

## BASIC DETAILS:

<b>Subject:</b>	TEACHING ENGLISH AS FOREIGN LANGUAGE		
<b>Id.:</b>	32558		
<b>Programme:</b>	GRADUADO EN EDUCACIÓN PRIMARIA. PLAN 2015 (BOE 17/08/2015)		
<b>Module:</b>	MENCIÓN LENGUA EXTRANJERA (INGLÉS)		
<b>Subject type:</b>	OPTATIVA		
<b>Year:</b>	4	<b>Teaching period:</b>	Primer Cuatrimestre
<b>Credits:</b>	6	<b>Total hours:</b>	150
<b>Classroom activities:</b>	68	<b>Individual study:</b>	82
<b>Main teaching language:</b>	Inglés	<b>Secondary teaching language:</b>	Castellano
<b>Lecturer:</b>	BRUTON , LINDSEY ANNE (T)	<b>Email:</b>	labruton@usj.es

## PRESENTATION:

The main aim of this course, which will constantly integrate theory with practice, is to enable you to function with confidence and enthusiasm as a more than competent teacher of English to young learners during their pre-school and primary school education.

This will entail becoming familiar with the main current approaches and practices relating to teaching English as a foreign language (TEFL) and the theories of language and learning that they are based upon, with a view to making informed decisions about which, why, how, whether and when to use them.

You will also deepen your linguistic knowledge and know-how by analysing and using the appropriate metalanguage to describe different elements of language and the skills involved in learning the L2.

You will develop key young learner (YL) language classroom competencies, techniques and strategies in English so that you become prepared to enter the language classroom and tell stories, give instructions and feedback, correct errors, explain language, manage the class and encourage your learners more confidently in English.

We will practise these techniques and strategies in different ways via the creation of lesson plans and mini teaching slots using currently available teaching materials, adapting them when necessary to different contexts and circumstances.

The course may also involve applying knowledge acquired in class through teaching and observation at a primary school.

## PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

<b>General programme competences</b>	G01	Capacity to analyse and synthesise information from different sources.
	G03	Capacity to organise, plan and self-assess the work undertaken.
	G06	Capacity for oral or written interpersonal communication in Spanish to different audiences and using suitable means.
	G08	Capacity to absorb social and humanistic concepts within a rounded university education which allows the development of ethical values such as solidarity, interculturality, equality, commitment, respect, diversity, integrity, etc.
	G09	Capacity to formulate social transformation proposals, considered ethically, based on democracy and basic rights.
	G11	Capacity to establish and fulfil the most suitable quality criteria and to employ work methods and strategies oriented towards continuous improvement.
<b>Specific programme competences</b>	E13	Foster group work and individual work and effort.
	E15	Know how to tackle multicultural school situations.
	E50	Be aware of the difficulties in learning the official languages for pupils from other countries.
	E51	Address language learning situations in multilingual situations.
	E52	Communicate in a foreign language in the spoken and written form.

	E70	Capacity to understand the main ideas of complex texts which cover specific and abstract topics, even if they are technical - as long as they remain within the person's field of specialisation. In addition, capacity to understand the pedagogical bases in the holistic learning of content and foreign language.
	E71	Capacity to interact with native speakers with sufficient fluency and ease that the communication occurs with minimal effort on the part of either speaker.
	E72	Capacity to work as a Primary School English Teacher using the CLIL (Content and Language Integrated Learning) method.
	E73	Capacity to produce clear, detailed texts and design didactic units in line with the pedagogical principles for learning content and foreign languages.
<b>Regulated profession competences</b>	P01	Know the curriculum areas of Primary Education, the interdisciplinary relationship between them, evaluation criteria and the body of didactic knowledge for the teaching and learning procedures, respectively.
	P02	Define, plan and assess teaching and learning processes, both individually and in collaboration with other teachers and professionals at the school.
	P03	Effectively address language learning situations in multicultural and multilingual situations.
	P07	Stimulate and value the effort, persistence and personal discipline of the pupils.
	P08	Know the organisation of primary schools and the variety of activities of which they are comprised.
	P10	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P12	Take on the educational side of teaching and foment democratic education for an active citizenry.
	P16	Acquire the habits and skills to learn alone or with others and foster this among the pupils.
<b>Learning outcomes</b>	R01	Know the various focuses that exist as regards teaching English as a foreign language.
	R02	Critically assess didactic proposals for the teaching of English as a foreign language.
	R03	Design a specific teaching-learning proposal adapted to Primary Education.
	R04	Create simple material in English adapted to specific classroom needs.

#### PRE-REQUISITES:

All students must be registered in the degree programme and possess a B2/ C1 level of English in order to be able to take full advantage of the course.

#### SUBJECT PROGRAMME:

##### Subject contents:

<b>1 - Language</b>
1.1 - Metalanguage
1.2 - Phonology
1.3 - Teaching language skills.
<b>2 - Language Learning</b>
2.1 - Language acquisition
2.2 - Errors and Correction
2.3 - Language Learning strategies and Styles
<b>3 - Background to Teaching English</b>
3.1 - A brief history of TEFL
3.2 - Current trends in TEFL
<b>4 - Managing the Language Learning/Teaching Process</b>
4.1 - Classroom techniques
4.2 - Assessment and feedback
4.3 - Modification of Language
4.4 - Lesson Planning

Subject planning could be modified due unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

#### TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:

### Teaching and learning methodologies and activities applied:

In line with current teaching/ learning theory and given the maturity and motivation of participants on the course, learners will play an active part in the learning process, being expected to complete tasks outside class that recycle, consolidate and extend previous work and prepare for subsequent classes by completing reading and research tasks and preparing brief presentations, mini teaching slots or demonstrations and other problem solving tasks. There will be both obligatory and recommended reading texts on the PDU so that you can read about subjects in more depth when they particularly interest you. Active participation in class is both desired and expected.

There will be an eclectic approach to teaching and learning methodologies as we will be describing, demonstrating, analysing and discussing the relative merits of the major trends in methodology in language teaching/ learning.

The learning process will include 1 or 2 visits to a primary school during which you will participate in, observe, reflect on and write about aspects of teaching and learning covered during the course.

In order to promote both linguistic and content learning there will be tolerance of errors and opportunities given for editing and re-editing work to be included in the portfolio. There will however be zero tolerance for plagiarism in any form. Please reference all written work correctly according to the APA style manual.

### Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	5
	Other theory activities	5
	Practical exercises	10
	Practical work, exercises, problem-solving etc.	10
	Debates	4
	Coursework presentations	6
	Films, videos, documentaries etc.	5
	Workshops	8
	Other practical activities	6
	Assessment activities	6
	Extra-curricular activities (visits, conferences, etc.)	3
Individual study	Tutorials	3
	Individual study	12
	Individual coursework preparation	14
	Group coursework preparation	9
	Research work	14
	Compulsory reading	10
	Portfolio	20
<b>Total hours:</b>		<b>150</b>

### ASSESSMENT SCHEME:

#### Calculation of final mark:

Final exam:	30 %
Portfolio:	40 %
Oral presentations:	30 %
<b>TOTAL</b>	<b>100 %</b>

\*Las observaciones específicas sobre el sistema de evaluación serán comunicadas por escrito a los alumnos al inicio de la materia.

## BIBLIOGRAPHY AND DOCUMENTATION:

### Basic bibliography:

RICHARDS, Jack, C. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2014
CAMERON, Lynne. Teaching Languages to Young Learners. Cambridge: Cambridge University Press, 2001
LIGHTBOWN, Patsy. How Languages are learned. Oxford. Oxford University Press, 2013

### Recommended bibliography:

SPRATT Mary. The TKT (Teacher Knowledge Test) Course. Cambridge. Cambridge University Press, 2011
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### Recommended websites:

BRITISH COUNCIL Resources (lesson plans, materials, articles)	<a href="https://www.teachingenglish.org.uk/teaching-kids">https://www.teachingenglish.org.uk/teaching-kids</a>
SIR KEN ROBINSON. Changing paradigms - changing education	<a href="https://www.youtube.com/watch?v=Z78aaeJR8no">https://www.youtube.com/watch?v=Z78aaeJR8no</a>
GLOSSARY of ESL language teaching terminology	<a href="https://www.cambridgeenglish.org/Images/22184-tkt-glossary-document.pdf">https://www.cambridgeenglish.org/Images/22184-tkt-glossary-document.pdf</a>
LITERACY at primary school in Finland	<a href="https://www.youtube.com/watch?v=Msf2NEmAKO0">https://www.youtube.com/watch?v=Msf2NEmAKO0</a>
Open access (free) ESL and EFL journals	<a href="https://guides.lib.uci.edu/esl/journals">https://guides.lib.uci.edu/esl/journals</a>
stories for primary	<a href="https://learnenglishkids.britishcouncil.org/shortstories">https://learnenglishkids.britishcouncil.org/shortstories</a>
stories	<a href="https://www.storynory.com/">https://www.storynory.com/</a>
Song lyrics	<a href="https://www.lyrics.com/">https://www.lyrics.com/</a>
TKT (Teacher Knowledge Test)	<a href="https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/tkt/prepare-for-tkt/">https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/tkt/prepare-for-tkt/</a>