

COURSE SYLLABUS 2022-23

BASIC INFORMATION ON THE COURSE

Course:	English Teaching Methodology		
Course code:	70482108	Plan:	Master's Degree in English Studies: Professional Applications and Intercultural Communication
Academic Year:	2022-23	Undergraduate/Graduate:	Official Master's Degree
Degree Year:	1	Type:	Compulsory
Duration:	Second semester		

TIME DISTRIBUTION ACCORDING TO REGULATIONS

Credits:	3
Total time:	75

USE OF LEARNING PLATFORM (Teaching support, Multimodal, or Virtual):

Multimodal

TEACHERS

Name	Sánchez Pérez, María del Mar		
Department	Philology		
Building	Humanities, C		
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Website	Sánchez Pérez, María del Mar's website		

OTHER IMPORTANT INFORMATION

Content Justification

The contents proposed, both declarative and procedural, contribute to the training of future English teachers, helping them handle teaching-learning situations successfully.

Courses Related in Study Plan

Applied Linguistics, English Teaching Methodology

Required Knowledge to Address the Course

-Teaching and learning processes of the five communicative skills, knowledge of the English language (linguistic competence), reflection on learning, socio-cultural aspects and intercultural awareness, and assessment.

Pre-Required Knowledge

B2 English language Level (Common European Framework of Reference for Languages, CEFR)

COMPETENCES

Basic and General Competences

Basic competences

- Understanding and knowledge
- Application of knowledge
- Communication skills and social competence
- Learning ability

Key competences University of Almeria

- Knowledge of a second language
- Basic knowledge of the profession
- Problem solving skills
- Oral and written communication in the first language
- Teamwork
- Ability to learn to work independently

Specific Competences

- Ability to analyse the different theoretical approaches related to language teaching methodology.
- Critical analysis and synthesis of the most advanced methodologies on the linguistic structure of current English.
- Ability to work in an educational team to actively collaborate in the achievement of objectives in the language classroom.
- Use and Access to information tools and knowledge banks that enable successful results in the English classroom.
- Planning, structuring and developing class programmes based on the research work carried out.
- Capacity to systematize contents, paying special attention to the context in which the English language is used.

LEARNING OUTCOMES

- Learn the principles and the evolution of the different approaches and methods for foreign language teaching.
- Apply theoretical knowledge and practical training to face learning situations.
- Develop skills to plan and implement teaching units.
- To access up-to-date information sources on the regulation of the foreign language curriculum in the Spanish context.

PLANNING

Contents

UNIT 1. Traditional approaches in ELT.

1.1. A brief history of language teaching: background.

1.2. Theoretical Orientations to L2 Approaches & Methods.

1.3. Traditional approaches and methodologies in ELT.

UNIT 2. Recent approaches and methods for ELT.

2.1 The Post-Communicative period: Eclecticism.

2.2. Recent methods and techniques in ELT.

UNIT 3. Design and creation of didactic proposals.

3.1. Curricular elements applied to ELT.

3.1. Steps to design a Didactic Unit.

Learning System and Methodology / Contingency Plan

The teaching activities corresponding to the teaching scenarios foreseen in the contingency plan will be as follows:

- Master classes + participation (face-to-face format)
- Debate and discussion (face-to-face format)
- Working group presentations (face-to-face format)
- Audiovisual projections (online format)
- Information search, consultation, and processing (online format)
- Tasks and activities (online format)
- Teamwork (face-to-face and/or online format)

Contingency Plan:

In the event that the health authorities advise and/or agree that lessons should not be conducted on a face-to-face basis, the face-to-face activities indicated above will be taken via virtual platform (Blackboard).

Teaching Innovation Activities

During this course, students may use materials developed by the teacher in accordance with the Teaching Project for the Creation of Teaching Material managed by the coordinator of this subject during the two-year period 2021 - 2022 entitled "CREACIÓN DE MATERIAL DIDÁCTICO PARA EL APRENDIZAJE AUTÓNOMO DE LA GRAMÁTICA DE LA LENGUA INGLESA". Additionally,

project-based learning (PBL) activities may also be carried out in accordance with the objectives of the Teaching Project for Innovation and Best Practices entitled " LA CULTURA INGLESA A TRAVÉS DEL APRENDIZAJE BASADO EN PROYECTOS EN EL AULA UNIVERSITARIA DE LENGUA EXTRANJERA", in which the coordinator of this subject participates.

Functional Diversity / Functional Disability

Those students with disabilities or special educational needs can get in contact with the Delegation of the Rector for the Functional Diversity (<http://www.ual.es/discapacidad>) to receive the appropriate guidance and advice in order to facilitate their instructional, learning and training processes. Likewise, these students may request the implementation of the necessary and suitable adaptations of content, methodology and evaluation that guarantee equal opportunities in their academic development. The processing of any personal data or aggregated information regarding these aforementioned students, in full compliance with the GDPR, is strictly confidential. Faculties and academic staff lecturing the course referenced by this guide/document will be in charge of applying the recommended adaptations approved by the Delegation of the Rector for the Functional Diversity. This fact will be, therefore, notified to the School or Faculty as well as to the coordinator of the academic course.

COMPETENCY ASSESSMENT

Criteria and Assessment Tools / Contingency Plan

The assessment of the course will combine the principles of formative assessment and final assessment and will be carried out according to the following contingency plan of adaptation to scenarios A and B depending on the call for assessment (ordinary or extraordinary)

- Call for ordinary assessment:

- 80% Submission of written work and/or oral presentation (face-to-face).
- 20% Completion of activities and delivery of tasks through the Virtual Classroom (Blackboard).

*Single final assessment (only for those students who meet the requirements set out in the UAL regulation):

- 100% Submission of written work and/or oral presentation (face-to-face).

- Call for extraordinary assessment:

- 100% Submission of written work and/or oral presentation (face-to-face).

Contingency Plan:

In the event that the health authorities advise and/or agree that the assessment tests should not be taken on a face-to-face basis during the ordinary and/or extraordinary calls, the assessment tests indicated above will be taken via virtual platform (Blackboard).

*Plagiarism penalty: In accordance with the provisions of Chapter 1.4.4 of the "Reglamento de evaluación del aprendizaje del alumnado en la Universidad de Almería", the practice of plagiarism will

be penalized both for work done by other students, and for bibliography and websites. The detection of deliberate plagiarism may result in a failing grade in the call to which the student applies.

Follow-Up Mechanisms

- Class attendance and active participation
- Registration and access to the virtual classroom
- Participation through communication tools (discussion forums, mailings)
- Submission of activities, tasks and assignments

COURSE MATERIALS

Recommended Course Materials

Basic

- Richards, J. C., & Rodgers, T. S. (Eds). Approaches and Methods in Language Teaching. Cambridge University Press. 2014.
- McLaren, N., Madrid, D. and Bueno, A. (Eds.). TEFL in Secondary Education. Universidad de Granada. 2005.
- Salaberri, M.S. (Ed.). Lingüística Aplicada a la Enseñanza de Lenguas Extranjeras. . Almería: Servicio de Publicaciones de la Universidad. 1999.
- Sánchez-Pérez, María del Mar. TEACHER TRAINING FOR ENGLISH-MEDIUM INSTRUCTION IN HIGHER EDUCATION. IGI-GLOBAL. 2020.

Complementary

- Swain, M., Kinnear, P. y Steinman, L. Sociocultural Theory in Second Language Education. Multilingual Matters. Segunda Edición (2nd Edition). 2015.

Other materials

- Teacher's presentations.

Couse Materials Available in UAL's library

You can see the bibliography that currently exists in the Library Management System by consulting the following address: <http://almirez.ual.es/search/x?SEARCH=70481105>

WEBSITES