

Teaching guide

IDENTIFICATION DETAILS

Degree:	Child Education
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Field of Knowledge:	Social and Legal Science
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Faculty/School:	Education and Psychology
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Course:	PRACTICAL METHODOLOGY OF THE ENGLISH LANGUAGE
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Type:	Optional
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ECTS credits:	6
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Year:	3
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Code:	7346
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Teaching period:	Sixth semester
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Area:	Language learning and literacy
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Module:	Teaching and discipline
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Teaching type:	Classroom-based
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Language:	English
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Total number of student study hours:	150
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Teaching staff	E-mail
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SUBJECT DESCRIPTION

Practical Methodology in English Language Teaching is a course, which is optional and which carries 6 ECTS credits, implying 150 hours of dedication on the learner's part, taught in the sixth Semester of the Third Year of Early Childhood Education Degree studies (2010). This course is embodied within the Area of Language Teaching and Learning within the Module: Teaching and Discipline.

Practical Methodology in English Language Teaching forms part of a well-rounded, integral education focused on the learner in all of his or her harmoniously integrated dimensions (intelligence, will, emotional nature, sociability, abilities, skills...). In the area of Early Childhood education, our aim is that future teachers become true professionals with a true love and vocation for teaching, for awakening within their pupils an interest and passion for communicating in other languages, for raising questions about and exploring other cultures, simply because

getting to know other languages and other cultures makes the person more aware of his or her own language and culture, that is, of one's self. Above all, our aim is to train and educate teachers who are not so much concerned with the subject matter at hand as with the encounter with the learner in front of him or her at that moment, together with the full reality and lifetime project enclosed within that person.

This Subject is intended to equip learners with the knowledge and skills which will enable them to use the English language in their future work environment as true professionals in the field of education by improving their writing and communicative skills.

Students will become familiar and experiment with current teaching-learning methodologies and methods put into practice in early and primary childhood education today. Emphasis will be placed on the acquisition of the four skills in the foreign language classroom, as well as on the selection and creation of teaching-learning materials.

GOAL

To further develop competence in the acquisition and practical application of the four main language skills in the young learners' classroom. In particular, students will seek to better understand and apply different teaching-learning methodologies and to elaborate their own motivating and creative teaching materials with the purpose of making the experience of learning English a fun and captivating endeavor for young learners.

PRIOR KNOWLEDGE

The course is aimed at an overall B2 level as defined by the Common European Framework of Reference for Languages.

COURSE SYLLABUS

Unit I THE PHENOMENON OF GLOBALIZATION AND ITS IMPACT ON EDUCATION

- 1.GLOBALIZATION: DEFINITION, CAUSES, HISTORICAL BACKGROUND
- 2.LINGUA FRANCA
- 3.ADVANTAGES AND DISADVANTAGES OF GLOBALIZATION
- 4.IMPACT ON EDUCATION

Unit II ELT METHODOLOGIES

- 1.METHOD ANALYSIS: APPROACH, DESIGN, PROCEDURES.
- 2.ALM
- 3.TPR
- 4.MULTIPLE INTELLIGENCIES
- 5.NATURAL APPROACH

Unit III CONTEMPORARY METHODOLOGY

- 1.COOPERATIVE LANGUAGE LEARNING (CLL)
- 2.TASK-BASED INSTRUCTION (TBI)
- 3.CONTENT LANGUAGE INTEGRATED LEARNING (CLIL)

Unit IV THEMATIC/DIDACTIC UNIT

- 1.LINGUISTIC, COGNITIVE AND EMOTIONAL DEVELOPMENT
- 2.SETTING OBJECTIVES AND PLANNING
- 3.TEAM PROJECT: DIDACTIC UNIT

EDUCATION ACTIVITIES

In second-language teaching-learning methodology, the how is as important as the what or even the final result.

The methodology applied in this course is therefore communicative, eclectic and collaborative. 'Communicative' implies active participation and involvement. 'Eclectic' takes into account different teaching-learning styles, allowing the student to develop and activate his/her own learning. 'Collaborative' provides the learner with the opportunity, both individually and in collaboration with others, to acquire more autonomy as well as a greater sense of responsibility for self and others. The teacher is a guide in this learning process.

This communicative, eclectic, collaborative methodology implies,

IN CLASS:

- Interactive class lectures
- Student presentations and student-led discussions
- Group and pair activities: role-plays, simulations, interviews, research, project work, online forums, etc.
- Feedback mechanisms
- Midterm and final written and/or oral exams

OUTSIDE OF CLASS:

- Independent study and preparation of class/group/pair work
- Online task completion and participation
- Individual and group tutorials
- Self-assessment

The focus of this subject is on content, knowledge and skills relevant to the chosen degree area.

Teaching activities and work time distribution may be subject to changes and adapted to the different scenarios established in accordance with directives issued by the pertinent health authorities.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours
Theoretical Classes / Lectures Seminars / Workshops / Reading Individual and/or group presentations Individual and/or group tutorials Assessment	Individual and group work Theoretical study Completion of assignments on UFV Virtu@l and /or other multimedia platforms Practical Classes

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

General Skills

To be familiar with the goals, syllabus content and assessment criteria of early childhood education

To develop abilities for interpersonal and intercultural communication.

To promote and encourage learning in early childhood, from a comprehensive, inclusive perspective encompassing the various cognitive, emotional, psychomotor and volitional dimensions.

Specific skills

To be familiar with the syllabus for language and literacy at this stage as well as theories on learning acquisition and development.

To favour speaking and writing skills.

To be familiar with and master oral and written expression techniques.

To be aware how to make the transition from verbal to written text, learning the various registers and uses of language.

To be familiar with the learning and teaching process in reading and writing.

To acknowledge and value the appropriate use of verbal and non-verbal language.

To be able to promote and foster the first steps in learning a foreign language.

LEARNING RESULTS

Apply and demonstrate current language teaching-learning methods and approaches through simulated lessons.

Identify and describe current methodologies for teaching-learning foreign/second language literacy.

Design and propose language teaching/learning games.

Identify and prepare language teaching/learning exercises and activities from authentic songs and stories.

Take part in a final cooperative project

Understand the concept of phonemic awareness and apply the skills of phonemic awareness to teaching reading in early childhood.

Analyse the importance of globalization and its impact on education.

LEARNING APPRAISAL SYSTEM

CONTINUOUS EVALUATION (there are 4 units):

65% (written exams and oral assessment): mid-term exam (15%); final exam (25%), method presentation/practical session (10%); final written project (15%)

25% (independent work assessment): CLIL setting objectives (5%); task-based lesson (5%); jigsaw (5%); oral presentation final project (10%).

10% (attitude and participation): forum 'Globalization' (5%); speech Unit I (5%). CONTINUOUS EVALUATION: (There are 4 main blocks.)

NOTE: Within the modality of in-person education, the Early Childhood Education Degree at Universidad Francisco de Vitoria embraces a continuous evaluation system based on presence: students are under the obligation to attend classes, to participate in the teaching activities that are carried out and to sit any exams foreseen by the teacher, whether on-site or on the virtual campus. This is in conformance with the Verification Document of the Degree (Memoria de Verificación del Título) approved by the Verification Commission for Study Plans (Comisión de Verificación de Planes de Estudios) as specified by the Council of Universities (Pleno del Consejo de Universidades) and in accordance with that which is stated in Article 11 of the Evaluation Regulations and Norms (Normativa de Evaluación) of the UFV for the academic year.

ORDINARY EXAM PERIOD: December-January (1st SEMESTER COURSES)

EXTRAORDINARY EXAM PERIOD: June-July (1st and 2nd SEMESTER COURSES)

NOTE:

1. Within one academic period, all passed marks from the different BLOCKS will be transferred from the ordinary to the extraordinary exam period.
2. Within one academic period, only those BLOCKS which have NOT been passed in the ordinary exam period may be repeated in the extraordinary exam period.
3. No grades will be transferred from one academic calendar year to the following academic calendar year.

ALTERNATIVE EVALUATION:

NOTE: The Alternative Evaluation only applies for those students who are repeating the course and/or have an official dispensation due to extraordinary circumstances signed by the Director of the Degree. It is the student's responsibility to be informed regarding course requirements, deadlines and exam dates, as well as to contact their teacher for pertinent instructions and indications. NOTE: The Alternative Evaluation is in essence the same as the Continuous Evaluation.

NOTE: The ORDINARY and the EXTRAORDINARY EXAM PERIODS and indications for the Alternative Evaluation are exactly the same as those for Continuous Evaluation.

FURTHER NOTES:

1. Coursework DEADLINES will be established at the beginning of the course and published in the Virtual Campus.
2. All students are responsible for being informed regarding and complying with the course requirements.
3. An HONORABLE MENTION is recognition of excellence. It is awarded exclusively to students who stand out from their peers academically, as well as in attitude, dedication and teamwork. This decision lies exclusively with the subject teacher.
4. In the event of plagiarism or otherwise manifested dishonesty in coursework and/or evaluation processes, the UFV Norms (la normativa de convivencia) will be applied. (Las conductas de plagio, así como el uso de medios ilegítimos en las pruebas de evaluación, serán sancionados conforme a lo establecido en la Normativa de Evaluación y la Normativa de Convivencia de la Universidad.)
5. All degree students are subject to the rules of coexistence (la normativa de convivencia) of the UFV, Exams will take place on-site. In the event that health authorities once again recommend a return to a scenario in which all educational activity must be carried out in remote mode, an alternative evaluation system may be applied. Students may request an academic dispensation (dispensa académica) in the event of extraordinary, duly documented circumstances. Upon approval granted by the Director of the Degree, an alternative evaluation system may be considered.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Material created and developed specifically for this course.

Additional

Brewster, Jean and Gail Ellis with Denis Girard (2012). "The Primary English Teacher's Guide". Harlow: Pearson Education Ltd.

Cameron, Lynne (2001). "Teaching Language to Young Learners". Cambridge: Cambridge University Press, 2001.

House, Susan (1997). "An Introduction to Teaching English to Children". London: Richmond Publishing.

Larsen-Freeman, Diane (2000). "Techniques and Principles in English Language Teaching". Oxford: Oxford University Press.

Nixon, Caroline and Tomlinson, Michael (2015). "Primary Communication Box - Speaking and Listening Activities for Young Learners". Cambridge: Cambridge University Press.

Richards, Jack and Rodgers, Theodore S. (2001). "Approaches and Methods in Language Teaching". New York: Cambridge University Press.

Reilly, Vanessa and Ward, Sheila M. (2003). "Very Young Learners". New York: Oxford University Press.