

### 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:** MÓDULO OPTATIVO DE LINGÜÍSTICA INGLESA

**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:** SI

### TEACHER INFORMATION

**Name:** MARIN RUBIALES, AMALIA (Coordinador)

**Faculty:** FILOSOFIA Y LETRAS

**Department:** FILOLOGÍAS INGLESA Y ALEMANA

**Area:** FILOLOGÍA INGLESA

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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 main aim is to encourage students to develop their own practical skills in oral and written English, as well as acquiring fundamental knowledge of theories and principles for foreign language teaching.

The oral part of the course aims to improve students' oral proficiency in English and make them aware of the factors that influence communication in general, further linking this knowledge to central concepts of foreign language teaching such as communicative competence.

The written part aims to improve students' ability to communicate clearly and effectively in writing and additionally, to have them account for the structure and linguistic features in other people's texts. Communication strategies, choice of style, and correct, idiomatic language use are emphasised. Students will acquire knowledge of the structure of the English language and the relationship between grammatical structure and communicative function.

An important aspect of the course is the national curriculum in English for the compulsory school and its competence areas 'language learning' and 'communication'. The students will become familiar with theories and principles for foreign language learning and acquire skills in planning, giving reasons for, implementing and assessing English teaching in accordance with the intentions of the national curriculum.

## CONTENT

### 1. Theoretical content

1. Concepts of language: Linguistic Theory and Language teaching

1.2. The Common European Framework of reference.

2. Characteristics of Secondary School Students.

3. Teaching and learning foreign languages

- 4. Current approaches and teaching methods
- 5 The FL teacher and class management
- 6. The EFL curriculum
  - 6.1 Approaches to curriculum
  - 6.2 Elements of the curriculum
  - 6.3 A framework for curricular design
- 7 Listening comprehension.
  - 7.1 Speaking and oral interaction
  - 7.2 reading
  - 7.3 Learning and teaching writing
- 8. Audiovisual Resources and New technologies in ELT
- 9. Classroom research

## **2. Practical contents**

All the theoretical contents are followed with the corresponding practice.

### **METHODOLOGY**

#### **Methodological adaptations for part-time students**

Part-time students will be able to compensate the activities or lessons they cannot attend with complementary exercises and/or projects.

#### **Face-to-face activities**

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	6	2	8
<i>Debates</i>	6	2	8
<i>Group work (cooperative )</i>	1	3	4
<i>Lectures</i>	21	3	24
<i>Speaking Activities</i>	2	3	5
<i>Tutorials</i>	4	3	7
<i>Writing Activities</i>	2	2	4
<b>Total hours:</b>	<b>42</b>	<b>18</b>	<b>60</b>

**Not on-site activities**

Actividad	Total
<i>Analysis</i>	30
<i>Exercises</i>	30
<i>Group work</i>	10
<i>Self-study</i>	20
<b>Total hours:</b>	<b>90</b>

**WORK MATERIALS FOR STUDENTS**

Dossier  
Exercises and problems  
Manual of the subject

**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
<b>Total (100%)</b>	80%	10%	10%
<b>Minimum grade.(*)</b>	8	1	1

(\*) Minimum grade necessary to pass the subject

**What is the weight of the attendance in the final grade ?:**

10

**General clarifications on instruments for evaluation:**

- Attendance to class regularly

-Regular work

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

They must contact with the teacher and take the final exam

**Qualifying criteria for obtaining honors:** *Good final exam and active attendance to class*

**Aclaraciones generales sobre las evaluaciones parciales, calificación mínima para eliminar materia y período de validez:**

-Minimum mark to pass the exam 5

- Period to validate the mark till September

## BIBLIOGRAPHY

### 1. Basic Bibliography:

Bamford, J. and Day R. (2004). *Extensive Reading Activities for Teaching Language*. Cambridge University Press.

Beltrán, F.Hobbs Valerie, House Susan. Motteram Gary.Paran A.Whittaker Reyes..2011.Theory and Practice in English Language teaching. GRAO

Brown, S. and McIntyre, D. (1993). *Making Sense of Teaching*. Open University Press.

Cranmer, D. (1996). *Motivating High Level Learners*. Longman. (Out of print).

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

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Madrid, D- McLaren, N. (1995) *Teching English as a foreign Language*.La calesa (ed)

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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.

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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						
	Assessment activities	Debates	Group work (cooperative)	Lectures	Speaking activities	Tutorials	Writing activities
1# Fortnight	0	1	0	4	0	0	0
2# Fortnight	2	1	1	4	1	1	1
3# Fortnight	0	1	0	4	0	2	0
4# Fortnight	2	1	1	3	1	1	1
5# Fortnight	2	1	1	4	1	1	1
6# Fortnight	2	1	0	4	1	2	0
7# Fortnight	0	2	1	1	1	0	1
<b>Total hours:</b>	<b>8</b>	<b>8</b>	<b>4</b>	<b>24</b>	<b>5</b>	<b>7</b>	<b>4</b>