

**Curs 2008-09      Codi :21931      Assignatura : Didàctica de la Llengua Anglesa I**

**Titulació, impartició i nombre de crèdits:**

Mestre de Llengües Estrangeres: troncal , anual, 2n curs, 10 crèdits

**Departament:** Didàctica de la Llengua, la Literatura i les Ciències Socials

**Professors:** Dolors Masats

**1. Objectius d'aprenentatge de l'assignatura**

This is the first part of a two-year course programme that aims to enable students to acquire the fundamental theoretical basis and teaching techniques that are needed to teach English effectively. It is also meant to help them progress in their mastery of English.

**2. Blocs temàtics i organització dels continguts**

**FIRST TERM**

1. The Teacher and the Primary School Pupil. The Role of Foreign Languages in the primary school. CFR.
2. Foreign Language Acquisition Theories.
3. Teaching Methods and Approaches to TEFL.
4. The Communicative Approach to Language Learning and the Task-based Approach.
5. Oral Communication I: Teaching Receptive skills.
6. ICT and language learning.

**SECOND TERM**

7. Classroom Language.
8. Oral Communication II: Teaching Productive skills.
9. Content and language integrated learning.
10. Designing, implementing and evaluating classroom tasks.
11. Classroom Based Assessment and Evaluation.
12. Teaching Vocabulary

**3. Avaluació**

Students are expected to:

- have a good command of the English language and use it for all purposes in the classroom and to communicate with their teacher.
- understand the theoretical issues discussed.
- establish links between theory and practice.
- be reflective.
- take part in the class and group discussions, showing ability to express one's reactions and argue one's opinions on the issues discussed.
- submit all the course assignments.

The final grade in June is obtained through the sum of the marks of all course assignments. The final grade in September through an exam based on course readings.

Important:

- TEFL courses are very experiential; therefore attendance to lectures is compulsory. A minimum of 80% attendance is required. Failure to meet this requirement will be penalised.
- The lack of mastery in English –inability to communicate orally or through the written medium- will result in a Fail.

• Students are expected to submit original work. This means:

- 1) Students must not copy passages, sentences, or even parts of sentences from other sources and present them as if they were their own words.
- 2) Where relevant, original sources must be quoted.

- 3) Students should be aware that outside assistance with their work is only acceptable if it involves general advice/guidance. Any work submitted for Continuous Assessment must be their own.
- 4) Students cannot "recycle" the assignments submitted in previous courses.

If the teacher considers any part of a student's work is not original he/she will be disqualified from Continuous Assessment altogether and will be obliged to take the final exam in September.

#### **4. Fonts d'informació bàsica**

Students will be given a compulsory reading per each course module.

#### **Bibliografia recomanada**

##### **0. Miscellaneous**

- Brown, H.D. (2000) Principles of language learning and teaching. New York: Longman.  
 Crystal, D. (1987) The Cambridge Encyclopaedia of Language. Cambridge: Cambridge University Press.  
 Doff, A. (1988) Teach English. Cambridge: Cambridge University Press.  
 Cambridge Handbooks for language Teachers. Cambridge: Cambridge University Press.  
 Harmer, J. (1991) The practice of English Language Teaching. Longman Handbooks for Language Teachers. New York: Longman.  
 Haycraft, J. (1985) An introduction to English Language Teaching. Longman Handbooks for Language Teachers. New York: Longman.  
 Kyriacou, C. (1991) Essential teaching skills. London: Stanley Thornes.  
 Kramsch, C. (1993) Context and Culture in Language Teaching. Oxford: Oxford University Press.  
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 Nussbaum, L. & Bernaus, M. (2001) (eds.) Didáctica de las lenguas extranjeras en la Educación Secundaria Obligatoria. Madrid: Editorial Síntesis.  
 Prodromou, L. (1992) Mixed Ability Classes. New York: Macmillan.  
 Richards, J.C. & Lockhart, C. (1994) Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press.  
 Tomalin, b. & Stemplesi, S. (1993) Cultural Awareness. Oxford: Oxford University Press.  
 Ur, P. (1995) A Course in Language Teaching. Cambridge: Cambridge University Press.

1. The role of foreign languages in the primary school. The teacher and the primary school pupil.  
 Argondizzo, C. (1992) Children in action. Hertfordshire: Prentice Hall International.  
 Brewster, J. et al. (1991) The Primary English Teacher's Guide. Suffolk: Penguin .  
 Brumfit C. et al. (1991) Teaching English to Children. Collins.  
 Cameron, L. (2001) Teaching languages to young learners. Cambridge: Cambridge University Press. Departament D'ensenyament Generalitat de Catalunya. Currículum Educació Primària Area de Llengües Estrangeres. Anglès.  
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 Scott, W. & Ytreberg, L. (1993). Teaching English to Children. New York: Longman.  
 Slattery, M. & Willis; J. (2004) English for Primary Teachers. Oxford: Oxford University Press  
 Vale, D. & Feunteun, A. (1995) Teaching Children English. Cambridge: Cambridge University Press.

##### **2 & 3.- SLA Theories and Teaching methods and approaches**

- Larsen-Freeman, D. (1986) Techniques and Principles in Language Teaching. Oxford: Oxford University Press.  
 Lightbrown, P & Spada, N. (1991) How languages are learnt. Oxford: Oxford University Press.  
 Moskowitz, G. (1978) Caring and Sharing in the Foreign Language Class. Boston: Heinle & Heinle.  
 Oller, J.W. & Richard Amato, P.A. (eds.) (1983), Methods that work. Heinter Heinte.  
 Richards, J.C. & Rodgers, T.S. (1986) Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.

Williams, M. & Burden, R.L. (1997) *Psychology for Language Teachers*. Cambridge: Cambridge University Press.  
 Willis, D. (1991) *The lexical syllabus*. London: Collins Cobuild.

#### 4. The Communicative Approach to Language Learning and the Task-based Approach.

Bachman, L.F. ( ) *Fundamental Considerations in language Testing*. Cambridge: Cambridge University Press.#4.  
 Canale, M. (1983) "From communicative competence to communicative language pedagogy" in Richards, J.C. & Smidt, R.W.: *Language Communication*. London: Longman.  
 Canale, M and Swain, M., (1980) "Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* 1, 1-47.  
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 Willis J. (1996) *A Framework for Task Based Learning*. London: Longman.  
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#### 5 & 8. Teaching Oral Receptive & Productive skills.

Bygate, M. (1987) *Speaking*. Oxford: Oxford University Press.  
 Byrne, D. (1981) *Teaching Oral English*. Longman Handbooks for Language Teachers. New York: Longman.  
 Byrne, D. (1988): *Techniques for Classroom Interaction*. Harlow: Longman  
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 Ellis, G. & Sinclair, B. (1989) *Learning to Learn English*. Cambridge: Cambridge University Press.  
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#### 6. ICT and language learning

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9. Content and language integrated learning.

Wolf, D. (1997) "Content-based bilingual education or using foreign languages as working languages in the classroom" In Marsh, Marsland and Nikula (Ed.) *Aspects of Implementing Plurilingual Education. Research and Field Reports 29*: PP 51-64. Jyväskylä. University of Jyväskylä.

10. Designing, implementing and evaluating classroom tasks.

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

11. Classroom Based Assessment and Evaluation.

Arter & Spandel (1992) "Using Portfolios of Student Work in Instruction and Assessment" in *Educational Measurement: Issues and Practice*.

Danielson, Ch. & Abrutyn, L. (1997) *An Introduction to Using Portfolios in the Classroom*. ASCD Alexandria, Virginia USA.

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Genesee, F. & Upshur, J.A. (1996) *Classroom-Based Evaluation in Second Language Education*. Cambridge University Press.

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Hughes, A. (1992) *Testing for Language Teachers*. Cambridge Handbooks for language Teachers. Cambridge: Cambridge University Press.

12. Teaching vocabulary

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Taylor, L. (1992) *Vocabulary in Action*. Language Teaching Methodology Series. New York: Prentice Hall International.