|  |  |
| --- | --- |
| EScrita III | Fundamento II |
| The history of Linguistics **LINGUISTICS: The Study of Language: Language as part of a semiotic system. The modes of language. Studying linguistic structure. Language and ideology. Theorizing about language**   * **LINGUISTICS: The history of Linguistics** * **WRITING & ACADEMIC READING COMPREHENSION: Academic writing: essay purposes – titles** * **GRAMMAR: Simple Verb Tenses**   **Comprensión Lectora y análisis textual &amp; Writing:**  **- Writing theories and writing pedagogies.**  **- The writing process. What makes writing formal.**  **Grammar: Nouns. Noun phrases and Noun Clauses**  **LINGUISTICS: American Linguistics. Generative Linguistics**  **Comprensión Lectora y análisis textual &amp; Writing: Academic genres. Types**  **Grammar: Nouns. Noun phrases and Noun Clauses. Practice. Sentence Structure**  **- PW (trabajo práctico)**  **LINGUISTICS: Linguistics Anthropology**  **Comprensión Lectora y análisis textual &amp; Writing: Summary and Report**  **Grammar: Passive Voice. How to use PV in Academic Writing**  **There will be a review lesson of the contents approached during the first term.**  **Take notes of doubts and questions!**  **So, go back to the readings and grammar topics in order to close the term.**  **No task to hand in**  **Textual Analysis:**  **-Difference between Expository and Argumentative Essay**  **-The audience**  **Writing:**  **From formulating to developing a thesis.**  **Grammar:**  **Modals**  **Write a full argumentative essay on Inclusive Language in Argentina**  **TP MODALS**  **PASSIVE VOICE** Applied LinguisticsEssay: Tourism under Pandemic conditions | DC de EP, ES BÁSICA Y SUPERIOR  METHODS AND APPROACHES IN LT   * El sujeto que aprende en la Educación Secundaria Waldemar Gomez from <https://www.academia.edu/4914486/El_sujeto_que_aprende_en_la_Educaci%C3%B3n_Polimodal>   Cooperative Learning Theory and Research Frequent Questions  Enseñar en tiempos de no presencialidad. Cooperative Learning: why we need it. The 4 crisis.  Cooperative Learning: the 8 theories that support CL.  CLIL: the four Cs  CLIL: framework  Enfoque AICLE Task-based Approach Task-based sequences in the classroom Integrating the 4 Language SkillsThe Text - The Task - MaterialsCritical Thinking Language Learning with ICT  Testing, Assessing and Teaching |
| * Campbell, Lyle. (2008). The History of Linguistics. 10.1002/9780470756409. Research Gate. Ch4. * Geyte, Els Van (2013) *Writing Learn to write better academic essays*, HarperCollins Publishers, London. * Steer, Jocelyn & Karen Carlisi (1998 2nd ed.) *The advanced grammar book*, Heinle & Heinle, USA. Ch. 2   Meyer, Charles (2009) *Introducing English Linguistics*, **The Study of Language**, CUP, Chapter 1  Hyland, K. (2008) Writing theories and writing pedagogies. Indonesian Journal of English, Language Teaching. 4 (2): 91-110. Disponible online en ResearchGate.  Steer, Jocelyn & Karen Carlisi (1998 2nd ed.) *The advanced grammar book*, Heinle & Heinle, USA. Ch. 1- 5 & 6   * Attached file: Anthropological linguistics Chapter · January 2009, Ben Blount, University of Georgia. * Attached file. Teacher’s notes * Evans, V. (2000) Successful Writing Proficiency, Express Publishing, UK. Chapter 8 * Attached file from: <https://www.enago.com/academy/active-and-passive-voice-in-academic-writing/> * Steer, Jocelyn & Karen Carlisi (1998 2nd ed.) *The advanced grammar book*, Heinle & Heinle, USA. Ch. 11 * Drew, Chris (2020) Difference between Expository & Argumentative Essays, Helpful Professor, PhD. * Greene, Stuart & April Lidinsky (2015, 3rd ed.) *From Inquiring to Academic Writing, a practical guide*, Bedford/St. Martin’s. Ch 5 * Steer, Jocelyn & Karen Carlisi (1998 2nd ed.) *The advanced grammar book*, Heinle & Heinle, USA. Ch. 12. * The Writing Center, University of North Carolina (2020) The Audience, at <https://writingcenter.unc.edu/tips-and-tools/audience/>   <https://www.rrcc.edu/node/481#:~:text=In%20other%20words%2C%20the%20topic,controlling%20idea%20of%20the%20thesis> | DGCyE Diseño Curricular de la Educación Secundaria Básica y Superior, Pcia. De Buenos Aires   * Gómez, Waldemar (2016) El Sujeto que Aprende en la Educación Polimodal, disponible en<https://www.academia.edu/4914486/El_sujeto_que_aprende_en_la_Educaci%C3%B3n_Polimodal> * Kagan, Spencer and Miguel Kagan (2009) *Cooperative Learning*, Kagan Publishing. Chapter 1. * Kagan, Spencer and Miguel Kagan (2009) *Cooperative Learning*, Kagan Publishing. Chapter 2.   CLIL: A lesson framework. Available on  https://www.teachingenglish.org.uk/article/clil-a-lesson-framework  - CLIL: An interview with Professor David Marsh http://ihjournal.com/content-and-  language-integrated-learning  - Hawkes, Rachel. Handout 4: CLIL (Content and Language Integrated Learning).  The 4Cs curriculum. Available on  http://www.rachelhawkes.com/PandT/NewSecCurriculum/4CCLCLILCurriculumnot  esfromPDF.pdf  - Jindřiška Šulistová (2013) The Content and Language Integrated Learning  Approach in Use, Acta Technologica Dubnicae volume 3, 2013, issue 2  Willis, Dave &amp; Jane Willis (2007) Doing Task-Based Teaching, OUP. Ch. 1 and 2  Why do we need to Integrate the Four Skills in Language Teaching Caroline V Katemba, TEFL 2015  Ur,Penny (2012) A course in English Language Teaching.  - Kallet, Michael (2014) Think smater, Critical Thinking to improve problem-solving and Decision-making skills, Wiley. Section 1 - <https://www.eflmagazine.com/critical-thinking-english-language-teaching/>  Wilkinson, Mark (2016) Language Learning with ICT, in English Language Learning Today, Linking Thoery and Practice, Willy A. Renandya and Handoyo Puji Widodo, Editors. Springer International Publishing Switzerland. Page 257-276  Brown, H. Douglas (2003) Language Assessment, Principles and Classroom Practices, Longman |