

Teaching guide

IDENTIFICATION DETAILS

Degree:	Primary Education		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Psychology		
Course:	PRACTICAL METHODOLOGY OF THE ENGLISH LANGUAGE		
Type:	Optional	ECTS credits:	6
Year:	3	Code:	7447
Teaching period:	Sixth semester		
Area:	Language teaching and learning		
Module:	Teaching and discipline		
Teaching type:	Classroom-based		
Language:	English		
Total number of student study hours:	150		

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 Primary 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 primary 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.

GOAL

To further develop competence in the acquisition and practical application of the four main language skills in the Primary 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 Primary school 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: METHOD APPLICATION.

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.

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 syllabus areas for primary education, the interdisciplinary relationship between them, assessment criteria and the body of didactic knowledge applicable to teaching and learning procedures.

To develop analytical, synthetic, reflective, critical, theoretical and practical thought.

To develop an ability for interpersonal and intercultural communication.

To design, plan and evaluate teaching and learning processes, both individually and in cooperation with other teachers and school professionals.

To efficiently address language learning situations in multicultural and multilingual contexts. To promote reading and critical commentary of texts in various scientific and cultural spheres included in the school syllabus.

Specific skills

To express oneself orally and in writing in a foreign language.

To develop and evaluate syllabus content using suitable teaching resources and to promote appropriate skills among students.

To be familiar with the cognitive, linguistic and communicative foundations of English acquisition.

To be familiar with the main didactic currents of foreign language teaching in students aged 6-12 years and their application in foreign language classes at the various levels set in the syllabus.

To select and design suitable educational materials from children's English literature as well as the audio-visual and printed media.

LEARNING RESULTS

Make oral presentations in the English language on the topic chosen. Conference 'Globalizaytion'.

Analyze and compare different ELT methodologies.

Analyze different methodologies as far as cognition, communication and content are concerned.
Prepare didactic activities within the framework of an ELT method.

Prepare a didactic unit to be taught applying one of the ELT methodologies.

To be able to elaborate one's own didactic resources using literary texts.

LEARNING APPRAISAL SYSTEM

CONTINUOUS EVALUATION (there are 4 units):

65% (written exams and oral assessment).

25% (independent work assessment).

10% (attitude and participation).

NOTE:NOTE: Within the modality of in-person education, the Primary 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.

All tasks and assignments must be handed in IN DUE TIME AND PROPER FORM, as stipulated in the course calendar uploaded to Aula Virtual. If tasks and assignments are not handed in IN DUE TIME AND PROPER FORM, the mark for aforementioned tasks and assignments will be 'zero' (0). They will NOT be marked within the ordinary exam period if handed in after the deadline.

CONTINUOUS EVALUATION:

ORDINARY EXAM PERIOD: Dec-Jan (1st SEMESTER) – May (2nd SEMESTER)

CONTINUOUS EVALUATION:

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

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 been failed 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.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 2 to calculate an overall grade average with BLOCKS 1, 3 and 4.

ALTERNATIVE EVALUATION:

NOTE: This system only applies for those students who are repeating the course; have an official 'dispensa' signed by the dean of the corresponding faculty; or are on an international exchange program, therefore automatically having a 'dispensa'. It is the student's responsibility to be informed regarding course requirements, deadlines and exam dates, as well as to contact his/her teacher.

NOTE: the Alternative evaluation is in essence the same as Continuous Evaluation.

FURTHER NOTES:

- 1.Coursework deadlines are established at the beginning of the course. No work will be accepted after the due date.
- 2.Plagiarism is penalized with a FAIL grade, taking the student directly to the extraordinary exam period.

3.Students are responsible for contacting their subject teacher within the first week after receiving notification of having obtained a 'dispensa'. Students are also responsible for being informed regarding and complying with the course requirements.

4.Honorable Mention: 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.

5.All degree students are subject to the rules of coexistence (la normativa de convivencia) of the university, with special attention to any infraction attributed to plagiarism and/or cheating on an exam which will be considered as serious faults in agreement with Article 7 in the aforementioned rules.

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

LARSEN-FREEMAN, D. Techniques and Principles in Language Teaching 2000. Oxford University Press

RICHARDS, J. C. & RODGERS, T. S. Approaches and Methods in Language Teaching 2nd ed. 2001. Cambridge University Press

Additional

BROWN, H. D. Principles of Language Learning and Teaching 4th ed. 2000. Longman

COYLE, D., HOOD, P.& MARSH, D. CLIL Content and Language Integrated Learning 2010. Cambridge University Press

HARMER, J. The Practice of English Language Teaching 6th ed. 2011. Pearson

MEHISTO, P., MARSH D. & FRIGOLS, M. Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education 2008. Oxford University Press.