

Course FA-43 TEACHING ENGLISH TO SPANISH SPEAKERS: METHODOLOGY AND PRACTICE (45 class hours)

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1. AIMS

This training course offers a theoretical and practical approach to the teaching of English as a foreign language (EFL) to Spanish-speaking students. Classroom practice will be fostered which includes activities in the class, activities outside the class under the supervision of a tutor and the opportunity to take part of the course in a Spanish school with Spanish students in the city of Seville. This way, not only theoretical content but also the cultural aspects which are involved in the practice of teaching English as a foreign language will be dealt with.

2. METHODOLOGY

From a methodological perspective, theory will be determined and learned from the practice. Classroom interaction and dynamics guided by the teacher will be dealt with in class; students will work in pairs and in small groups and will have to get involved in creative tasks such as lesson planning, original learning resources design, classroom observation and teaching. Part of the course will take place in a Spanish school in Seville.

3. SYLLABUS

3.1. EFL Acquisition and Learning.

3.2. Popular EFL Methodologies.

3.3. The English Teacher.

3.4. EFL Students in Spanish Schools.

3.5. Classroom Dynamics.

3.6. How to teach

- pronunciation, grammar, vocabulary and culture to EFL students.
- speaking, listening, reading and writing.

3.7. Teaching Resources in the EFL Classroom. The English coursebook, other resources and digital support.

3.8. Error Correction and Feedback.

3.9. Assessment.

The present syllabus may be subject to certain readjustments which will depend on the students' profile and their learning preferences and needs.

4. ASSESSMENT ATTENDANCE IS COMPULSORY.

4.1. Classroom activities 20%

4.2. Tests 30%

4.3. Teaching practice in schools 50%

5. BIBLIOGRAPHY

Harmer, J. (2016, 2007) The Practice of English Language Teaching. Harlow: Longman.

Masats, D. And Nusbaum, L. (eds.) (2016) Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria. Madrid: Síntesis.

Pinter, A. (2013) Teaching Young Language Learners. Oxford (England); New York: OUP.

Richards, J.C. and Rodgers, T. S. (2014) Approaches and Methods in Language Teaching. Cambridge: CUP.

Roth, G. (2002) Teaching Very Young Children: Pre-school and Early Primary. London: Richmond, D. L.

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