



PRÁCTICAS GRUPALES (4-5 miembros por grupo)

DEADLINE: 10th February at 5:00 pm

Space between the lines: 1.5

Type font size: 12 in Times New Roman

PRÁCTICA I (1 point)

File 3A from Oxenden, C. & Latham-Koenig, C. (1999). *English File Intermediate. Student's Book*. Oxford: Oxford University Press

- **Analyse File 3A from a pedagogical and cognitive perspective. Maximum space allowed: 2 one-side pages.**
- Make sure you cover the following points:
 - 1) Order of skills: receptive before productive or productive before receptive. Cognitive rationale: *learning* or *acquisition*?
 - 2) Approach to grammar and vocabulary: deductive/inductive (both? In which order?)
 - 3) Pronunciation: types of exercises (controlled or open-ended/free)
 - 4) Skill based activities:
 - 4.1. Integrated or segregated?
 - 4.2. General type
 - 4.2.1. Focused (studying language as contextualised in texts: presentation of new structures/lexis or practice)
 - 4.2.2. Unfocused (practising skills 'per se' without the main focus being language work)
 - 4.3. Receptive activities
 - 4.3.1. Receptive process emphasised: bottom-up or top-down process
 - 4.3.2. Type of subskill/strategy practised
 - 4.4. Productive activities
 - 4.4.1. Speaking: type of activity regarding objective and focus
 - 4.4.2. Writing: type of activity regarding objective -writing as a means, as an end or as a means and ends
 - 4.5. Underlying main cognitive process in each one of these activities (declarativisation, proceduralisation, automatisaion) [Always remember that practice in a single activity and in a single lesson does not account for the complete declarativisation, proceduralisation and full automatisaion of the language and skills targeted at!]
 - 5) From your point of view, is this lesson coherent following pedagogical and cognitive parameters of *instructed second language acquisition* as opposed to natural learning?



PRÁCTICA II (0.5 points; 0.25 points for each activity)

Analyse the two receptive skill activities included in the photocopies. For that purpose, answer the following questions. Use only one page.

Level: elementary

1. Integrated or segregated?
2. General type:
 - 2.1. Focused (studying language as contextualised in texts: presentation of new structures/lexis or practice)
 - 2.2. Unfocused (practising skills 'per se' without the main focus being language work)
3. Receptive process emphasised: bottom-up or top-down process
4. Type of subskill/strategy practised