

Curs 2003-2004
Codi: 21923 Crèdits: 10
Didàctica de la Llengua Anglesa II

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Despatx 125. Edifici G5.

First Semester: Course Hours: Tuesday: 8.30h - 10.00h

Office Hours: Tuesday: 13:30h - 14:30h

Thursday: 10.00h - 11.30h

Thursday: 13.00h – 14.00h

Friday: 10.00h - 11.00h (A)

11.00h – 12.00h (B)

Second Semester: Course Hours:

Office hours:

Tuesday: 8.30h – 9.30h

Tuesday: 11.00h–12.00h

9.30h–10.30h(A)

Thursday:14.00h-15.00h

Thursday: 8.30h - 9.30h

9.30h - 10.30h(B)

Aims

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 will help them to teach English reflectively and effectively.

This second part of the course aims at:

- developing a greater awareness of the teaching-learning process.
- developing a terminology for understanding and discussing the teaching process.
- developing observational and analytical skills necessary for assessing classroom situations.
- acquiring the necessary criteria for planning, implementing and evaluating the learning-teaching process.

Contents

Course-book analysis.

Planning (tasks, projects, units and courses).

Materials & resources.

Displays in the EFL class.

Classroom management.

The role of grammar in the EFL class.

Learning vocabulary.

The Teaching of Reading.

The Teaching of Writing.

The use of puppets in the English Class.

Teaching English to very young learners.

Methodology

The course is organised in thematic modules including both theory and practice.

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

Students are expected to collaborate and participate in class discussions, lead group discussions, present topics, observe teaching sequences (video-taped lessons), prepare activities for classroom use, put these activities into practice in the school, analyse results and comment selected literature, among other things.

Assessment

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

- capacity to observe, analyse and evaluate the teaching/learning process.
- understanding and mastering of the instructional techniques and strategies proposed.
- understanding of the theoretical issues discussed.
- capacity to establish links between theory and practice.
- capacity to plan (activities, lessons and units).
- communication skills shown in teaching situations.

The evaluation of the students' progress and competence will be based on:

- Class presentation (paper review (PR), conference session review (CSR) or module contribution) . (individually/small group)
- Warming-up activity (class presentation and written paper). (individually)
- Course-book analysis (written assignment and class presentation). (in groups)
- January Exam (1st Semester Readings). (individually)
- Module short reflection papers (a minimum of 2) (individually)
- Unit design and presentation. (final task of the course in June) (in groups)
- An index of all the class presentations: PRs, CSRs and WAs, including a brief critical review of each of them. (pairs)

Bibliography

Autonomous Learning:

ELLIS,G. & SINCLAIR,B. 1991. *Learning to Learn English*. CUP.

Classroom Language:

SLATTERY.M. & J.WILLIS. 2001. *English for Primary Teachers*. OUP.

Classroom Observation & Research:

WANJRYB,R. 1992. *Classroom Observation Tasks*. CUP.

HOPKINS,D. 1985. *A Teachers' Guide to Classroom Research*. Open University.

Language Acquisition:

LIGHTBOWN,P. & SPADA,N. 1993. *How Languages are Learned*. OUP.

Teaching English: (general books)

MOSKOWITZ,G. 1978. *Caring and Sharing in the Foreign Language Class*. Newbury House Publishers.

NUSSBAUM,L. & BERNAUS,M. (eds.). 2001. *Didáctica de las lenguas extranjeras en la Educación Secundaria Obligatoria*. Síntesis Educación.

WILLIS,J. 1996. *A Framework for Task-Based Learning*. Longman.

Teaching English to Children: (general books)

BRUMFIT,C, MOON,J. & TONGUE,R. (eds.) 1991. *Teaching English to Children*. Collins ELT.

BREWSTER,J., ELLIS,G. & D.GIRARD. 2002 (revised edition). *The Primary English Teacher's Guide*. Collins ELT.

CAMERON,L. 2001. *Teaching Languages to Young Learners*. Cambridge University Press.

HALLIWELL,S. 1992. *Teaching English in the Primary Classroom*. Longman.

MOON,J. 2000. *Children Learning English*. Macmillan-Heinemann.

PHILIPS,S. 1993. *Young Learners*. OUP.

REILLY,V. & S.M.WARD. 1997. *Very Young Learners*. OUP.

RIXON,S. 1999. *Young Learners of English*. Longman.

SCOTT,W & L.YTREBERG. 1990. *Teaching English to Children*. Longman.

VALE,D. & A. FEUNTEUN. 1995. *Teaching English to Children. From Practice to Principle*. CUP.

Teaching English through Stories:

ELLIS,G. & J.BREWSTER. 1991. *The Storytelling Handbook for Primary Teachers*. Penguin.

ELLIS,G. & J.BREWSTER. 2002. *Tell it Again*. Penguin.

WRIGHT,A. 1995. *Storytelling with Children*. OUP.

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Teaching Skills:

KYRIACOU,C. 1991. *Essential Teaching Skills*. Stanley Thornes.

PROCTOR,A. Et al. 1995. *Learning to Teach in the Primary Classroom*. Routledge.

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To enjoy yourself learning about Language:

CRYSTAL,D. 1987. *The Cambridge Encyclopaedia of Language*. CUP.

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To improve and check your English:

Collins Cobuild English Dictionary.

Diccionario Oxford Español-Inglés/Inglés-Español (it includes a CD-Rom).

Oxford Avanzado para Estudiantes de Inglés.

RED. English-Catalan (CD-Rom). Richmond.

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Magazines: A list with a selection of magazines will be presented in class.

* This is a general bibliography. A specific bibliography will be included in the detailed programme of each module.