

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:	72	Individual study:	78
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 teacher of English to young learners during their pre-school and primary school education.

In order to achieve this, subsidiary aims are:

To become familiar with and apply the main principles and current approaches and practices relating to teaching English to Young Learners (TEYL) and the theories of language, language acquisition and language learning that they are based upon and to make informed decisions about which, why, how, whether and when to use them.

To develop key young learner (YL) English language classroom management techniques and strategies: language modification, storytelling, instruction giving, error correction and feedback etc..

To deepen your linguistic knowledge and know-how by analysing and using the appropriate metalanguage to describe different elements of language and the elements involved in learning the L2, so that you are able to discuss the teaching/ learning experience in a more precise and academic manner.

To analyse and create lesson plans and classroom materials adapted to differing circumstances.

Depending on circumstances, I hope the course may also involve applying knowledge acquired in class through collaborative work with 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	E01	Understand the educational and learning processes for the 0-6 age group in family, social and school contexts.

competences	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.	
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	R02	Critically assess didactic proposals for the teaching of English as a foreign language.	
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	R03	Design a specific teaching-learning proposal adapted to Preschool Education.	
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	R04	Create simple material in English adapted to specific classroom needs.	
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PRE-REQUISITES:

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

SUBJECT PROGRAMME:

Observations:

Owing to present circumstances, the course has a hybrid format consisting of face to face classes and online classes on alternate weeks. This format may be modified as circumstances change.

Subject contents:

1 - Language and Language Learning
1.1 - Introduction to and basic principles of TEYL (Teaching English to Young Learners)
1.2 - Phonology
1.3 - Language acquisition and language learning
1.4 - Teaching language skills.
1.4.1 - Listening and Speaking
1.4.2 - Reading and Writing
2 - Lesson Planning
2.1 - Textbook analysis, planning thematic units
2.2 - Objectives, sequencing and organization
2.3 - Storytelling 1
2.4 - Storytelling 2
2.5 - Assessment
3 - Classroom management
3.1 - managing language
3.2 - Managing activities and classroom climate
4 - Background to TEYL (Teaching English to Young Learners)
4.1 - Approaches in TEFL (Teaching English as a foreign Language)
4.2 - 21st century skills in TEYL

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.

There will be both obligatory and recommended reading texts in the GDO and on the PDU so that you can read about subjects in more depth when they particularly interest you. Many of these texts are not available on-line, so I have scanned parts of them in case access to the library is restricted.

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, if circumstances permit, include collaboration with a primary school, via distance learning if in-class learning is not possible.

In order to promote both linguistic and content learning there will be tolerance of errors and opportunities given for editing and re-editing evaluated work before it is finally assessed. 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.	8
	Debates	6
	Coursework presentations	6
	Films, videos, documentaries etc.	5
	Workshops	6
	Other practical activities	7
	Assessment activities	8
	Extra-curricular activities (visits, conferences, etc.)	3
tutorials	3	
Individual study	Individual study	12
	Individual coursework preparation	12
	Group coursework preparation	10
	Research work	10
	Compulsory reading	10
	Recommended reading	5
	Portfolio	10
	Extra-curricular activities (visits, conferences, etc.)	4
	Other individual study activities	5
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
REIS ESTEVES Vanesa. 500ideas for English Teachers of Young Learners. ETPedia Young Learners

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	https://www.youtube.com/watch?v=Msf2NEmAKO0

Finland	
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