METHODOLOGY:

- **On the part of the teacher**: the teacher will
  a. make oral presentations in class;
  b. propose questions for debate or discussion;
  c. carry out online tutorials to answer students’ questions, doubts, etc.

- **On the part of the students**: students are expected to participate
  a. in class: answering questions, participating in debates or discussions, working in groups;
  b. at home: preparing the activities assigned by the teacher, writing papers;
EVALUATION:

A. GRADING

Test: 10%
- Grammar and vocabulary accuracy
- Correction of answers
- Adequacy of points made

Knowledge: 60%
- Essay: 40%
- Adequacy of answer
- Grammar and vocabulary accuracy
- Spelling and punctuation
- Clarity of ideas and their organization
- Adjustment to extension
- Questionnaire 60%

Assignments: 30%
- Accuracy and adequacy of written expression
- Grammar and vocabulary accuracy
- Spelling and punctuation
- Adequacy of points made
- Adjustment to deadline and extension

B. MARKING:

- SUSPENSO: 0 - 4,9
- APROBADO: 5 - 6,9
- NOTABLE: 7 - 8,9
- SOBRESALIENTE: 9 - 10
- MATRÍCULA DE HONOR: Sobresaliente con mención

C. LOSS OF CONTINUOUS EVALUATION:
- Signing the register sheet on the part of a partner.
- Lack of academic integrity (lack of sources, copying, cheating during tests...)
<table>
<thead>
<tr>
<th>CLASS</th>
<th>UNIT</th>
<th>SPECIFIC ASPECTS</th>
</tr>
</thead>
</table>
| 1st class | UNIT 1: Foreign language teaching methodology | - Learning vs. acquisition  
- Similarities and differences between acquiring L1 and learning L2 |
| 2nd class | UNIT 2: Methods of teaching English | - Communicative Approach  
- Content and Language Integrated Learning (CLIL)  
- Total Physical Response (TPR) |
| 3rd class | UNIT 3: Effective teaching | - Planning  
- Teaching strategies  
- Learning the four skills |
| 4th class | UNIT 4: Effective learning | - Practical activities:  
- Learning vocabulary  
- Learning grammar  
- Learning pronunciation  
- Learning sociocultural aspects |
| 5th class | TEST | - Essay writing (max. 300 words)  
- Questionnaire |
TASK 1

Write 400-500 words on ONE of the following topics:

1. Advantages and drawbacks of the Communicative Approach
2. Advantages and drawbacks of TPR.
3. Application of the Communicative Approach in Primary Education. Give a practical example, choosing a topic (e.g. animals, clothes, body parts, etc.) and a specific group of students (i.e. year, age, level of English, etc.).
4. Application of TPR in Primary Education. Give a practical example, choosing a topic (e.g. animals, clothes, body parts, etc.) and a specific group of students (i.e. year, age, level of English, etc.).

Email it before the next lesson to: luciaabalos@gmail.com
UNIT 1:
FOREIGN LANGUAGE TEACHING METHODOLOGY

“Expect you all to be independent, innovative, critical thinkers who will do exactly as I say.”

LEARNING vs. ACQUISITION

Stephen Krashen

LEARNING
• formal instruction
• conscious process

ACQUISITION
• meaningful interaction
• subconscious process
LEARNING vs. ACQUISITION

**Learning**
- A lesson
- A course
- A lecture
- A conference...

**Acquisition**
- A shop assistant
- A group of friends
- A family member
- A bus driver...

LI ACQUISITION THEORIES

**IN A NATURAL SETTING**
- IMITATION: repetition and reinforcement
- INNATENESS: Chomsky’s LAD and Universal Grammar
- INPUT: the role of “motherese”

**AT SCHOOL**
- Ideational vs. Interpersonal function (Halliday)
- Formal vs. Informal speech
- Correction
**IMITATION: repetition and reinforcement**

_Skinner_ considered language to be a form of behaviour, a process of imitation and reinforcement.

CHILDREN LEARN BY COPYING THE UTTERANCES HEARD AROUND THEM AND BY HAVING THEIR RESPONSES REINFORCED BY REPETITIONS, CORRECTIONS AND ENCOURAGEMENT PROVIDED BY ADULTS.

Stimulus → Response → Reinforcement

**INNATENESS: Chomsky’s LAD and Universal Grammar**

_Chomsky_ maintained that language is not a form of behaviour. Children are born with an innate capacity for language development.

WHEN CHILDREN ARE EXPOSED TO SPEECH, CERTAIN PRINCIPLES FOR STRUCTURING LANGUAGE AUTOMATICALLY BEGIN TO OPERATE (LAD: language acquisition device).
INPUT: the role of “motherese”

MATERNAL INPUT FACILITATES LANGUAGE ACQUISITION IN CHILDREN.

Mothers seem capable of adapting their language to give the child the maximum opportunity to learn.

- Simplicity
- Clarity
- Expressive language

It is difficult to choose from these approaches, but all hypotheses are right in some way:

1. Children imitate a lot.
2. They are born with language learning mechanisms.
3. The input they are exposed to is an important factor.
**Ideational vs. Interpersonal function (Halliday)**

Halliday believed language exists in to fulfil certain human needs: HE SAW LANGUAGE AS A SOCIAL AND CULTURAL PHENOMENON.

He identified 3 functions of language:

1. **Ideational function**: we use language to conceptualise the world.
2. **Interpersonal function**: we use language as a personal medium.
3. **Textual function**: we use language to form texts, whether spoken or written.

**Formal vs. Informal speech**

In a school children get plenty of opportunities to practice both formal speech and informal speech.

1. **Formal speech**: utterances used to learn contents about a specific subject (science, maths, literacy...)
2. **Informal speech**: utterances used to communicate (greetings, inviting friends to a birthday party, break time vocabulary...)

Lucía Ábalos Álvarez
Teacher will always provide corrections to help students learn from their mistakes.