essentials of Linguistics. Open Source Book. Catherine Anderson.

Song. Typically English. Beatrice Lillie.

### **Pronunciation Activity**

#### **Drill recording activity**

- Recording of words, sentences, tongue twisters by mimicking speech samples.

### **Perception activity - Dialectal variation**

Identify whether the word that you will hear is pronounced by a North American English speaker.

## **Week 1 - Lesson Plan**

<b>Time</b>	<b>Section</b>	<b>Activity</b>
5 min.	Introduction	The co-teacher introduces the unit deliverable and rubrics with which the deliverable will be assessed.
10 min.	Pre-task	Vocabulary poll: Historical events and multiculturalism.
15 min.	Task	Students brainstorm questions to learn about their classmates' cultural backgrounds.
35 min.	Task	Students interview their partner and take notes. Students write a short summary of their partner's cultural background.
10 min.	Task	Students share their narratives in their small groups and identify similarities and differences among them.
10 min.	Language focus	Co-teachers highlight grammatical aspects and new vocabulary (adapted to the different group levels). Bring signs at the Pompeu Fabra for the next class.
5 min.	Language focus	Exit card. Write a clear concept and a muddy concept.

## Week 2 - Online Component

### Listening

- The Hill We Climb. Amanda Gorman.



Author: Patrick Semansky , Credit: AP

### Forum activity

- In “The Hill We Climb,” Gorman says: “We, the successors of a country and the time where a skinny Black girl descended from slaves and raised by a single mother can dream of becoming president only to find herself reciting for one.” Explain how this part of the poem relates to US history and diversity.
- In what passage/s do we encounter references to multiculturalism? Explain Gorman’s stance on this topic.
- Have you ever encountered poetry that, like the examples she gives, has something interesting to say about politics and democracy? What examples come to mind?

### Grammar

Grammar video capsules or grammar explanations.

Reference textbook: A course in English for Academic Purposes. Upper-Intermediate B2. Edward de Chazal and Sam McCarter. Oxford.

**Comparison and contrast language (1)** Grammatical categories

There are many ways of expressing comparison and contrast (similarities and differences). The main grammatical categories are:

- Coordinators, e.g. *and, but*  
... big countries like China, India, Indonesia, and Brazil do not have a single national culture **but** a variety of cultures.
- Adjectives, e.g. *smaller than, more/less important than, as effective as, similar (to), different (from / to)*  
The Japanese ... may prefer a **more flexible** approach.  
a **completely different** cultural context
- Nouns and noun phrases, e.g. *similarities, differences*  
**Similarities** between the domestic and foreign cultural norms and values
- Adverbials, e.g. *similarly, in contrast, by comparison, on the one hand / on the other, however, nevertheless*  
**Similarly**, North Americans ... expect a trustworthy person to respond immediately ...
- Subordinators, e.g. *while, whereas, although, even though*  
Similarities between the domestic and foreign cultural norms and values may make entry for a firm easier **whereas** large differences may cause major difficulties.
- Verbs, e.g. *vary, differ, contrast*  
Eastern and Western cultures **can vary** significantly.
- Prepositions, e.g. *rather than, like, unlike, despite, in spite of*  
Different cultures may be based on ethnic group **rather than** region.

Grammar activity (e.g., fill in the gaps, sentence completion) implemented with Html5 content.

## Pre-task: Linguistic landscapes

Together we overcome. Humboldt Park. Chicago

Discuss in small groups:

- What details do you see in the mural?
- What is the message of this mural?
- Which languages are used in this mural? What do they mean?
- Why do you think the two languages are included in the mural?





Time	Section	Activity
5 min.	Feedback	Co-teacher gives feedback on Unit 1 deliverable by showing anonymized sample sentences.
10 min.	Pre-task	Recognizing languages in mural artwork.
20 min.	Task	Linguistic landscapes: Students bring pictures of signs in different languages posted at the Pompeu Fabra University campus. Analyze the signs: What languages do you see in the sign? Where was the sign located? How does the sign represent the linguistic reality of your campus?

<b>Time</b>	<b>Section</b>	<b>Activity</b>
25 min.	Task	In groups, students develop a written proposal to increase visibility of multiculturalism / multilingualism on an English-speaking campus.
10 min.	Task	Proofreading workshop.
10 min.	Language focus	Co-teachers highlight grammatical aspects and new vocabulary
5 min.	Language focus	Exit card. Write a clear concept and a muddy concept.

## Conclusion

- Flipped classroom to promote **autonomous learning**.
- Task-based learning to encourage **flexibility** of the learning materials and expose students to real life situations.
- **Authentic assessments** designed with the goal of preparing students for the third year exchange program.
- **Peer assessment** and **self assessment** to foster students' reflection of their learning goals.
- Commitment to inclusion, equity and diversity through **universal design for learning**: multidimensional assessment, multiple means of content delivery, multiple means of expression.