

TEACHING GUIDE: TEFL I (2nd edition)

GENERAL DATA

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| Faculty | Facultad de Humanidades y Ciencias Sociales |
| Course | TEFL I – Teaching English as a Foreign Language |
| Credits ECTS | 6 ECTS – 150 hours |
| Type | Online |
| Academic Year | 2019-2020 |
| Time period | 2nd edition: 10/02/2020 - 03/07/2020 |
| Language used in the classroom | English |
| Requirements | Level C1 of command of the English Language. Having passed Baccaulaureate or equivalent level. Previous experience or studies related to this field of knowledge are not required. |
| Addressed to | Expert or native English speakers who want to start a career as an English teacher or conversation assistant. |

TEACHERS´ DATA

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| Teacher in charge | Marta Saiz Porres | | |
| Area | | Faculty | Humanidades y Ciencias Sociales |
| Email | marta.saiz@ui1.es | Professional Profile 2.0 | Linkedin profile Marta Saiz Porres |

CONTEXTUALISATION AND JUSTIFICATION

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| Areas / Subjects of the Course | Teaching English as a Foreign Language |
| Contextualisation of the Course and Professional Profile | TEFL I is a general introduction to the teaching-learning of English as a foreign language in any educative level. It allows the student to acquire the basic competencies of a good teacher of English both through theory and practical exercises that are offered as part of each unit. |

COMPETENCIES ACQUIRED BY THE STUDENT AND LEARNING RESULTS

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| Competencies | <ul style="list-style-type: none"> • Plan the teaching-learning process. • Select and prepare the disciplinary contents • Design and organise activities • Evaluate • Reflect and investigate • Recognise the theories, approaches, methods, pedagogical techniques and evaluation techniques. • Know the philosophy of self-directed learning • Apply the methodology according to the context. • Design programs and class plans. • Design and apply learning strategies according to the diversity of the group. • Manage the group. • Identify the needs of the group. • Identify integration problems. • Manage unforeseen situations. • Promote the autonomy of students. • Coordinate the development of group projects. • Develop self-assessment in students. • Involve students in their own learning • Respect diversity. • Be responsible and make decisions with justice. • Recognise their mistakes. • Design and apply evaluation instruments • Participate in ongoing training activities for their professional development. • Reflect and self-evaluate their teaching practice |
| Learning results | <ul style="list-style-type: none"> • Students can plan and design units, activities and evaluation systems. • They know the different theories and pedagogical techniques, have reflected on their own teaching practice, recognised their mistakes and have self-evaluated, to optimise their way of teaching. • They know the group of students, identify their problems and respect their diversity. They have resources to manage the group and know how to develop capacities in their own students. |

PROGRAM OF CONTENTS

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| Short description of contents | First of all, the student is offered a brief overview of the different teaching-learning methodologies and approaches that have converged in Europe and abroad in the past and present. Next, the basic elements that make up the foreign language class are addressed: classroom planning, resources and materials, classroom management skills and language teacher skills. It concludes with a unit in which a didactic unit is exemplified in its different phases. |
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| Program of contents | <ul style="list-style-type: none"> • Unit 1: TEFL background and history • Unit 2: Lesson Planning • Unit 3. Materials and resources • Unit 4. Classroom Management • Unit 5. Teaching skills • Unit 6. In the classroom |
| METHODOLOGY | |
| Training activities | Throughout the course, various practical activities are carried out, applying the contents that have been dealt with previously. In addition, at the end of each unit, there is a series of gradable activities that the student has to submit, which serve to integrate the contents learnt. In them the student has to evaluate or solve real teaching-learning situations, or reflect on didactic aspects giving his/her opinion, helping him/her to create the student's personal style as a future teacher, (case studies, discussion forums, quizzes, etc). The teacher will assess these gradable activities individually, offering valuable feedback with which the student will be able to evolve positively throughout the course. |
| Academic Calendar | 2nd edition 10/02/2020 - 03/07/2020 |

ASSESSMENT

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| Assessment system | <p>The evaluation of these courses is online and is done following the University's evaluation methodology, through continuous evaluation + final exam of the course.</p> <p>The continuous evaluation is obtained with the gradable complementary activities that the students must submit at the end of each didactic unit, within the deadline established for it, and counts 60% of the final grade.</p> <p>The final exam is a multiple-choice test and adds the other 40% of the final grade. The students must compulsorily do both parts in order to pass the course and they must submit all the gradable activities of each unit for the continuous evaluation, being allowed not to submit maximum one gradable activity in the whole course. The final test will be done by all students simultaneously on the day and time established in the online platform.</p> <p>The extraordinary exam will be done in the same way for those students who have failed the ordinary final test.</p> <p>The minimum score of both the EC and the exam is a 4, so that the weighted average between the two parts of the evaluation can be applied.</p> <p>The weighted final grade to pass (EC 60% + exam 40%) is a 5.</p> |
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BIBLIOGRAPHY AND OTHER RESOURCES

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| Basic Bibliography | <p>Hedge, T. (2000). <i>Teaching and Learning in the Language Classroom</i>. Oxford: Oxford University Press.</p> <p>Larsen•Freeman, D (1986). <i>Techniques and Principles in Language Teaching</i>. Oxford: Oxford University Press.</p> <p>Spratt, M., Pulverness, A. & Williams, M. (2011). <i>The TKT Course, Modules 1, 2, and 3. 2nd Edition</i>. Cambridge: Cambridge University Press.</p> <p>Varela Méndez, R. (Ed.) (2003). <i>All about Teaching English. A Course for Teachers of English</i>. Madrid: Editorial Centro de Estudios Ramón Areces.</p> |
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| | <p>Harmer, J. (1983). <i>The Practice of English Language Teaching</i>. London & New York: Longman.</p> <p>Spratt, M., Pulverness, A. & Williams, M. (2005). <i>The TKT Course</i>. Cambridge: Cambridge University Press.</p> <p>Thornbury, S. & Watkins, P. (2007). <i>The CELTA Course. Trainee Book</i>. Cambridge: Cambridge University Press.</p> |
| <p>Complementary Bibliography</p> | <p>Carter, R. & Nunan, D. (Eds.) (2001). <i>The Cambridge Guide to Teaching English to Speakers of Other Languages</i>. Cambridge: Cambridge University Press.</p> <p>Cece•Murcia, M. (Ed) (2001). <i>Teaching English as a Second or Foreign Language</i>. 3rd Edition. London: Thomson Learning.</p> <p>Johnson, K. (2008). <i>An Introduction to Foreign Language Learning and Teaching</i>. 2nd Edition. Harlow: Pearson (Longman).</p> <p>Lightbown, P.M. & Spada, N. (2006). <i>How Languages are learned</i>. Oxford: Oxford University Press.</p> <p>Jones, L. (2014). The Power of Planning: 5 Ways to Learn through Writing Lesson Plans. Web, Teaching Channel. Retrieved from: https://www.teachingchannel.org/blog/2014/01/28/power-of-planning/</p> <p>Cook, V. (2001). Using the First Language in the Classroom. CMLR. Retrieved from: http://homepage.ntlworld.com/vivian.c/Writings/Papers/L1inClass.htm</p> |
| <p>Other resources</p> | <p>LearnEnglish, British Council BBC</p> <p>Lesson Plans, British Council BBC</p> <p>Methodology, One Stop English</p> <p>Project Work with teenagers, British Council BBC</p> <p>TeachingEnglish, British Council BBC Teach-nology.com</p> <p>The Usage of L1 at the L2 classroom, YouTube video</p> <p>Cambridge University Press ELT, YouTube Channel</p> <p>Improving Second Language Education, University of Alberta</p> |