

Titulació, impartició i nombre de crèdits:

(Mestre Especialitat de llengua estrangera: troncal ,anual, 3r curs, 10 crèdits

Departament: Didàctica de la llengua, la literatura i les ciències socials

Professors: Melinda Dooly

1. Objectius d'aprenentatge de l'assignatura

This is the second 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 as a foreign language effectively and competently. It is designed to help students fully master the English language in order to confidently teach the target language.

At the end of this programme, students will be expected to demonstrate that they have acquired the following competences:

Academic Competences:

- To read, understand and reflect upon the course literature.
- To understand and be able to develop effective tasks for promoting reading and writing in the EFL classroom.
- To comprehend what makes effective classroom activities, lesson plans, and project-based learning units.
- To develop criteria for writing a lesson plan, evaluation system and for overall decisions concerning classroom management.
- To understand the specifics of teaching English to young learners.
- To understand the theoretical issues discussed during the course.
- To have the capacity to establish links between theory and practice.
- To develop critical thinking.

Linguistic Competences:

- To communicate effectively, using English (written & oral).
- To understand authentic texts (principally course literature) written in English.
- To display competence in giving instructions (oral & written) and presenting activities (oral & written) in English.
- To be able to make effective oral presentations in English.
- To be able to express ideas and opinions in class discussions and during class activities.
- To produce coherent texts for course assignments and the written exam.

Professional Competences:

- To develop the capacity to observe, analyse and evaluate the teaching/learning process.
- To be able to reflect upon the teaching and learning process of EFL.
- To develop strategies to promote written communication in the foreign language classroom.
- To develop strategies to promote reading comprehension in the foreign language classroom.
- To develop classroom activities, lesson plans, and project-based learning units.
- To become familiar with and to evaluate course books and other classroom materials.
- To learn about the basic underlying premises of telecollaborative language learning.
- To become a reflective teacher.

2. Blocs temàtics i organització dels continguts

The course covers various areas:

Critical Thinking as part of the Teaching Process

Teaching Styles

Learning Styles

The role of foreign language teaching in primary education
Lesson planning
Setting aims & objectives
Focusing on the learner (affective domain)
Activity planning
Project-based language learning
Syllabus analysis
Course-book analysis
Effective Assessment (peer & self-assessment)
Classroom Interaction & Classroom Management
Reflection on Practical Teaching Experience
Telecollaboration
Young Learners
Teaching of reading
Teaching of writing
Others (to be determined by profile of students' needs)

3. Avaluació

Continuous assessment is used in this course. It is based on the following components:

Self-assessment
Teacher's mark – participation & overall performance
Mid-term Exam
Group work
Online activities
Workshops & activities
Individual activities
Oral presentation of project

4. Fonts d'informació bàsica

Students can attempt to pass this course either in June or September. Student opting for June will be assessed on a cumulative basis outlined above. Students presenting for the June exam must have successfully completed the rest of the coursework (excluding the mid-term exam) – at least 75%. This includes 80% attendance.

Those students who do not have 75% of the continuous assessment passed at the end of the semester will not be able to present their projects and should sit for the September exam.

Students opting for passing the course in September will be expected to present a written assignment (online and previous to the September exam) and the September exam will be divided into two parts (oral and written). Instructions for preparing the September exam will be given later on in the course.

Students will receive a final mark of FAIL if their command of English is not good enough.

Students who have been disqualified from presenting the project in June (see explanations for disqualification above) will received a FAIL in June (not No Presentat) and will be asked to sit a final exam in September.

Incoming Erasmus students should negotiate with the teacher their evaluation plan for this course.

Outgoing Erasmus students who will only take part of this course (one term) must carry out all the evaluation tasks for the semester they are here and obtain a minimum of 5 (Aprovat) from the approved course studied abroad. The final mark will be an average of the two marks. This applies in both June and September.

Bibliografia recomanada

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