

**COURSE DATA****Data Subject**

<b>Code</b>	33665
<b>Name</b>	Foreign language teaching II: english
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1305 - Degree in Primary School Education	Faculty of Teacher Training	4	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1305 - Degree in Primary School Education	15 - Foreign language specialist (English)	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
REYES TORRES, AGUSTIN	80 - Language and Literature Education

**SUMMARY**

This course is aimed at revising and learning a number of skills and resources which are key for the future teacher of English as a foreign language in the classroom of primary and nursery. To do this, students will be encouraged to develop a critical sense of the degree of effectiveness of different approaches and current teaching strategies. Likewise they will be instructed to create their own teaching materials as well as to put them into practice.

Similarly, they will study in detail how to teach the formal aspects of the English language, the relevance of critical thinking and how to approach the teaching and learning of the oral and written comprehension and expression. Additionally, we will discuss the concept of literacy and children's literature as crucial keys to foster cognitive development, to learn to distinguish between literal and metaphorical language, and finally, to help students participate in discussions, develop their critical thinking and be able to express informed opinions and values in English.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

- Level B2 or higher in English.
- Previous knowledge on language teaching acquired in the course Introduction to Foreign Language Teaching (33663)

## OUTCOMES

### 1305 - Degree in Primary School Education

- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Teach a foreign language in primary education.



- Design, assess and implement content and language integrated learning (CLIL) projects.
- Support pre-primary school teachers in the task of encouraging a first approach to a foreign language.
- Be able to understand and produce both formal and non-formal oral and written messages in a foreign language.
- Consolidate and learn basic concepts and terminology for describing the foreign language system in terms of phonology, morphology, syntax, semantics, pragmatics and discourse.
- Self-regulate the learning process and develop learning strategies within and outside the academic context.
- Get to know the most relevant aspects of the foreign culture: geography, history, literature, social institutions, lifestyles and traditions.
- Know how to act as a mediator between mother and foreign languages and cultures.
- Be able to properly interpret the cultural implications of the various uses of the foreign language.
- Know the official foreign language curriculum.
- Analyse the relationship between linguistics and foreign language teaching.
- Know and analyse the theories of acquisition, teaching methods and learning strategies of foreign languages.
- Know the specificity of learning a foreign language in a school setting.
- Develop skills for teaching and learning communicative competence in a foreign language.
- Apply weighted criteria for evaluating communicative competence, student attitudes and teaching and learning processes.

## LEARNING OUTCOMES

By the end of the semester students will be able to (SWBAT):

- Be aware of your own learning processes to be able then to facilitate the students' learning.
- Have developed an atmosphere of communication and participation that enables the process of teaching and learning.
- Get to reflect on what was learned and taken it into account for future use.
- Have acquired and developed the concept of what the communicative and the literacy-based approach mean in order to learn the language.
- Getting to know different methods, approaches and techniques for teaching English as a foreign language in primary education.
- Get acquainted with children's literature texts suitable to work in the language learning with students.



-Being able to make lesson plans and didactic units selecting particular material from the different approaches.

-Having acquired the necessary knowledge and skills to be able to elaborate different teaching materials.

## DESCRIPTION OF CONTENTS

### 1. Introduction: Reflective Teaching and the communicative classroom

This unit addresses the need for teachers to reflect on their own teaching and the relevance of the communicative and the literacy-based approach in the teaching of English as a foreign language.

### 2. Teaching the language system.

- 2.1-How second language learners acquire vocabulary.
- 2.2-What principles can guide us in the teaching of grammar.
- 2.3-Teaching reading
- 2.4-Teaching writing

### 3. Developing the language skills:

- 3.1. Teaching and Learning Productive skills.
  - 3.1.1. Teaching spoken production and interaction
  - 3.1.2. Teaching writing
- 3.2. Teaching and Learning Receptive skills.
  - 3.2.1. Teaching Listening
  - 3.2.2. Teaching Reading
- 3.3. Integrating skills

### 4. How to teach literature to young learners.

This unit aims to promote engagement in the foreign language classes.

### 5. Childrens literature.

In this unit, students learn how to equip young learners to read literary texts and which readings are appropriate.

**6. Classroom management**

Teacher-student interaction and establishment of a learning atmosphere.

**7. Course design and lesson planning**

8.1. Literacy-based approach

8.2. Task-based approach

8.3. CLIL

**8. Evaluation and Assessment**

How to evaluate and assess the daily work.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	4,00	0
Development of group work	12,00	0
Development of individual work	8,00	0
Study and independent work	28,00	0
Readings supplementary material	8,00	0
Preparation of evaluation activities	8,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	12,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

This subject is based on the didactic principal of “Active Learning” For that, an active and participatory methodology will be used in which it will be indispensable that the student comes to class prepared, that is, having already completed the work or the corresponding lecture. From there, the professor will act as a guide to construct the sequence of knowledge to acquire and propose opportune reflections so that they are objects of debate. The aim is to encourage a close critique of the diverse teaching materials without excluding on any occasion masterly expositions that the materials may demand.

The academic practice in this subject will be structured in the following levels:

In-class Activities (40% of the total volume of work)

**1. Theory-Practice Classes (30%)**



In-class theory-practice activities in which assignment content will be worked, debated and realized by using different teaching resources/ practices: seminars, workshops, group work, etc.

The orientations and materials necessary for the development of these activities will be provided to the students during in-class sessions, through photocopy services or from the virtual classroom.

## **2. Group Work (5%)**

The realization of works has as its goal to distinguish the importance of cooperative learning and reinforcing the individual. The defense of these works will be individual or collective and will be done in front of the entire group in the classroom or tutorship and seminars with reduced or smaller audiences.

## **3. Tutorship (5%)**

The individual and collective tutorship will serve to coordinate students on individual and group assignments and thus in order to evaluate as much the individual progress as the activities and teaching methodology.

Out of Class Activities (60% of the total volume of work)

## **4.Study and independent work (60%)**

The role of the teacher as an investigator in the classroom focus the individual activity of the student on the formulation of relevant questions and in his/her personal research, analysis, elaboration, and posterior communication of information. In this sense, individual assignments will be assigned and others of the cooperative nature, all of them oriented, supervised, and evaluated by the professor.

# **EVALUATION**

Evaluation will be global, continuous and formative. It will have into consideration students' learning process both individually and in group. At the end of the semester students will be able to (SWBAT):

- Prove an appropriate level of acquisition of the specific abilities and knowledge of the subject.
- Master methodologies, techniques and other abilities associated with the grade.
- Show an adequate attitude towards the subject and respect towards their partners, class attendance and participation, interest and perseverance to make progress, and be able to work in groups.

The acquisition of these abilities will be evaluated through the following assessment criteria:

- Class participation and presentation of oral and/or written activities.
- Oral and/or written individual reflections.



As future teachers, students' oral and written activities are expected to be linguistically adequate (spelling, vocabulary, grammar, cohesion, coherence, etc.). Accordingly, correction criteria from the Language Department will be applied. English, which is the medium of instruction, will be the language used in class by students, as well as in the assessment activities.

Plagiarism will imply subject failure and the corresponding legal actions. Plagiarism is understood as copying documents from others, that is to say, using paragraphs or texts from others and not citing the reference of the source author. The evaluation will consist of a final test and the preparation of different papers related to the course content, having particular relevance the critical approach provided by the student.

Due to the participatory nature of the course, attendance will be taken into account.

The development of different types of work will be guided by the teacher during his office hours.

All the above points can be summarized as follows:

- Final test
- Creation and presentation of papers and didactic units.
- Attendance, participation and classroom activities

In the exam and the work presented, it will be important the correct use of English both written and orally.

In those cases in which students need to retake the exam in June, it will not be sufficient to pass it.

Depending on the grade obtained in the work during the course, you may be asked to repeat any of them.

If any type of plagiarism is detected, students will automatically be failed with a grade of 0. Plagiarism is defined as the act of copying the work of others without indicating the source and pretending it is their own.

## REFERENCES

### Basic

- Tricia Hedge. Teaching and Learning in the Language Classroom. 2008.
- Kimberly A. Nance. Teaching Literatures in the Languages. 2010
- Albuquerque, R. et al. En el aula de inglés: Metodología práctica para la enseñanza de jóvenes principiantes. Harlow: Longman. 1991
- Ashworth, M. Teaching the Worlds Children: ESL for Ages Three to Seven. 2004
- Brewster, J. et.al. The Primary English Teachers Guide. 2002
- Cameron, L. Teaching Languages to Young Learners. 2001
- Paesani, K. A Multiliteracies Framework for Collegiate Foreign Language Teaching, 2016
- Estaire, S. & Zanón, J. Planning Classwork: A Task Based Approach. 1994
- Generalitat Valenciana Diseño Curricular-Educación Primaria. Valencia: Generalitat Valenciana. 2007



- Genevieve, R. Teaching very Young Children: Pre-school and Early Primary. London: Richmond. 1998
- Halliwell, S. Teaching English in the Primary Classroom. 1992
- Harmer, J. The Practice of English Language Teaching. 2003
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- House, S. An Introduction to Teaching English to Children. 1997
- Mendoza Fillola, A., López Valero, A. & Martos Núñez, E. Didáctica de la Lengua para la Enseñanza Primaria y Secundaria. 1996
- Moon, J. Children learning English. 2005
- Mur Lope, O. Cómo Introducir el Inglés en Educación Infantil. 1998.
- Kern, R. Literacy and Language Teaching. 2000
- Philips, S. Young Learners. Oxford: Oxford University Press. 1999.
- Siegler, R. S. Emerging Minds: The Process of Change in Childrens Thinking. 1997.
- Slattery, M. & Willis, J. English for Primary Teachers. 2001
- Vale, D. & Feunteun, A. Teaching Children English: A Training Course for Teachers of English to Children. Cambridge: Cambridge University Press. 1995
- Zanon, J. Claves para la Enseñanza de la Lengua Extranjera. Madrid: M.E.C. 1993

#### **Additional**

- Elaine Showalter. Teaching Literature
- Sheridan D. Blau. The literatura Workshop: Teaching Texts and their Readers

### **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

#### ***1. Volumen de trabajo y planificación temporal de la docencia***

Se mantiene la carga de trabajo del alumnado que marca el número de créditos y se distribuye entre las diversas actividades de la misma manera que marcaba inicialmente la guía docente.

Sesiones programadas en las mismas fechas y horas con la misma duración. El profesor facilitará al alumnado un cronograma de las sesiones teórico-prácticas presenciales y virtuales programadas.

Adopción de un sistema híbrido de enseñanza (presencialidad del 50% del alumnado en periodicidad semanal), los ajustes realizados en el volumen de trabajo serán los siguientes:

- Sesiones teórico prácticas (del 14-sept. al 23-dic): 30 sesiones de 2h à 60 horas. El 50% de las sesiones



serán presenciales (asistencia al aula) y el 50% restante será virtual (docencia a través del aula virtual).

- Estudio y trabajo autónomos (90h): estudio, trabajo autónomo, realización de tareas y lecturas (40 horas); preparación de actividades de evaluación y trabajos en grupo (50h)

## **2. Metodología docente**

Se seguirá una metodología basada en la enseñanza reflexiva y el aprendizaje activo. En las sesiones virtuales, el profesorado facilitará al alumnado las lecturas y recursos necesarios para el estudio autónomo de los conceptos teóricos y prácticos a través del aula virtual, el día y hora que estipule el horario de la asignatura. Estos recursos serán la base para la reflexión conjunta en las clases presenciales y en los foros de discusión virtuales creados para este propósito que estarán destinadas, por un lado, a la presentación de las ideas principales relacionadas con el tema a tratar, y por otro lado, a la reflexión y el debate.

Las tutorías serán virtuales. El profesorado utilizará el correo electrónico de la UV para la atención general e individualizada de los estudiantes. Además, dentro del horario de tutorías, se podrá atender al alumnado mediante la creación de foros en el aula virtual o de videoconferencias (mediante la plataforma Blackboard Collaborate o similar). Las tutorías podrán ser individuales o grupales.

## **3. Evaluación**

Al igual que se especifica en la guía docente, se realizará una evaluación formativa y continua que se organizará de la siguiente manera:

- Asistencia, participación y reflexiones individuales: 20%
- Presentación de los artículos asignados (en grupo) 20%
- Diseño y presentación de una Unidad didáctica (en grupo) 25%
- Ensayo “filosofía de la enseñanza” 20%
- Examen final 15%