

BASIC DETAILS:

Subject:	TEACHING ENGLISH AS FOREIGN LANGUAGE		
Id.:	32558		
Programme:	GRADUADO EN EDUCACIÓN PRIMARIA. 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:	BRUTON , LINDSEY ANNE (T)	Email:	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 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.
	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.
Specific programme competences	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.
Regulated profession competences	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.
Learning outcomes	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 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:

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 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/