

## TEFL I

10 credits

### Aims:

This is the first part of a two-year course programme that aims to enable the students to acquire the fundamental theoretical basis and teaching techniques that will help them to teach English effectively.

The first part of the course aims at:

- Involving the students actively in the development of the course.
- Familiarising the students with the teaching-learning process by means of information, practice and reflection.
- Helping the students to develop self-knowledge and to analyse their needs as future teachers.
- Acquiring the necessary criteria for planning, implementing and evaluating learning-teaching processes.
- Offering sources of information and helping students develop autonomy in their learning.

### Contents:

The course is organised in ten thematic modules:

- I-Needs analysis: the teacher and the primary school pupil.
- II- Oral communication: Classroom English.
- III- Oral communication: Listening Comprehension.
- IV- Oral communication: Production.
- V- Designing, implementing and evaluating classroom tasks.
- VI- Classroom Based Assessment and Evaluation.
- VII- Foreign Language Acquisition Theories.
- VIII- Approaches to TEFL.
- IX- Communicative Competence.
- X- The role of new technologies in the English classroom.

### **Methodology:**

The thematic modules include both theory and practice, with a stronger emphasis on the experiential aspects during the first year.

The course aims to be participative and co-operative learning will be promoted.

Students are expected to collaborate in the preparation and presentation of thematic modules, participate in class discussion, lead group discussions, observe teaching sequences, prepare activities for classroom use, implement these activities, analyse results, comment selected literature, among other things.

### **Assessment:**

The basic criteria for evaluation of the course will be the following:

- Awareness of self as future teacher.
- Understanding and mastering of the instructional techniques and strategies proposed.
- Communication skills shown in teaching situations.
- Understanding of the theoretical issues discussed.
- Capacity to establish links between theory and practice.
- Capacity to plan, implement and evaluate a 40' lesson.
- Active participation in the class and group discussions, showing ability to express one's reactions and argue one's opinions on the issues discussed.
- Capacity to work in a group.
- Use of English for all purposes in the classroom.

<b>NOTE FROM THE TEFL DEPARTMENT</b>
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<b>TEFL courses are very experiential, therefore attendance to lectures is compulsory .</b>
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## MAIN EVALUATION TASKS

### 1st SEMESTER

- Test 1: Modules I, II, III, IV & V and Halliwell's book. (January)
- Group work assignment.
- Involvement in class and group discussions.
- Attendance.
- Optional Presentations.

### ACROSS SEMESTERS

- Teaching practice: lesson plan, videotaping the lesson, evaluation and presentation of the lesson.  
(Pair work)
- Design of a cross-curricular unit. (Group work)
- Evaluation of pedagogical videos and software.

### 2nd SEMESTER

- Test 2: Modules VI, VII, VIII, & IX (June)
- Involvement in class and group discussions.
- Attendance.
- Optional assignment.

## IMPORTANT REMARKS

- The final mark is the sum of all the marks obtained during the two semesters.
- All compulsory evaluation tasks must be completed.
- The minimum mark of a task so as to average with the other tasks is 40% of the total.
- The pass-mark is 60% of the total.
- A *matricula* can be awarded for every 20 students enrolled in a course. To obtain a *matricula* it is necessary to obtain a minimum of N+ in the course as well as a good qualification in an optional assignment on a topic of interest to the student, which has been previously negotiated with the teacher.

### Bibliography:

- ARGONDISSO, C 1992 Children in action Prentice Hall.
- BENNET & DUNNE 1992 Managing Classroom Groups Simon and Schuster Education
- ❖ BRWESTER, J. et al. 1991 The Primary English Teacher's Guide Penguin .
- BRUMFIT C. et al. 1991 Teaching English to Children. Collins
- CRYSTAL, D. 1987 The Cambridge Encyclopedia of Language Cambridge
- ❖ Curriculum Educació Primària Generalitat de Cat. Dep. d'Ensenyament I
- ❖ DANIELSON, CH. & ABRUTYN, L. 1997 An Introduction to Using Portfolios in the Classroom ASCD Alexandria, Virginia USA.
- De FINA, A.A. 1992 Portfolio Assessment: Getting Started Scholastic Broadway, New York.
- DOFF, A. 1988 Teach English CUP
- ESTAIRE, S. & ZANON, J. 1994 Planning Classwork. A Task Based Approach Heinemann.
- ❖ GENESEE, F. & UPSHUR, J.A. 1996 Classroom-Based Evaluation in Second Language Education Cambridge University Press
- HALLIWELL, S. 1992 Teaching English in the Primary Classroom. Longman.
- HARDISTY, D. & WINDEATT, S. 1989 CALL OUP
- HARMER, J. 1991 The Practice of English Language Teaching (New Edition) Longman
- HERMAN, J.L. & al. 1992 A Practical Guide to Alternative Assessment ASCD Alexandria, Virginia USA
- ❖ LARSEN-FREEMAN, D. 1986 Techniques and Principles in Language Teaching OUP
- LEWIS, M & HILL, J. 1985 Practical Techniques for Language Teaching. OUP
- LIGHTBROWN, P. & Spada, N. 1993 How Languages are Learned OUP
- MALEY, A & DUFF, A. 1982 Drama Techniques in Language Learning. Cambridge
- MOSKOWITZ, G. 1978 Caring and Sharing in the Foreign Language Class. Heinle & Heinle
- OXFORD, R. 1990 Language Learning Strategies
- PHIPLIPS, S. 1993 Young Learners OUP
- ❖ PRODROMOU, L. 1992 Mixed Ability Classes Macmillan
- RICHARDS, JC & RODGERS, TS. Approaches and Methods in Language Teaching Cambridge
- SALABERRI, S. 1995 Classroom Language Heinemann
- ❖ TSUI, ABM. 1995 Introducing Classroom Interaction Penguin English
- UR, P. 1996 A Course in Language Teaching Cambridge
- VALE, D. & FEUNTEUN, A. 1995 Teaching Children English
- ❖ WILLIS, J. 1981 Teaching English through English Longman
- WILLIS J. 1996 A Framework for Task Based Learning Longman

The two compulsory books are highlighted.

- ❖ Part of the books marked with this symbol are compulsory readings too.