

BASIC DETAILS:

| | | | |
|--------------------------------|--|-------------------------------------|---------------------|
| Subject: | TEACHING ENGLISH AS FOREIGN LANGUAGE | | |
| Id.: | 32507 | | |
| Programme: | GRADUADO EN EDUCACIÓN INFANTIL. PLAN 2015 (BOE 17/08/2015) | | |
| Module: | MENCIÓN LENGUA EXTRANJERA (INGLÉS) | | |
| Subject type: | OPTATIVA | | |
| Year: | 4 | Teaching period: | Primer Cuatrimestre |
| Credits: | 6 | Total hours: | 150 |
| Classroom activities: | 68 | Individual study: | 82 |
| Main teaching language: | Inglés | Secondary teaching language: | Castellano |
| Lecturer: | | Email: | |

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:

| | | |
|---------------------------------------|-----|---|
| General programme competences | G01 | Capacity to analyse and synthesise information from different sources. |
| | G03 | Capacity to organise, plan and self-assess the work undertaken. |
| | G04 | Capacity to apply information technologies critically and constructively as tools to promote learning. |
| | G05 | Capacity to work in a team and cooperate with other professionals from the same or a different sector. |
| | G07 | Capacity for interpersonal communication in English (oral and written) at a minimum B2 level (per the Common European Framework of Reference for Languages) to adapt to the academic and professional requirements of the Degree. |
| | G10 | Capacity to generate new ideas through initiative, innovation and creativity for effective adaptation to educational needs and the job market. |
| | G12 | Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress. |
| Specific programme competences | E01 | Understand the educational and learning processes for the 0-6 age group in family, social and school contexts. |
| | E02 | Know the advances in childhood psychological development for the 0-3 and 3-6 age range. |
| | E03 | Know the basics of early care. |

| | | |
|---|-----|---|
| | E04 | Recognise the identity of this stage and its cognitive, psychomotor, communicative, social and affective characteristics. |
| | E28 | Know of international experiences and examples of innovative practices in preschool education. |
| | E42 | Know the language and literacy curriculum at this stage as well as the theories on acquisition and development of the corresponding material learned. |
| | E43 | Encourage speaking and writing capacities. |
| | E44 | Know and master techniques in oral and written expression. |
| | E46 | Understand the change from orality to writing and know the different language registers and usage. |
| | E47 | Know the learning process and methodology for reading and writing. |
| | E48 | Address language learning situations in multilingual situations. |
| | E49 | Recognise and assess suitable usage of verbal and non-verbal language. |
| | E50 | Know and use resources suitably to encourage reading and writing. |
| | E51 | Obtain literary training and be particularly aware of children's literature. |
| | E52 | Be able to initiate a first look at a foreign language. |
| | E67 | 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. |
| | E68 | Capacity to interact with native speakers with sufficient fluency and ease that the communication occurs with minimal effort on the part of either speaker. |
| | E69 | Capacity to work as a Preschool English Teacher using the CLIL (Content and Language Integrated Learning) method. |
| | E70 | Capacity to produce clear, detailed texts and design didactic units in line with the pedagogical principles for learning content and foreign languages. |
| Regulated profession competences | P01 | Know the objectives, curricular content and assessment criteria for Preschool Education. |
| | P02 | Promote and enable learning in early childhood - from an overall inclusive perspective - of the various cognitive, emotional, psychomotor and volitional aspects. |
| | P03 | Design and regulate learning areas, in the context of diversity, which cleave to the individual educational needs of the pupils, gender equality and respect for human rights. |
| | P07 | Promote the independence and individuality of each pupil as educational factors in early childhood emotions, feelings and values. |
| | P09 | Effectively address language learning situations in multicultural and multilingual situations. |
| | P10 | Express oneself orally and in writing and master the use of different expressive techniques. |
| | P15 | Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career. |
| | P17 | Reflect on classroom practices to innovate and improve teaching. Acquire the habits and skills to learn alone or with others and foster this among the pupils. |
| | P19 | Find quality improvement models that can be applied to educational establishments. |
| Learning outcomes | R01 | Know the various focuses that exist as regards teaching English as a foreign language. |
| | 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. |
| | R02 | Critically assess didactic proposals for the teaching of English as a foreign language. |
| | R03 | Design a specific teaching-learning proposal adapted to Preschool Education. |
| | R03 | Design a specific teaching-learning proposal adapted to Preschool Education. |
| | R04 | Create simple material in English adapted to specific classroom needs. |
| | 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:

Observations:

The course is divided into 4 blocks or units. In all of the blocks theory will go hand in hand with practice and you will also be required to prepare for class by reading short texts and completing straightforward

tasks.

The first block is devoted to **Language**. In this block you will become more familiar with the metalanguage (language used to talk about language and language learning) of Teaching English as a Foreign Language (TEFL), so that your communication on the subject of Teaching English as a Foreign Language will become more professional. We will also look at elements of phonology and phonetics to increase your awareness of sounds, stress and intonation systems and the four skills in the context of young learners.

The second block is devoted to **Language learning** theory and practice. How we learn languages, the function of errors, learning styles and strategies.

In the third block we look at the background of TEFL and some of its many **approaches and methods** both in the present and the past.

In block 4 we will be looking more closely at **managing the classroom** and what happens before, during and after class. This involves different **classroom techniques**, forms of **assessment and feedback**, **lesson planning**, and **modifying your use of language to suit your learners**.

Subject contents:

| |
|--|
| 1 - Language |
| 1.1 - Metalanguage |
| 1.2 - Phonology |
| 1.3 - Teaching language skills. |
| 2 - Language Learning |
| 2.1 - Language acquisition |
| 2.2 - Errors and Correction |
| 2.3 - Language Learning strategies and Styles |
| 3 - Background to Teaching English |
| 3.1 - A brief history of TEFL |
| 3.2 - Current trends in TEFL |
| 4 - Managing the Language Learning/Teaching Process |
| 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 |
| Total hours: | | 150 |

ASSESSMENT SCHEME:

Calculation of final mark:

| | |
|---------------------|--------------|
| Final exam: | 30 % |
| Portfolio: | 40 % |
| Oral presentations: | 30 % |
| TOTAL | 100 % |

*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

Recommended websites:

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

* Guía Docente sujeta a modificaciones