

TEFL II (Didàctica de la llengua anglesa II)

Goals

This is the second part of a two-year course programme that aims to enable students to acquire the fundamental theoretical basis and teaching techniques that are needed to teach English as a foreign language effectively and competently. It is designed to help students fully master the English language in order to confidently teach the target language.

At the end of this programme, students will be expected to demonstrate that they have acquired the following competences:

Academic Competences:

- To read, understand and reflect upon the course literature.
- To understand and be able to develop effective tasks for promoting reading and writing in the EFL classroom.
- To comprehend what makes effective classroom activities, lesson plans, and project-based learning units.
- To develop criteria for writing a lesson plan, evaluation system and for overall decisions concerning classroom management.
- To understand the specifics of teaching English to young learners.
- To understand the theoretical issues discussed during the course.
- To have the capacity to establish links between theory and practice.
- To develop critical thinking.

Linguistic Competences:

- To communicate effectively, using English (written & oral).
- To understand authentic texts (principally course literature) written in English.
- To display competence in giving instructions (oral & written) and presenting activities (oral & written) in English.
- To be able to make effective oral presentations in English.
- To be able to express ideas and opinions in class discussions and during class activities.
- To produce coherent texts for course assignments and the written exam.

Professional Competences:

- To develop the capacity to observe, analyse and evaluate the teaching/learning process.
- To be able to reflect upon the teaching and learning process of EFL.
- To develop strategies to promote written communication in the foreign language classroom.
- To develop strategies to promote reading comprehension in the foreign language classroom.
- To develop classroom activities, lesson plans, and project-based learning units.
- To become familiar with and to evaluate course books and other classroom materials.
- To learn about the basic underlying premises of telecollaborative language learning.
- To become a reflective teacher.

Contents

The course covers various areas:

- Critical Thinking as part of the Teaching Process
- Teaching Styles
- Learning Styles
- Revision of theoretical basis for foreign language teaching in primary education
- CLT & derivatives
- Lesson planning
- Activity planning
- Embedded planning
- Course-book analysis
- Effective Assessment (peer & self-assessment)
- Reflection on Practical Teaching Experience
- Telecollaboration
- Young Learners
- Teaching of reading
- Teaching of writing
- Others (to be determined by profile of students' needs)

Methodology

The lesson will be carried out entirely in English (and you will soon be language teachers); consequently students are expected to have an excellent command of this language. The sessions will combine theoretical explanations with practical exercises in which students will be encouraged to participate by sharing their opinions, ideas, knowledge, beliefs and experiences. Students will also be asked to think critically about the theories presented during the course.

Activities are designed to optimise, thus students are asked to lead group presentations and individual activities. There will be occasional work to be carried out online (instructions for doing so will be given later). You will also be expected to participate in virtual activities as well as face-to-face activities.

Evaluation

Students are expected to

- collaborate and participate in activities which are presented by the teacher or by other classmates
- have an excellent command of English and to use it for all purposes in the classroom and as a means of communication with the teacher and guest lecturers (unless otherwise specified).
- understand and display knowledge and reflection of theoretical issues discussed.
- take part in class discussions, activities, presentations and online work.
- complete fully and competently the tasks assigned throughout the course.
- to respect the deadlines and assignment dates.

Bear in mind:

- TEFL courses are highly practical; participation is an essential part of the learning process. Active participation (not passive lesson attendance) will be expected and will be taken into consideration for the overall evaluation.
- The lack of mastery in English - inability to communicate fluently and appropriately in any medium, whether written or spoken - will result in a Fail.
- Students are expected to submit original work. This means:
 - Students must not copy passages, sentences, or even parts of sentences from other sources and present them as if they were their own words.
 - Where relevant, original sources must be cited.
 - Students should be aware that outside assistance with their work is only acceptable if it involves general advice/guidance. Any work submitted for continuous assessment, classroom assignments or online assignments must be their own work.
- Students cannot "recycle" the assignments submitted in previous courses unless it is specifically a part of the assignment (as in reflective practice).
- Teaching activities presented to the class must be referenced.

Infractions of any of the above principles will result in disqualification of the student for the June exam and the student will be obliged to sit for the final exam in September.

Main Evaluation Tasks

- Self-assessment & Peer-assessment - 10%
- Teacher's mark - participation & overall performance - 10%
- Group work
 - Based on group presentations - 10 %
 - Reading circles - 10%
- Class and online activities 15%
- Individual Micro-teaching 25%
 - Preparation - 5%
 - Presentation - 10%
 - Reflection - 10%
- Oral presentation of project (June) 20%

You will be given detailed information about the task requirements during the course.

Marking System

- Students can attempt to pass this course either in June or September. Student opting for June will be assessed on a cumulative basis outlined above. Students presenting for the June exam must have successfully completed the rest of the coursework (excluding the mid-term exam) - at least 75%.
- Those students who do not have 75% of the continuous assessment passed at the end of the semester will not be able to present their projects and should sit for the September exam.
- Students opting for passing the course in September will be expected to present a written assignment (online and previous to the September exam) and the September exam will be divided into two parts (oral and written). Instructions for preparing the September exam will be given later on in the course.

- Students will receive a final mark of FAIL if their command of English is not good enough.
- Students who have been disqualified from presenting the project in June (see explanations for disqualification above) will receive a FAIL in June (not No Presentat) and will be asked to sit a final exam in September.
- Incoming Erasmus students should negotiate with the teacher their evaluation plan for this course.
- Outgoing Erasmus students who will only take part of this course (one term) must carry out all the evaluation tasks for the semester they are here and obtain a minimum of 5 (Aprovat) from the approved course studied abroad. The final mark will be an average of the two marks. This applies in both June and September.

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Websites

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<http://www.mflresources.org.uk/> Teaching resources designed for other languages but can be adapted to teach English as a foreign language.
<http://www.britishcouncil.org/English>
<http://www.cilt.org.uk/publications/primary.htm>
<http://teflweb-j.org> (TEFL web journal)
<http://www.teachingenglish.org.uk>
<http://www.englishclub.net/articles>
<http://www.theteachersguide.com>
<http://www.ccvillage.com> (activities, art, music, etc.)
<http://dltk-kids.com>
<http://webenglishteacher.com>
<http://www.bbc.co.uk/cbeebies/>

Associations and institutions

<http://www.gencat.com>
<http://www.mec.es>
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