

Objectius

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.
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Temari

Contents:

The course is organised in ten thematic units:

- I. Introduction: Getting organized: Students as autonomous learners. Self-assessment. Forming teams. Assigning responsibilities. The virtual TEFL classroom.
- II. The role of foreign languages in the primary curriculum. The teacher and the primary school pupil.
- III. Foreign Language Acquisition Theories and approaches to TEFL.
- IV. Communicative Language Learning and the task-based approach
- V. Classroom English: modified input and effective teacher - learner interaction.
- VI. Oral Interaction.

- VII. Classroom Based Assessment and Evaluation.
 - VIII. ICT's and language learning
 - IX. Content and language integrated learning.
 - X. Designing, implementing and evaluating classroom tasks.
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Metodologia

Methodology:

The course aims to be participatory and co-operative learning will be promoted. Students are expected to collaborate in the preparation and presentation of thematic units, 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.

The thematic units include both theory and practice. From the third week onwards, there will be two types of lessons: lessons whose main component is theoretical, and those whose with a predominantly practical approach.

Theory lessons: Tuesdays, 2 hour-lesson. Whole group.

Practice lessons: Wednesdays. 1 hour-lesson for each half-group.

Avaluació

By the end of the two semesters students must be able to ...:

- Understand their needs as future teachers and be aware of their strengths and weaknesses.
- Understand the role of a learner in a learner-centred environment and work autonomously and in cooperation with fellow students in order to:
 - a) define and monitor their own learning goals, both in terms of contents of TEFL I and the in the language domain
 - b) improve their oral and written English
 - c) do library and Internet research
 - d) design, implement and evaluate language teaching materials and sequences.
- Share their own views and newly acquired knowledge with the rest of the class in the real and in the virtual classrooms, and be able to argue one's opinions and to express one's reactions on the issues discussed.

- Use correct, fluent, appropriate English from the point of view of phonetics, spelling, morphosyntax and pragmatics in teaching-learning situations and in teaching materials .
- Adapt their speech and writing so that effective communication with young foreign language learners is made possible.
- Understand and master the instructional techniques and strategies proposed in the course..
- Understand the theoretical issues discussed and be able to establish links between theory and practice.
- Plan, implement and evaluate a 40' lesson.
- Read and understand professional literature.
- Write academic essays fulfilling all the requirements of the genre.

NOTE FROM THE TEFL DEPARTMENT

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.

TIMING

	1st SEMESTER	2nd SEMESTER	ACROSS SEMESTERS
Modules	I, II, III & IV.	V, VI, & VII.	VIII, IX & X.

Bibliografia

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- The highlighted titles correspond to the basic compulsory readings.