TEACHING GUIDE TEFL II: 2nd edition

GENERAL DATA

Faculty	Facultad de Humanidades y Ciencias Sociales
Course	TEFL II – Advanced Teaching English as a Foreign Language
Credits ECTS	6 ECTS – 150 hours
Type	Online
Academic Year	2019-2020
Time period	2nd edition: 08/01/2020 - 22/03/2020
Language used in the classroom	English
Requirements	Level C1 of command of the English Language. Having passed Baccalaureate or equivalent level. Having passed TEFL I or similar certification of minimum 120 hours.
Addressed to	Expert or native English speakers who want to start a career as an English teacher or conversation assistant or renew their practice through our certification.

TEACHERS´ DATA

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

Areas / Subjects of the Course	Advanced Teaching English as a Foreign Language
Contextualisation of the Course and Professional Profile	TEFL II is a continuation of TEFL I, in which the education in the teaching-learning of English as a foreign language in any educative level is broadened. It allows the student to acquire and extend 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

Competencies	• Plan the teaching-learning process. • Select and prepare the disciplinary contents • Design and organise activities • Interact and communicate with teachers • 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 learning units. • 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 • Cultivate the values of their profession • 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	• 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. • They cultivate the values of their current or future profession.

PROGRAM OF CONTENTS

Short description of contents	First of all, the student is offered a detailed review of the elements that make up the teaching-learning context. After that, the course deals with the functioning of the English language and how to approach the student's learning of these structures. The different skills in which the teaching of the foreign language is currently structured are explained in detail, to include a chapter exclusively dedicated to classroom planning and another one for the skills of the teachers of this discipline.
Program of contents	• Unit 1. Teachers and learners and the teaching and learning context • Unit 2. Language analysis and awareness • Unit 3. Receptive language skills: reading and listening • Unit 4. Productive language skills: speaking and writing • Unit 5. Lesson planning and reference resources for different teaching contexts.

	• Unit 6. Developing teaching skills and professionalism
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 08/01/2020 - 22/03/2020

ASSESSMENT	
Assessment system	The evaluation of these courses is **online** and is done following the University's evaluation methodology, through **continuous evaluation + final exam of the course**. 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. 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. The extraordinary exam will be done in the same way for those students who have failed the ordinary final test. 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. The weighted final grade to pass (**EC 60% + exam 40%**) is a 5.

BIBLIOGRAPHY AND OTHER RESOURCES	
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Other resources	Treleaven, C. (2015). Presenting grammar in a way that accomodates different learning styles. Web, One Stop English. Retrieved from: http://www.onestopenglish.com/support/methodology/grammar-vocabulary-and-skills/presenting-grammar-in-a-way-that-accommodates-different-learning-styles/155820.article English Grammar in Use, YouTube Playlist English vs. Spanish, YouTube video Phonemic Chart, Teaching English – British Council Teach-nology.com TEFL.net

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