

TEACHING GUIDE

DETAILS OF THE SUBJECT

Title (of the subject): **METODOLOGÍA Y DIDÁCTICA DE LA SEGUNDA LENGUA (INGLÉS)**

Code: 100859

Degree/Master: **GRADO DE EDUCACIÓN PRIMARIA**

Year: 4

Name of the module to which it belongs: OPTATIVIDAD: MENCIÓN LENGUAS EXTRANJERAS

Field: METODOLOGÍA Y DIDÁCTICA DE LA SEGUNDA LENGUA

Character: OPTATIVA

Duration: FIRST TERM

ECTS Credits: 6

Classroom hours: 60

Face-to-face classroom percentage: 40%

Non-contact hours: 90

Online platform: Moodle

TEACHER INFORMATION

Name: BELLIDO VELA, INMACULADA (Coordinador)

Department: DEPARTAMENTOS CENTRO DE MAGISTERIO SAGRADO CORAZÓN

Area: ÁREAS CENTRO DE MAGISTERIO SAGRADO CORAZÓN

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REQUIREMENTS AND RECOMMENDATIONS

Prerequisites established in the study plan

There are no prerequisites required.

Recommendations

Students are expected to have knowledge and skills, and use a language for communication at a level B1 with reference to the Common European Framework of Reference for Languages (CEF).

According to the CEF, the abilities related to B1 level are:

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Can produce simple connected text on topics which are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

SKILLS

CE11	Knowledge of and ability to apply information and communication technologies in the classroom. Ability to selectively distinguish audiovisual information that contributes to learning, civic education and cultural wealth.
CM7.1	Understand the basic principles of language sciences and communication.
CM7.10	Develop and evaluate curricular content through appropriate teaching resources and foster the appropriate competences in students.
CM7.5	Knowledge of the process of learning and teaching written language.
CM7.8	Address language learning situations in multilingual contexts.

OBJECTIVES



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Know the treatment given to the teaching and learning of a foreign language in Primary Education in the current Spanish educational system. (CM7.10)

Implement monitoring and performance resources to interact in multilingual contexts. (CM7.8)

Be able to program lesson plans aimed at first, second and third cycle of Primary Education with the aid of the proposed literature, ICT and their own creativity (C11)

Design activities taking into account the characteristics of Primary children, their way of learning and the current trends in English language teaching. (CM7.10)

Achieve more fluent and accurate use of oral and written language, based on the knowledge of the learning process of these language skills. (CM7.5)

Apply the basic principles of communication to interact effectively with interlocutors, both orally and in writing. (CM7.1)

CONTENT

1. Theory contents

1. Theory

Unit 1. Approaches and methods in foreign language teaching and their applications in Primary Education.

The Communicative Approach. TPR. The Natural Approach: Terrell and Krashen's contributions to foreign language teaching. Task Based Learning. Project Work. Cross curricular approach. Gardner's theory of multiple intelligences.

Unit 2. Methodological implications of the characteristics of the Primary Education learners.

General characteristics of 6-8, 8-10 and 10-12 year olds, and consequences for teaching.

Unit 3. Strategies and resources to teach pronunciation, vocabulary and grammar.

Types of activities to teach pronunciation. Teaching grammar to young learners: what to teach and types of grammar activities. Types of activities to teach and use vocabulary.

Unit 4. Oral and written communicative skills.

Specific language for activities to teach English. The language of games.

Types of activities of listening, speaking, reading and writing. Games: definition and classification of games. Traditional games in TEFL: Alibi, Anagrams, Bingo, Buzz, Categories, Coffee-potting, Chinese whispers, Find someone who..., Hangman, I spy, Kim's game, The market game, Never on Sunday, Noughts and crosses, Odd man out, Pelmanism, Pictionary, Simon says, Snakes and ladders, Snap, Spot the differences, True or false?, Twenty questions, 'What's the time, Mr Wolf?', Word creation, Word chain.

Unit 5. Teaching aspects of life and culture.

Reasons to teach culture in the English class. Contents of culture in the Primary Education English programme. Techniques to teach culture.

Unit 6. The evaluation and the treatment of error.

Assessment, evaluation and testing: definition and differences. Assessment with children: why? what? how?

Unit 7. Planning didactic units of foreign language.

Teaching English in Pre-Primary Education: objectives, contents and activities. Parts of a didactic unit. Objectives of teaching a foreign language in Primary Education. The contents in first, second and third cycle of Primary Education. Criteria of evaluation. Methodology: the Presentation-Practice-Personalization framework. Presentation of the new content. Techniques of presentation. Controlled practice. Controlled practice activities. Less controlled practice activities. Personalization or free practice. Types of exercises of free practice.

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2. Practical contents

2. Practice

Unit 1. Approaches and methods in foreign language teaching and their applications in Primary Education.

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METHODOLOGY

General clarifications on the methodology. (optional)

Full-time students will be encouraged to participate in class. English will be used as vehicular language.

In the lectures the contents will be explained, analysed and commented by the whole group, using a cooperative approach. Immediately afterwards individual or group activities will take place.

Some of the activities performed by the students are: analysis of documents and manuals for Primary Education, presentation of findings, cooperative writing of a book of games, presentation of games, practical activities to develop skills, plan a didactic unit, make materials for the unit, and activities to support bilingualism.

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Methodological adaptations for part-time students and students with disabilities and special educational needs

Part-time students, students with disabilities and special needs students must have a personal interview with the lecturer in the first week of the course in order to implement tutorial sessions and adapt their possibilities of attendance with the methodology of the subject.

Face-to-face activities

Activity	Large group	Medium group	Total
Assessment activities	4	-	4
Group presentation	10	-	10
Group work (cooperative)	7	-	7
Lectures	13	-	13
Mind maps	4	-	4
Text analysis	6	-	6
Text commentary	12	-	12
Tutorials	4	-	4
Total hours:	60	-	60

Not on-site activities

Activity	Total
Bibliographic consultations	10
Exercises	20
Finding information	20
Group work	20
Self-study	20
Total hours:	90

WORK MATERIALS FOR STUDENTS

Dossier
Exercises and problems
Manual of the subject

Clarifications:

The manual of the subject will be published by units. Some of the chapters will be written by the students. Hopefully the manual will be completed by the end of the term.

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EVALUATION

Skills	Tools			
	Assignments and projects	Final exam	Group work	Oral presentations
CE11	x		x	x
CM7.1		x		
CM7.10	x	x	x	x
CM7.5	x	x	x	x
CM7.8	x		x	x
Total (100%)	30%	40%	15%	15%
Minimum grade.(*)	5	5	5	5

(*) Minimum grade necessary to pass the subject

Method of assessment of attendance:

The attendance is essential to pass this subject. It is compulsory to take 90% of the credits of the subject. To take 90% to 80% of the credits without justifying the poor attendance will be negatively evaluated up to 1 point.

General clarifications on instruments for evaluation:

Minimum score to eliminate content and period of validity for partial qualifications: 5/10. For the students with pending subject the scales and assessment tools will be: a) individual plan of a didactic unit which will be presented written and b) final exam.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Group work and oral presentation: In groups the students will plan a didactic unit and will present one of its sessions to the class- group. Both parts will be evaluated as a whole (30%) and the final score will be the average between the written plan and the oral presentation.

Final exam: only valid in the first call (40%) and in the second call (50%).

The attendance to the sessions of peer and self-evaluation is compulsory. This score will be valid only in the first call.

Part-time students, students with disabilities and special needs students will be evaluated with the same evaluation instruments as their peers. In a personal interview specific details about the performance of the activities and submission of some assignments will be agreed on.

Qualifying criteria for obtaining honors: To award a score of 10 with honors is optional for the lectures. The students must score 9/10 in each assessment instrument and show maximum involvement in class.

¿Hay exámenes/pruebas parciales?: No

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Sánchez, A. (2009). La enseñanza de idiomas en los últimos cien años: métodos y enfoques. Madrid: Sociedad General Española de Librería.

Scrivener, J. (2005). Learning teaching : a guidebook for English language teachers. Oxford:Macmillan.

Ur, P. (2000). A course in language teaching: practice and theory. Cambridge: Cambridge University.

2. Further reading:

Bentley, K. (2009). Primary Curriculum Box. Cambridge: CUP.

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COORDINATION CRITERIA

No criteria entered.

The methodological strategies and the evaluation system contemplated in this Teaching Guide will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.