

COURSE PROGRAM

Academic Year: 2024/2025

Identification and characteristics of the course			
Code	502875 FFP (Bilngüe)	ECTS Credits	6
Course name (English)	English Didactics II		
Course name (Spanish)	Didáctica del Inglés II		
Degree programs	Degree in Primary Education		
Faculty/School	Faculty of Education and Psychology (Badajoz) Teacher Training College (Cáceres) University Centre of Santa Ana (Almendralejo)		
Semester	7	Type of course	Optional
Module	Intensification Itinerary		
Matter	Foreign Language Intensification Itinerary: English		
Lecturer/s			
Name	Office	E-mail	Web page
FACULTY OF EDUCATION AND PSYCHOLOGY			
Juan de Dios Martínez Agudo	2.16	jdmtinez@unex.es	
TEACHER TRAINING COLLEGE			
Profesor/a por determinar	3-2-7		
UNIVERSITY CENTRE OF SANTA ANA			
María Guerrero Rico	Staff room	mariagr@unex.es	
Subject Area	Didactics of Language and Literature		
Department	Didactics of Social Sciences, Languages and Literatures		
Coord. Intercent/FEP	Juan de Dios Martínez Agudo		
Coord. TTC	Profesor/a por determinar		
Coord. UCSA	María Guerrero Rico		
Competencies*			
Basic and General Competencies			
<p>CB2. That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.</p>			

*The sections concerning competencies, course outline, educational activities, teaching methodologies, learning outcomes and assessment systems must conform to that included in the ANECA verified document of the degree program.

CB3. That students have the ability to gather and interpret relevant data (usually within their area of study) to issue judgments that include a reflection on relevant social, scientific or ethical topics.

CB4. That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

CB5. That students have developed those necessary learning skills to undertake further studies with a high degree of autonomy

CG1. To know the curricular areas of Primary Education, the interdisciplinary relationship among them, the evaluation criteria and the body of didactic knowledge about the respective teaching and learning procedures.

CG2. To design, plan and evaluate teaching-learning processes, both individually and in collaboration with other teachers and professionals of the center.

CG3. To effectively address language learning situations in multicultural and multilingual contexts. To encourage the reading and critical commentary of texts from the various scientific and cultural domains contained in the school curriculum.

CG4. To design and regulate learning spaces in contexts of diversity that respond to gender equality, equity and respect for human rights that shape the values of citizen education.

CG8. To maintain a critical and autonomous relation with knowledge, values and social institutions (both public and private).

CG10. To reflect upon classroom practices to innovate and improve the teaching practice. To acquire habits and skills for autonomous and cooperative learning and promote it among students

Transversal Competencies

CT1. To know how to transmit information, ideas, problems and solutions to a specialized and non-specialized audience.

CT1.2. To publicly present ideas, problems and solutions in a logical, structured way, both orally and in writing, according to B1 Level, in one or more foreign languages, according to the Common European Framework of Reference for Languages (CEFR).

CT1.3. To use the new information technologies as an instrument of intellectual work and as an essential element for information, learning and communication.

CT1.4. To use social and interpersonal skills with other people as well as to work in multidisciplinary groups in a cooperative manner.

CT2.1. To know how to apply the necessary learning skills to undertake further studies with a high degree of autonomy.

CT2.2. To use efficiently a set of resources, techniques and learning strategies that guarantee autonomous, responsible and continuous learning throughout life.

CT2.3. To be updated in the socio-educational field through research and to know how to analyze future trends.

CT2.4. To maintain an attitude of innovation and creativity in the exercise of their profession.

CT3.1. To understand the evolutionary nature and plurality of current societies and develop attitudes of respect, tolerance and solidarity towards the different social and cultural groups.

CT3.4. To be aware of the right of equal opportunities for people with disabilities and apply measures aimed at avoiding or compensating for the disadvantages of a person with disabilities to fully participate in the political, economic, cultural and social living.

Specific Competencies (Foreign Language Intensification Itinerary)

CE69. To Know the linguistic, psycholinguistic, sociolinguistic and didactic fundamentals of the learning of languages and to be able to evaluate their development and communicative competence.

CE70. To acquire full communicative competence as well as a good linguistic (phonetic, phonological, grammatical and pragmatic) and socio-cultural knowledge of the foreign language that is taught.

CE71. To plan what will be taught and evaluated, as well as selecting, conceiving and developing teaching strategies, types of activities and classroom materials.

CE72. To design activities aimed at achieving sufficient oral communication in the new language by all students, establishing individual plans for those students who need it.

CE73. To collaborate, design and, where appropriate, tutor cultural exchange activities with residents of other countries, showing management skills of these processes, including local, autonomous, national and international programs for the exchange of students and teaching staff.

Contents

Course outline*

Linguistic, psychological and methodological foundations of the teaching and learning of English as a foreign language. Theories of learning and methods of teaching a second language. How do children learn a second language? Psycholinguistic and cognitive approaches. Individuality of learning. Diversity of learning styles. Multiple intelligences. Strategies and didactic resources for teaching-learning of communicative skills in English. Training in teaching skills aimed at the construction of learning. Action research in the foreign language classroom. Reflective teaching.

Use a standard English (Level B2 in English), both receptively and productively, with fluidity based on usual situations and the educational environment, and using a wide lexical and grammatical repertoire.

Course syllabus

LESSON 1. European perspective in EFL teacher education. Language policies for a multilingual and multicultural Europe. European profile for foreign language teacher education: A frame of reference

- 1.1. Common European Framework of Reference for Languages: Learning, Teaching, Assessment
- 1.2. European Language Portfolio
- 1.3. Competency-based approach to teacher education

Practical activities may include activities such as watching introductory videos and answering questions for reflection and discussion, writing a critical essay on assigned readings, analysis and discussion of microteaching sessions, oral presentations, designing activities and materials, and/or any other activity related to subject content.

LESSON 2. Second language acquisition research and language teaching

- 2.1. Second language acquisition theories
- 2.2. Individuality and multidimensionality of L2 learning: Individual differences in SLA
- 2.3. Factors affecting second language acquisition: L1 influence on L2...
- 2.4. How children think and learn: processes, strategies and techniques. Children's main learning characteristics – and their implications
- 2.5. Multiple intelligences theory in English language teaching

2.6. The characteristics of a *good* language learner

Practical activities may include activities such as watching introductory videos and answering questions for reflection and discussion, writing a critical essay on assigned readings, analysis and discussion of microteaching sessions, oral presentations, designing activities and materials, and/or any other activity related to subject content.

LESSON 3. Foreign language teaching methods and approaches

- 3.1. Similarities and differences among language teaching methods
- 3.2. The development of methodology

Practical activities may include activities such as watching introductory videos and answering questions for reflection and discussion, writing a critical essay on assigned readings, analysis and discussion of microteaching sessions, oral presentations, designing activities and materials, and/or any other activity related to subject content.

LESSON 4. Motivation in the EFL classroom

- 4.1. A dynamic, cyclical and process-oriented model of motivation
- 4.2. How to motivate L2 learners? Motivational strategies in the EFL classroom

Practical activities may include activities such as watching introductory videos and answering questions for reflection and discussion, writing a critical essay on assigned readings, analysis and discussion of microteaching sessions, oral presentations, designing activities and materials, and/or any other activity related to subject content.

LESSON 5. Errors in the EFL classroom: corrective feedback

- 5.1. Errors in second language acquisition: error analysis and interlanguage
- 5.2. Sources or causes of errors: interlingual or interference errors, intralingual errors and teacher-talk induced errors
- 5.3. What can we learn from errors?
- 5.4. Corrective feedback strategies

Practical activities may include activities such as watching introductory videos and answering questions for reflection and discussion, writing a critical essay on assigned readings, analysis and discussion of microteaching sessions, oral presentations, designing activities and materials, and/or any other activity related to subject content.

LESSON 6. Learning to teach EFL

- 6.1. Learning teaching and teaching learning: problems and challenges
- 6.2. Assessing your own teaching: feedback, reflection and action research
- 6.3. Reflective teaching: the reflective teacher
- 6.4. Qualities of a *good* language teacher

Practical activities may include activities such as watching introductory videos and answering questions for reflection and discussion, writing a critical essay on assigned readings, analysis and discussion of microteaching sessions, oral presentations, designing activities and materials, and/or any other activity related to subject content.

*** Compulsory reading:**

- Pinter, A. (2006). *Teaching Young Language Learners*. Oxford: Oxford University Press.

Educational activities*								
Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
Lesson 1	17h.	5h.				2h.		10h.
Lesson 2	33h.	10h.				3h.		20h.
Lesson 3	33h.	10h.				3h.		20h.
Lesson 4	33h.	10h.				3h.		20h.
Lesson 5	16h.	4h.				2h.		10h.
Lesson 6	16h.	4h.				2h.		10h.
Assessment **	2h.	2h.						
TOTAL	150h.	45h.				15h.		90h.
L: Lectures (85 students) HI: Hospital internships (7 students) LAB: Laboratory or field practices (15 students) COM: Computer room or language laboratory practices (20 students) SEM: Problem classes or seminars or case studies (40 students) SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials) PS: Personal study, individual or group work and reading of bibliography								
Teaching Methodologies*								
<ul style="list-style-type: none"> - Verbal exposition. Management Teaching. Large group classes aimed at exposing the different concepts and procedures associated with the subject with the help of bibliographic and audiovisual materials. - Discussion and debate. Verbal exposition is combined with discussion activities and questions to be answered by students so that they can build new concepts based on known concepts (related to other subjects already studied or with other program topics with which there are important interrelations). - Commented reading of bibliographical materials. - Visualization of audiovisual materials (situations and/or online classroom activities) and discussion and debate about them. - Exhibition of the works carried out autonomously. This activity is scheduled for the students to expose or present the work and the materials elaborated autonomously. - Examinations. This activity has the purpose of evaluating the results of the learning of the students in relation to the objectives or competences that are presented in the teaching plan of the subjects that make up a subject. - Analysis and discussion of bibliographic and audiovisual materials. - Debates and discussion on current topics related to the subject. - Guidance, decision making and resolution of questions raised by the student. Follow-up of the student's distance work. Follow-up of work in small groups. Individual and group consultation and counseling. - Study of the subject and preparation of exams. 								
Learning outcomes*								
<ul style="list-style-type: none"> - Acquisition and mastery of the theoretical contents, demonstrating the capacity for critical analysis. - Ability to analyze and synthesize, make decisions and solve problems, as well as organizing and planning the lessons and adapting to different classroom situations. 								

**Indicate the total number of evaluation hours of this subject.

- Clarity during oral presentations of monographic works.
- Regular attendance at classes, seminars and mentoring sessions with attitude of participation, effort and involvement.

Assessment systems*

The evaluation of this subject is governed by the regulations for the evaluation of the official Bachelor's and Master's degrees of the University of Extremadura (DOE number 212, November 3, 2020).

Continuous assessment:

The evaluation of this subject encompasses two main sections:

1. A written test with essay questions that constitutes 60% of the final grade. In this test, the acquisition and mastery of theoretical knowledge and professional competencies will be evaluated.

In order to pass the subject, it is necessary first to pass the exam, obtaining a minimum score of 3 points out of 6, to be added to the second part of the subject.

2. Tasks and activities (40% of the final grade):

a. Question(s) about the proposed compulsory reading that the student had previously read (20%).

b. Activities and/or tasks (analysis and critical commentary of monographic texts, questions of reflection and discussion, debate and discussion on current topics related to the subject, oral presentations of monographic works, simulation of situations and/or classroom experiences, analysis of cases and problem solving ...) that the student performs in class in a practical and compulsory way on certain aspects of the program (20%).

For guidance only, the material elaborated by the students will be taken into account, the explanatory clarity of their oral presentation, their capacity for synthesis and critical analysis, decision making and problem solving, organization and planning of teaching and adaptation to different classroom situations, as well as the development of their didactic abilities. It is also worth mentioning that reasonable management of the English language is required with grammatical correction and communicative flow, which is a key evaluation criterion.

In addition, regular attendance at classes and seminars will be taken into account by means of continuous observation, as well as the attitude of participation, effort and personal involvement of the student in all the proposed tasks and/or activities.

Global assessment:

The final test will consist of an alternative test model that will include a theoretical part (60% of the final grade) with the same essay questions proposed for the system of continuous assessment and a practical part (40% of the final grade) that will include a question about the proposed compulsory reading (20%) as well as two additional practical questions related to particular aspects of the programme (20%). In order to pass the subject, it is necessary first to pass the theoretical part, obtaining a minimum score of 3 points out of 6 to be added to the second part.

The choice of the global assessment system corresponds to students, for each call (ordinary and extraordinary) of each subject. To this end, teachers will handle such requests through a specific space created for this purpose in the Online Campus. In the case that no express request is made by the student, the default selection will be that of continuous assessment. The deadlines for choosing the global assessment system will be as follows: For those subjects being taught in the first semester, such selection will be made during the first quarter of the teaching period. For those subjects being taught in the second semester, such choice will be made during the first quarter of the teaching period or until the last day of the extended enrolment period if this ends after that period.

Bibliography (basic and complementary)

Basic bibliography

- Brewster, J. et al. (2002). *The Primary English Teacher's Guide*. London: Penguin.
- Cameron, L. (2002). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
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- Davies, P. & E. Pearse. (2000). *Success in English Teaching*. Oxford: Oxford University Press.
- Doff, A. (1991). *Teach English. A Training Course for Teachers*. Cambridge: Cambridge University Press.
- Gower, R. et al. (1995). *Teaching Practice Handbook*. Oxford: Heinemann.
- Halliwell, S. (1992). *Teaching English in the Primary Classroom*. London and New York: Longman.
- Hamer, J. (2003). *How to Teach English: An Introduction to The Practice Of English Language Teaching*. Harlow: Pearson Education.
- Hearn, I. & A. Garcés (2003). *Didáctica del Inglés para Primaria*. Madrid: Pearson Educación.
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- House, S. (2000). *An Introduction to Teaching English to Children*. London: Richmond Publishing.
- Madrid, D. & N. McLaren (eds.) (2004). *TEFL in Primary Education*. Granada: Editorial Universidad de Granada.
- Martínez, J. d. D. (Ed.) (2014). *English as a Foreign Language Teacher Education. Current Perspectives and Challenges*. Amsterdam & New York: Brill/Rodopi.
- Martínez, J. d. D. (Ed.) (2017). *Native and Non-Native Teachers in English Language Classrooms: Professional Challenges and Teacher Education*. Berlin/Boston: De Gruyter Mouton.
- Martínez, J. d. D. (Ed.) (2018). *Emotions in Second Language Teaching. Theory, Practice, and Teacher Education*. Cham, Switzerland: Springer.
- Martínez, J. d. D. (Ed.) (2020). *Quality in TESOL and Teacher Education. From a Results Culture Towards a Quality Culture*. New York & London: Routledge.
- Pinter, A. (2010). *Teaching English to Young Learners*. Oxford: Oxford University Press.
- Ruíz, U. (Eds) (2000). *Didáctica de la Segunda Lengua en Educación Infantil y Primaria*. Madrid: Síntesis Educación.

- Scrivener, J. (1994): *Learning Teaching. A Guidebook for English Language Teachers*. Oxford: Macmillan.
- Slattery, M. & J. Willis (2001). *English for Primary Teachers*. Oxford: Oxford University Press.
- Vez, J. M., Guillén, C. & C. Alario (2002). *Didáctica de la Lengua Extranjera en la Educación Infantil y Primaria*. Madrid: Síntesis.

Complementary bibliography

- Campbell, C.& H. Kryszewska (1995). *Towards Teaching. The European Language Classroom*. Oxford: Heinemann.
- James, P. (2001). *Teachers in Action*. Cambridge: Cambridge University Press.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Lindsay, C. & P. Knight (2006). *Learning and Teaching English. A Course for Teachers*. Oxford: Oxford University Press.
- Martínez, J. d. D. & M^a Magdalena López (Eds.) (2012). *Activities and Resources for Bilingual Classrooms*. Sevilla: Ediciones Alfar.
- Martínez, J. d. D. (Ed.) (2008). *Oral Communication in the EFL Classroom*. Sevilla: Ediciones Alfar.
- Martínez, J. d. D. (Ed.) (2010). *Errors in the Second Language Classroom: Corrective Feedback*. Málaga: Ediciones Aljibe.
- Martínez, J. d. D. (Ed.) (2012). *Teaching and Learning English through Bilingual Education*. Newcastle Upon Tyne: Cambridge Scholars Publishing.
- Moon, J. (2004). *Children Learning English*. Oxford: Macmillan Heinemann.
- Phillips, S. (1997). *Young Learners*. Oxford: Oxford University Press.
- Reilly, R. y S. Ward (1997). *Very Young Learners*. Oxford: Oxford University Press.
- Richards, J. C. & Ch. Lockhart (1998). *Estrategias de Reflexión sobre la Enseñanza de Idiomas*. Cambridge: Cambridge University Press.
- Richards, J. C. & T. S. Rodgers (2001). *Approaches and Methods in Language Teaching. (2nd edition)*. Cambridge: Cambridge University Press.
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Varela, R. (Ed.) (2003). *All about Teaching: A Course for Teachers of English*. Madrid: Centro de Estudios Ramón Areces.
- Williams, M. & R. L. Burden. (1999). *Psicología para Profesores de Idiomas. Enfoque del Constructivismo Social*. Cambridge: Cambridge University Press.
- Wright, A. (2009): *Storytelling with Children*. Oxford: Oxford University Press.

Other resources and complementary educational materials

Webgraphy

<http://www.heinemann.com>
<http://www.oup.com>
http://www.cambridge.org/es/elt/?site_locale=es_ES
<http://learnenglish.britishcouncil.org/en/>
<http://www.pearsonelt.com/classroomresources>
<http://www.macmillanenglish.com/resources/>
<http://www.onestopenglish.com/>