

DETAILS OF THE SUBJECT

Title: DIDACTICA DEL INGLÉS

Code: 100571

Degree/Master: GRADO DE ESTUDIOS INGLESES

Year: 3

Name of the module to which it belongs:

Field: DIDÁCTICA DEL INGLÉS

Character: OPTATIVA

Duration: SECOND TERM

ECTS Credits: 6

Classroom hours: 60

Face-to-face classroom percentage: 40%

Non-contact hours: 90

Online platform:

TEACHER INFORMATION

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SPECIFICS OF THE SUBJECT

REQUIREMENTS AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

None specified.

SKILLS

- CB1 Capable of analysis and synthesis.
- CB2 Capable of organisation and planning.
- CB3 Knowledge of a foreign language (English).
- CB5 Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.
- CB8 Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
- CB12 Recognition of diversity and interculturality.
- CB13 Capable of self-assessment
- CB14 Adapt to new situations.
- CB17 Motivation for quality, professional ambition and entrepreneurship.
- CB18 Students have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.

CU1	Accredit the use and mastery of a foreign language.
CU2	User level knowledge and mastery of ICTs.
CE9	Ability to cooperate and collaborate in the process of learning the English language as a channel of international communication.
CE10	Knowledge of the specific terminology of the main linguistic disciplines.
CE11	Knowledge of the specific linguistic features of the English language with respect to the the native language, and their differences. Theoretical and practical knowledge of the Spanish/English language mediation.
CE28	Participation in learning forums and knowledge transfer: newsgroups, blogs
CE30	Analyse basic issues related to second language learning and its implications for language teaching in the classroom.
CE32	Simulations using different methods and approaches to teaching language through practical activities in the classroom.
CE40	Develop autonomy to select linguistic and methodological resources according to the objective to be pursued.
CE41	Develop an interest in linguistic theory and its application to various fields such as the study of creative texts in English and English language teaching and learning methodology.
CE43	Develop an interest in the various theories of language teaching and learning in a heterogeneous context of diverse traditions, methods and approaches.
CE51	Ability to distinguish between different theoretical/critical approaches to the same problem.
CE52	Ability to identify research problems and topics and assess their relevance.
CE53	Ability to analyse texts and discourse in English using the proper techniques of analysis.

OBJECTIVES

The subject's emphasis will be placed on the didactics of teaching English as a Foreign Language. The aim is to give a broad backbone to teaching English as a foreign language, and are appropriate for those teaching English at secondary education. Pre-service teachers will be able to update, enrich and extend their knowledge of EFL education and its application in the classroom.

CONTENT

1. Theory contents

- Principles of EFL methodology.
- How languages are learned.
- Factors influencing the learning of a foreign language.
- Profile of the foerign language teacher: knowledge, skills, strategies and values.
- Portfolio for language teachers.
- Types of syllabuses.
- Evaluation and assessment.
- Focus on form- focus on meaning.
- Introducing teaching straegies: from PPP to ESA.
- The place of grammar.
- The teaching of linguistics skills: reading, writing, listening and speaking.
- Textbook selection.

- Lesson management.
- Design and elaboration of materials.
- Working with heterogeneous classes.

2. Practical contents

All the theoretical contents are followed with the corresponding practice.

METHODOLOGY

General clarifications on the methodology and methodological adaptations for part-time students

None.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Conference</i>	15	5	20
<i>Debates</i>	10	2.5	12.5
<i>Group presentation</i>	10	2.5	12.5
<i>Text commentary</i>	10	5	15
Total hours:	45	15	60

Not on-site activities

Actividad	Total
<i>Analysis</i>	30
<i>Bibliographic consultations</i>	10
<i>Finding information</i>	20
<i>Self-study</i>	30
Total hours:	90

WORK MATERIALS FOR STUDENTS

Practical cases and examples
 Dossier
 Exercises and problems

Clarifications:

None.

EVALUATION

Skills	Tools		
	Final exam	Practical cases and examples	Text commentary
CB1	X	X	X
CB12	X	X	X
CB13	X	X	X
CB14	X	X	X
CB17	X	X	X
CB18	X	X	X
CB2	X	X	X
CB3	X	X	X
CB5	X	X	X
CB8	X	X	X
CE10	X	X	X
CE11	X	X	X
CE28	X	X	X
CE30	X	X	X
CE32	X	X	X
CE40	X	X	X
CE41	X	X	X
CE43	X	X	X
CE51	X	X	X
CE52	X	X	X
CE53	X	X	X
CE9	X	X	X
CU1	X	X	X
CU2	X	X	X
Total (100%)	80%	10%	10%
Minimum grade.(*)	5	5	5

(*) Minimum grade necessary to calculate the average

Minimum score to eliminate content and period of validity for partial qualifications: 5

General clarifications on evaluation and methodological adaptation for part-time students:

None.

Value of attendance in the final grade: 10

Qualifying criteria for obtaining honors: To obtain 10 points out of 10

BIBLIOGRAPHY

1. Basic Bibliography:

- Bamford, J. and Day R. (2004). Extensive Reading Activities for Teaching Language. Cambridge University Press.
- Brown, S. and McIntyre, D. (1993). Making Sense of Teaching. Open University Press.
- Cranmer, D. (1996). Motivating High Level Learners. Longman. (Out of print).
- Day, R. and Bamford, J. (1998). Extensive Reading in the Second Language Classroom. Cambridge University Press.
- Dobbs, J. (2001). Using the Board in the Language Classroom. Cambridge University Press.
- Hadfield, J. and Hadfield, C. (1999). Simple Listening Activities. Oxford University Press.
- Harmer, J. (2006). 'Engaging students as learners'. English Teaching professional 42. Harmer, J. (2007). How to teach English. Pearson Education Limited.
- Hedge, T. (2000). Teaching and Learning in the Classroom. Oxford University Press, Ch. Hedge, T. (2005). Writing (2nd edn). Oxford University Press.
- Hess, N. (2001) Teaching Large Multilevel Classes. Cambridge University Press.
- Leech, G. et al. (2001). An A-Z of English Grammar and Usage (new edn). Longman.
- Lewis, G. (2004). The Internet and Young Learners. Oxford University Press.
- Lewis, M. (1993). The Language Approach. Language Teaching Publications.
- McNamara, T. (2000). Language Testing. Oxford University Press.
- McKay, H. and Tom, A. (2000). Teaching Adult Second Language Learners. Cambridge University Press.
- Nuttall, C. (2005). Teaching Reading Skills in a Foreign Language (2nd edn). Macmillan ELT.
- Petty, G. (2004). Teaching Today (3rd edn).
- Richards, J. and Rodgers, T. (2001). Approaches and Methods in Language Teaching (2nd rev edn). Cambridge University Press.
- Scrivener, J. (2005). Learning Teaching (2nd edn). Macmillan, Ch.4.
- Woodward, T. (2001). Planning Lessons and Courses. Cambridge University Press.

2. Further reading:

- Baker, J. and Westruo, H. (2000). The English Language Teacher's Handbook: How to teach large classes with few resources. Continuum International Publishing Group.

Crystal, D. (2003). The Cambridge Encyclopedia of the English Language (2nd edn). Cambridge University Press, Ch. 7.

Leech, G. et al. (2001). An A-Z of English Grammar and Usage (new edn). Longman.

Osborne, P. (2006). Teaching English One to One. Modern English Publishing

Palmer, H. (1921). The Principles of Language Study. World Book Company.

Parrot, M. (2000). Grammar for English Language Teachers. Cambridge University Press.

COORDINATION CRITERIA

- Common evaluation criteria
- Joint activities: lectures, seminars, visits ...
- Outputs Organization
- Selection of common competencies

Clarifications:

None.

SCHEDULE

Period	Activity			
	Conference	Debates	Group presentation	Text commentary
1# Fortnight	2	0	3	1
2# Fortnight	2	3	0	2
3# Fortnight	2	0	3	2
4# Fortnight	2	3	0	2
5# Fortnight	3	0	3	2
6# Fortnight	3	3	0	2
7# Fortnight	3	0	3.5	2
8# Fortnight	3	3.5	0	2
Total hours:	20	12.5	12.5	15