

Prácticas de Lengua y Cultura en Lengua Inglesa *Practical Sessions in English Language and Culture*

3 credits

2nd semester



VNIVERSIDAD
D SALAMANCA

CAMPUS OF INTERNATIONAL EXCELLENCE

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Only for students registered at the U. of Valladolid

Aims and Objectives

Bilingual students and those having a proficient level of English (C2) will participate in classroom teaching sessions within the B.A. in English Studies taught at the university, preferably, though not exclusively, in the courses taught by the professors affiliated to the Master's program. This will allow students to gain an understanding of teaching methodologies and classroom practices, while also providing them with an opportunity to demonstrate their knowledge in teaching literature, applied linguistics, language studies, and culture.

Course Program

This elective course is intended to expose students to the inner-workings of university activities in order to improve and develop interpersonal and intercultural skills for future academic careers. It may also provide students with the opportunity to develop teaching skills.

1. Students have to attend three sessions.
2. Under the guidance of a supervising professor, those students participating in internal teaching sessions will prepare 1-2 practical teaching sessions.
3. Individual placement will be decided by the supervising professor of this course in accordance with student ability and interest.

Methodology

Students will be exposed to the most current and accepted teaching methodologies and will have practical opportunities to both observe and acquire new skills related to the teaching of English literature, language and culture. Students will be able to apply their previously learned skills in relevant and real teaching and examining situations. The training will encourage a practical approach focused on student-centered and student-led learning, as well as interactive roles in order to foster creativity, self-reflection, and innovation.

Assessment

Students will be assessed according to their teaching performance, taking into account their understanding of the most current and accepted teaching methodologies and practices, their understanding of content for the prospective undergrad courses, as well as their linguistic competence and ability to communicate and teach in English. Final assessment will include observations and input from the supervising professor of the undergraduate course, observations from the supervising professor of this course, as well as self-evaluations and reports from the participating students.

Bibliography and Resources

- Banciu, V., & Jireghie, A. (2012). Communicative language teaching. *Revista de Administrație Publică și Politici Sociale*, 8.
- Dalton-Puffer, C. (2007). *Discourse in content and language integrated learning (CLIL) classrooms*. John Benjamins Publishing.
- Hyde, M. (1998). Intercultural competence in English language education. *Modern English Teacher*, 7(2), 7–11.
- Pessoa, S., et al. (2007). Content-based instruction in the foreign language classroom: A discourse perspective. *Foreign Language Annals*, 40(1), 102–121.
- Phelan, J. (2022). *Literature and understanding: The value of a close reading of literary texts*. Routledge.
- Riddell, D. (2014). *Teach English as a foreign language*. Hodder & Stoughton.

- Verhelst, N., et al. (2009). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press.
- Widdowson, H. C. (1998). Content, community, and authentic language. *TESOL Quarterly*, 32(4), 705–716.

Schedule

All practical teaching sessions will be arranged at the beginning of the course by the student and supervising professor.