Máster Oficial de Formación del Profesorado de Secundaria, Bachillerato, Formación Profesional y Enseñanzas de Idiomas (MPS)

Specific Module: English

COURSE GUIDE
Universidad Católica de Valencia

TEACHING ENGLISH

AS A

FOREIGN LANGUAGE

Academic Year 2023-2024

COURSE GUIDE TO TEACHING ENGLISH AS A FOREING LANGUAGE

	ECTS
SUBJECT: Teaching English as a Foreign Language	6
FIELD: Didactics	12
MODULE: MPS specific module English	24
Type of learning: Compulsory	**YEAR:** 2023-2024 **Semester:** 1st
Lecturers: Clara Gieure (PhD) Arash Javadinejad (PhD)	**Department:** Languages Department
	E-mail: clara.gieure@ucv.es arash.javadinejad@ucv.es

SUBJECT ORGANIZATION

Teaching English as a Foreign Language			**6 ECTS**	
Duration and temporal location within the curriculum: 1st term MPS, specific subject				
Field and Subjects				
Field	**ECTS**	**SUBJECT**	**ECTS**	**Course/ semester**
Didactics	12	Teaching English as a Foreign Language	6	1/1
		Integrated Didactic of Languages in the Spanish Educational System	6	1/1
Classroom resources	6	Didactic resources for the teaching of Language and Literature	6	1/2
Research	6	Innovation and Research in the Didactics of Language and Literature	6	1/2

COURSE GUIDE TO THE SUBJECT:
Teaching English as a Foreign Language

Prerequisites: a degree in English or Translation or similar.

GENERAL GOALS

This subject aims at providing prospective Secondary and *Bachillerato* teachers of English with those strategies necessary to teach this language from an innovative perspective based on the integrated skills approach (Listening/Speaking/Reading/Writing).

The general goals are:

1. To provide prospective Secondary and *Bachillerato* teachers of English with knowledge, techniques and resources which will allow them to develop effective teaching.

2. To develop in the prospective Secondary and *Bachillerato* teachers of English critical thinking about the effectiveness of the different methodologies, techniques and strategies available.

3. To train the prospective Secondary and *Bachillerato* teachers of English in the use of different techniques and methodologies to present the four skills and other components of this language.

CROSS-SECTIONAL COMPETENCES	Competence measuring scale			
Instrumental	**1**	**2**	**3**	**4**
G 1 Competence in the application of acquired knowledge and problem solving abilities, encountered in new or unfamiliar environments; and, initiated within broader contexts or multidisciplinary scopes relative to one's field of study.				**X**
G 2 Capability to integrate knowledge and determine complex judgment calls based on information which incorporates, but is not limited to, reflections on social and ethical responsibilities associated with pertinent knowledge and judgments.				**X**
G 3 Knowing how to effectively communicate conclusions (sustaining relative rationale or arguments) to specialized				**X**

	1	2	3	4
and unspecialized audiences, in a clear and unambiguous manner.				
G 4 Having learning skills that enable them to continue studying in a self-directed or autonomous manner within the majority of circumstances.				X
G 6 To plan, develop and evaluate the teaching and learning process enhancing educational activities to facilitate the acquisition of the different competences, taking into account the level and previous training of students to guide them, both individually and in collaboration, with other teachers and school professionals.				X
G7 To research, obtain, process and communicate information (oral, printed, audiovisual, digital, or multimedia), transforming it into knowledge that will be applied in the teaching and learning process.				X
Interpersonal				
G 8 To set the curriculum that will be established in a school. To develop and implement teaching methodologies, for both groups and individuals, taking into account the diversity of students.				X
G9. To design and develop learning processes with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and respect for human rights that make life easier in our society, making decisions and building a sustainable future.			X	
G11. To know the processes of interaction and communication in the classroom, mastering social skills necessary to promote learning and coexistence together in the classroom, dealing with problems of discipline and conflict resolution.				X
G14. To know and analyze the historical characteristics of the teaching profession, its current status, perspectives and interaction with the social reality of the time.			X	
Systemic	1	2	3	4
G 10. To acquire strategies to encourage student effort and enhance their capacity to learn by themselves and with others, and develop thinking skills and decision-making abilities to facilitate autonomy, confidence and personal initiative.			X	
SPECIFIC COMPETENCES				
	1	2	3	4

Disciplinary				
EI. To know the characteristics of the students, their social contexts and motivations.			X	
EIII. To develop proposals based on the acquisition of knowledge, skills, and intellectual and emotional aptitude.			X	
E4. To know the theoretical and practical processes in teaching and learning different classroom subjects				X
E9. To learn evaluation strategies and techniques and to understand evaluation as a tool to regulate and encourage the effort.			X	
E11. To analyze critically the process of teaching, the practicum and the direction using quality indicators.				X
Attitudinal				
E5. To transform curricula in activity and work programmes.				X
E6. To acquire criteria to select and develop educational resources.				X
E10. To know and apply innovative teaching proposals in the field of specialization.				X
Professional				
E7. To foster a climate that facilitates learning and values the contributions of the students.				X
E8. To integrate training for the use of media studies in the teaching-learning process.			X	
E12. To identify the problems of teaching and learning certain materials and to propose alternatives and solutions.				X
E13. To understand and apply methods and basic techniques of research and evaluation and to be able to design and develop research, innovation and evaluation projects.				X

LEARNING OUTCOMES	COMPETENCES
R-1 To know different strategies and tools which will make the teaching of English as a foreign language in *ESO* and *Bachillerato* more effective.	**EI, EIII, E4, E10, E11, E12, E13**
R-2 To learn how to apply active methodologies in order to effectively manage the classroom.	**EI, EIII, E4, E7, E11, E13**
R-3 To be able to critically analyze various teaching materials in order to select the more appropriate ones.	**EI, EIII, E6, E12, E13**
R-4 To focus on the learning process and not so much on the results, learning from both mistakes and good decisions.	**EI, EIII, E7, E9**

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Relationship With Learning Outcomes for the subject**	**ECTS**
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1,R2,R3,R4	2
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R1,R2,R3,R4	
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	R3,R4	1
TUTORIALS	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.	R1,R2,R3	0,2
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1,R2,R3,R4	1
		Total	4,2

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Relationship of Course with Learning Outcomes**	**ECTS**
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1,R2,R3,R4	1,2
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1,R2,R3,R4	0,6
		Total	1,6

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	**LEARNING OUTCOMES ASSESSED**	**Allocated Percentage**
Written report on the Applied proposal of an innovative teaching strategy based on class content (in groups) and Oral presentation.	R1,R2,R3,R4	50%
Group preparation of tasks based on class contents. Oral presentations of the applied teaching	R1,R2,R3,R4	50%

proposal (in groups).		

MENTION OF DISTINCTION:
The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).

DESCRIPTION OF CONTENTS	COMPETENCES
DIDACTIC UNIT I: Basics of ESL	G1, G2, G6, G7, G8, G9 E I, EIII, E4,E 6, E9, E10, E12, E13
DIDACTIC UNIT II: Communicative Language Teaching: How to make teaching participative and communicative	G1, G2,G 6,G7, G8, 9 E I,E III, E4, E6, E9, E10, E12, E13
DIDACTIC UNIT III: Task-based Language Teaching: Learning by doing.	G1, G2, G6, G7, G8, G9 E I, EIII, E4, E6, E9, E10, E12, E13
DIDACTIC UNIT IV: Cooperative and Collaborative Language Teaching.	G1, G2,G6, G7, G8, G9 EI, EIII, E4, E6,E 9, E10, E12, E13
DIDACTIC UNIT V: Technologies and other Tools to be Adopted in ESL	G1,G2, G6, G7, G8, G9 E I, EIII, E4, E6, E9, E10, E12, E13
DIDACTIC UNIT VI: Content Language Integrated Learning (CLIL). Basic Concepts.	
DIDACTIC UNIT VII: Teaching speaking: techniques to develop a second language oral competence	G1,G2, G6, G7, G8, G9 E I, EIII, E4, E6, E9, E10, E12, E13
DIDACTIC UNIT VIII: Teaching listening: strategies and resources.	G1,G2, G6, G7, G8, G9 E I, EIII, E4, E6, E9, E10, E12, E13
DIDACTIC UNIT IX: Teaching reading: strategies and resources. Fostering critical thinking among ESL students	G1,G2, G6, G7, G8, G9 E I, EIII, E4, E6, E9, E10, E12, E13
DIDACTIC UNIT X: Teaching vocabulary and grammar: strategies and resources.	G1,G2, G6, G7, G8, G9 E I, EIII, E4, E6, E9, E10, E12, E13

DIDACTIC UNIT XI: Teaching writing: strategies and resources. Fostering critical thinking among ESL students	G1,G2, G6, G7, G8, G9 E I, EIII, E4, E6, E9, E10, E12, E13
DIDACTIC UNIT XII: Learning by doing: learning strategies and student assessment.	G1, G2, G6, G7, G8, G9 E I, EIII, E4, E6, E9, E10, E12, E13

TEMPORAL ORGANIZATION OF LEARNING:

	TEACHING UNITS	# SESSIONS
1	Basics of ESL	1
2	Communicative language teaching: How to make teaching participative and communicative	1
3	Task-based Language Teaching: Learning by doing.	1
4	Collaborative Language Teaching: How to learn through group work.	1
5	Technologies and other Tools to be Adopted in ESL	1
6	Content Language Integrated Learning (CLIL). Basic Concepts.	1
7	Students Oral Presentations	2
8	Teaching speaking: techniques to develop a second language oral competence	1
9	Teaching listening: strategies and resources	1
10	Teaching reading: strategies and resources	1
11	Teaching vocabulary and grammar: strategies and resources	1
12	Teaching writing: strategies and resources	1
13	Learning by doing: learning strategies and student assessment.	2

REFERENCES

Achugar, M., Schleppegrell, M., & Oteíza, T. (2007). Engaging teachers in language analysis: A functional linguistics approach to reflective literacy. *English teaching:*

Practice and Critique, 6(2), 8-24.

Al-Besher, K. (2012). Developing the writing skills of ESL students through the collaborative learning strategy (Doctoral dissertation, Newcastle University).

Ampatuan, R. A., & San Jose, A. E. (2016). Role play as an approach in developing students' communicative competence. *International Journal for Innovation Education and Research*, *4*(1), 18-24.

Aronson, E. (2008). Jigsaw Classroom. Retrieved October 21, 2008, from http://www.jigsaw.org

Aslan, R., & Şahin, M. (2020). 'I feel like I go blank': Identifying the factors affecting classroom participation in an oral communication course. *Teflin Journal*, *31*(1), 19-43.

Brown, H. D. (2002). English language teaching in the "post-method" era: Toward better diagnosis, treatment, and assessment. Methodology in language teaching: An anthology of current practice, 9, 18.

Buitrago Campo, A. C. (2016). Improving 10th graders' English communicative competence through the implementation of the task-based learning approach. *Profile Issues in TeachersProfessional Development*, *18*(2), 95-110.

Cal Varela, M. (ed.) (2010). *Current Issues in English Language Teaching and Learning. An International Perspective*. UK: Cambridge Scholar Publishing.

Campbell, C. (1998). *Teaching Second Language Writing. Interacting with Text. A Teacher Source Book*. Donald Freeman Series Editor. Heinle & Heinle.

Cano, W. (2013). *Manual CLIL para Centros Bilingües*. Unir editorial.

Carter, R. and Nunan, D. (2013). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. U.K: Cambridge University Press.

Chen Hsieh, J. S., Wu, W. C. V., & Marek, M. W. (2017). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, *30*(1-2), 1-21.

Chen, T. (2016). Technology-supported peer feedback in ESL/EFL writing classes: A research synthesis. Computer Assisted Language Learning, 29(2), 365-397.

Cullen, R., Kullman, J., & Wild, C. (2013). Online collaborative learning on an ESL teacher education programme. ELT journal, 67(4), 425-434.

Cummins, J & Swain, J. (1986), *Bilingualism in education,* London: Longman.

Cummins, J. (1998), Immersion Education for the Millennium: what we have learned from 30 years of research on Second Language Acquisition, in Childs, M.R. and Bostwirck, R.M, *Learning through two languages: research and practice: Second international symposium on Immersion and Bilingual Education*, Katoh Gakuen, Japan.

Daniels, S. (2009). *Teaching Vocabulary to English Language Learners.* La Mirada, California: Biola University.

Davidson, N., & Major, C. H. (2014). Boundary crossings: Cooperative learning, collaborative learning, and problem-based learning. Journal on excellence in college teaching, 25.

Diallo, A. (2014). The Use of Technology to Enhance The Learning Experience of ESL

Students. Online Submission.

Drucker, M. J. (2003). What reading teachers should know about ESL learners. *The Reading Teacher*, vol. 57, No. 1, pp. 22-29.

Ellis, R. (2018). Reflections on task-based language teaching (Vol. 125). Multilingual Matters.

Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2019). Task-based language teaching: Theory and practice. Cambridge University Press.

Ferney, D, Head, D, and Rix, R. (eds) (2001). *Language Learning Futures: Issues and Strategies for Modern Languages Provision in Higher Education*, London: The National Centre for Languages (CILT), pp. 30-43.

Gardner, R. C., and Lambert, W. E. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House.

Gunderson, L. (November 2008). The State of the Art of Secondary ESL Teaching and Learning. *Journal of Adolescent & Adult Literacy*, 52 (3), pp. 184-88.

Hammond, J. (2008). Intellectual challenge and ESL students: Implications of quality teaching initiatives. *Australian Journal of Language and Literacy*, Vol. 31, No. 2, pp. 128-54.

Harmer, J. (2012). *Teacher Knowledge. Core Concepts in English Language Teaching*. Harlow, UK: Pearson Education Limited.

Ibrahim, N., Shak, M. S. Y., Mohd, T., Zaidi, A., & Yasin, S. M. A. (2015). The importance of implementing collaborative learning in the English as a second language (ESL) classroom in Malaysia. Procedia Economics and Finance, 31, 346-353.

Küçükoğlu, H. (2013). Improving reading skills through effective reading strategies. *Procedia-Social and Behavioral Sciences*, *70*, 709-714.

Kumaravadivelu, B. (2003). A postmethod perspective on English language teaching. World Englishes, 22(4), 539-550.

Laal, M., & Laal, M. (2012). Collaborative learning: what is it?. *Procedia-Social and Behavioral Sciences*, *31*, 491-495.

Lasagabaster, D. (2008). Foreign Language competence in CLIL courses. *The Open Applied Linguistics Journal*, 1, 31-42.

Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. Language teaching, 40(3), 243-249.

Long, M. (2014). Second language acquisition and task-based language teaching. John Wiley & Sons.

Mikulecky, B. (2009). Teaching Reading in a Second Language. *ESL Magazine*, March/April, pp. 10-16.

Mitchell, R. & Myles, F. (eds.) (2002). *Second Language Learning Theories*. London: Arnold.

Navés, T & C. (1999). CLIL experiences in Spain in Marsh, D & Langé, G. (Eds.) *Implementing Content and Language Integrated Learning*. Jyväskyla; Finland.

Nicholson, M., Murphy, L., and Southgate, M. (eds.) (2011). *Language Teaching in Blended Contexts*, Edinburgh: Dunedin Academic Press.

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge University Press.

Nunan, D. (2004). Task-based language teaching. Cambridge university press.

Oxford, R. L. (2006). Task-based language teaching and learning: An overview. *Asian EFL Journal, 8*(3).

Pazilah, F. N. P., Hashim, H., & Yunus, M. M. (2019). Using technology in ESL classroom: Highlights and challenges. *Creative Education, 10*(12), 3205.

Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How can students improve their reading comprehension skill. *Journal of Studies in Education*, *6*(2), 229.

Richards, J. and Renandya, W. (2013). *Methodology in Language Teaching*. U.K: Cambridge University.

Richards, J. and Rodgers, T. (2014). *Approaches and Methods in Language Teaching*. U.K: Cambridge University Press.

Rivers, W. M. (Ed.). (1987). *Interactive language teaching*. Cambridge University Press.

Robinson, P. (2011). *Task-based Language Learning. Language Learning Research Club*. University of Michigan.Press.

Saha, S., & Singh, S. (2016). Collaborative learning through language games in ESL classroom. *Language in India, 16*(10), 180-189.

Savignon, S. J. (1991). Communicative language teaching: State of the art. *TESOL quarterly*, *25*(2), 261-278.

Schmitt, N. (2009). Teaching Vocabulary. *ESL Magazine*, January/February, pp. 9-16.

Selvaraj, M., & Aziz, A. A. (2019). Systematic review: Approaches in teaching writing skill in ESL classrooms. *International Journal of Academic Research in Progressive Education and Development*, *8*(4), 450-473.

Sener, S., & Çokçaliskan, A. (2018). An investigation between multiple intelligences and learning styles. *Journal of Education and Training Studies, 6*(2), 125-132.

Shaw, G., & Marlow, N. (1999). The role of student learning styles, gender, attitudes and perceptions on information and communication technology assisted learning. *Computers & Education, 33*(4), 223-234.

Swailes, S., & Senior, B. (1999). The dimensionality of Honey and Mumford's learning styles questionnaire. *International Journal of selection and assessment*, *7*(1), 1-11.

Tsien, T. B., & Tsui, M. S. (2007). A participative learning and teaching model: The partnership of students and teachers in practice teaching. *Social Work Education*, *26*(4), 348-358.

Ur, P. (2015). *A Course in English Language Teaching*, Cambridge: CUP.

Van den Branden, K. (2016). Task-based language teaching. The Routledge handbook of English language teaching, 238-251.

Vandergrift, L. (1999). Facilitating second language listening comprehension: Acquiring successful strategies.

Wilson, J.J. (May/June 2009). Word Walls and Temples: Strategies for Teaching and Learning Vocabulary. *ESL Magazine*.

Yang, S., & Walker, V. (2015). A pedagogical framework for technology integration in ESL classrooms: The promises and challenges of integration. Journal of Educational Multimedia and Hypermedia, 24(2), 179-203.