

## L'Aprenentatge de Llengua Estrangera (Anglès) en l'Educació Primària Mitjançant les TIC 2014/2015

Code: 103580  
ECTS Credits: 6

| Degree                    | Type | Year | Semester |
|---------------------------|------|------|----------|
| 2500798 Educació primària | OT   | 0    | 0        |

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### Use of languages

Principal working language: anglès (eng)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

### Prerequisites

To take this course, students must demonstrate a level B2.2 in communicative competence in English, as rated by the Common Framework of Reference, Council of Europe. This is the language entry level, not the level expected upon completing the course.

### Objectives and Contextualisation

This course is compulsory for any student enrolled in the English as a Foreign Language Minor and an optional subject for anyone studying to become a primary education teacher. It is therefore addressed to all prospective teachers interested in exploring how to integrate the use of technology in the promotion of language learning and collaborative work. For students who are undertaking the completion of the [minor in English as a Foreign Language \(EFL\)](#), this course is compulsory. The teaching minor aims to prepare primary education teachers in specific knowledge related to the teaching and learning of foreign languages, as well as explore how to use languages in school-wide participation in international mobility programs and to promote multilingualism. The contents of the course include the core teaching principles as recommended in recent European documents such as the European Portfolio for Student Teachers of Languages (EPOSTL, 2007). The course aims to help teachers facilitate learners' communicative competences, effectively design and implement learning tasks, efficiently implement project-based language learning, develop evaluation criteria that uses competence descriptors, promote students' language and intercultural awareness and reflect on teaching practice as a valuable tool for training, all of this facilitated through the use of technology, especially social media. English as a lingua franca (ELF) will be the language of scholarly communication by students and teachers in this course, in accordance to the high demand from education stakeholders in Catalonia and the European Union. ELF will include both written documents (syllabus, readings, etc.) and audiovisual documents (video-conferences, online communication, etc.). Other languages (e.g. French, Spanish, Catalan) may also be used in certain circumstances (reading assignments). In summary, this course aims to help future teachers organize the teaching and learning of a foreign language through telecollaborative language learning projects while providing the course participants opportunities to develop their own skills and intercultural communication through empirical use of these same learning processes.

### Skills

- Abordar amb eficàcia situacions d'aprenentatge de llengües en contextos multiculturals i plurilingües.
- Desenvolupar i avaluar continguts del currículum mitjançant recursos didàctics apropiats i promoure les competències corresponents en els estudiants.

- Desenvolupar un pensament i un raonament crític i saber comunicar-se de manera efectiva, tant en les llengües pròpies com en una tercera llengua.
- Expressar-se, oralment i per escrit, en una llengua estrangera.
- Fomentar la lectura i animar a escriure.
- Fomentar la lectura i el comentari crític de text dels diferents dominis científics i culturals continguts al currículum escolar.
- Incorporar les tecnologies de la informació i la comunicació per aprendre, per comunicar-se i col·laborar en els contextos educatius i formatius
- Treballar en equips i amb equips (del mateix àmbit o interdisciplinar).

## Learning outcomes

1. Adaptar i redactar textos escolars escrits ajustats al nivell de desenvolupament cognitiu i comunicatiu dels aprenents, en un anglès correcte i registre adequat.
2. Analitzar i identificar les necessitats comunicatives i educatives per dissenyar estratègies d'ensenyament - aprenentatge de llengua anglesa que se sustenten en el desenvolupament de competències comunicatives a través de les TIC / TAC.
3. Autoavaluar el seu propi nivell de coneixement de l'anglès i analitzar les pròpies necessitats comunicatives establint un plan de millora.
4. Conformar equips de treball capaços de desenvolupar les activitats de forma efectiva tant de manera presencial com en telecol·laboració.
5. Demostrar actituds interculturals afavoridores del treball eficient en equips diversos.
6. Demostrar competència receptiva suficient en altres llengües estrangeres per comprendre intervencions orals i llegir texts de tipus professional (material docent, articles de divulgació, etc.) amb l'ajuda d'instruments de recolzament a la comprensió.
7. Demostrar un nivell de competència B2 (MCER) en l'ús de la llengua anglesa tant en situacions informals com en contextos professionals, en activitats de recepció, producció i interacció.
8. Desplegar habilitats i estratègies comunicatives avançades en llengua anglesa per adaptar-se al nivell de desenvolupament cognitiu i comunicatiu dels interlocutors - aprenents i fer-se entendre en anglès utilitzant estratègies de bastida de forma eficient.
9. Elaborar seqüències didàctiques estructurades en projectes que promoguin tant l'aprenentatge integrat de les llengües escolars com el desenvolupament de les competències digitals i interculturals.
10. Establir equips de treball per a poder desenvolupar activitats de forma autònoma
11. Incorporar les tecnologies de la informació i comunicació per aprendre, comunicar-se i compartir en contextos educatius.
12. Presentar productes (unitats didàctiques, anàlisi d'una sessió de classe, etc.) elaborats en equip amb persones de diferents graus i perfils d'expertícia.
13. Reconèixer el valor de les TIC/TAC com a eines privilegiades de comunicació entre docents i aprenents de llengües i cultures diverses.
14. Treballar en equip i individualment de forma eficient, tant en activitats de caràcter teòric com pràctic, buscant els recursos i estratègies adequades per a cada situació.
15. Utilitzar els entorns virtuals com a eines de comunicació escrita que responen a una diversitat de funcions (lúdics, acadèmica, transaccional, etc.) entre aprenents.
16. Utilitzar els entorns virtuals com a font i recursos per promoure la lectura crítica de textos multimodals.
17. Utilitzar la llengua anglesa com a vehicle habitual de comunicació a l'aula universitària i a l'aula d'infantil i primària, així com en totes les tasques acadèmiques relacionades amb l'assignatura.

## Content

- Theories of language acquisition
- Theoretical principles of communicative approaches to language teaching: Communicative Language Teaching (CLT); Project-Based Language Learning (PBLL); Telecollaborative projects (TcLL), etc.
- Criteria for designing and implementing educational materials and teaching processes based on communicative approaches (CLT, PBLL, TcLL).
- Language Learning Project typology (PBLL) in primary education (design of teaching activities).
- Criteria for planning evaluation of language learning projects (PBLL).
- Criteria for the design, selection and adaptation of teaching sequences related to PBLL and TcLL.

- Criteria for assessment of communicative skills in foreign languages including intercultural attitudes necessary for teamwork.
- Teaching and learning practices related to teamwork (e.g. telecollaboration).
- Reflection on professional development in the field of teaching a foreign language.
- Collaborative and telecollaborative activities.
- Strategies to promote communicative interaction with an authentic purpose (e.g. through TcLL projects).
- Activities designed to promote positive social interaction, communication and participation that helps the learner to be autonomous.
- Activities and self/peer evaluation.
- Technologies in learning foreign languages: techniques and resources
- Criteria for evaluating the effectiveness of different technology in learning and communication.
- Articulating strategies for teaching foreign language and the use of technology to promote communication, collaboration, interaction and research.

## Methodology

The protagonist in the process of learning is the student; it is under this premise that the methodology of this subject has been planned. The role of teacher(s) is to provide information, resources and sources that can guide the learning process of students. Simultaneously, students will be required to relate and combine theoretical explanations, provided by teachers, with practical exercises in which students must think critically about them in order to develop their own basis and premises of teaching languages through innovative approaches. Students are expected to work both in class and outside of class with specially prepared materials.

## Activities

| Title                                                                                                                                                                     | Hours | ECTS | Learning outcomes                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|-----------------------------------------------------------|
| Type: Directed                                                                                                                                                            |       |      |                                                           |
| Lectures, online activities, reading discussions, presentations of student work, discussion and reflection on core content issues                                         | 45    | 1.8  | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 |
| Type: Supervised                                                                                                                                                          |       |      |                                                           |
| Telecollaborative work, development of projects, indepth analysis of selected content topic                                                                               | 30    | 1.2  | 1, 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17       |
| Type: Autonomous                                                                                                                                                          |       |      |                                                           |
| Preparation of individual and group work, analysis and presentation of documents, readings, discussions, individual reflection, development of projects, preparatory work | 75    | 3    | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 |

## Evaluation

The evaluation of the course encompasses the achievement of the competences identified as fundamental for the course and therefore the evaluation includes continuous assessment of set activities along with consideration of students' participation, critical thinking and attitude throughout the course. Given the importance of in-class group participation, attendance is mandatory: the student must attend a minimum of

80% of classes, otherwise students will be considered absent. Tardiness results in reduction of half-day participation. A minimum of 90% participation in all of the activities (preparatory, online and in-class) is required in order to pass.

The final marks will be calculated through the use of multiple data collected throughout the course (peer, self and teacher assessment of presentations, group work, project output, etc.). The exact percentages per artefact will be negotiated with the whole class at the beginning of the course.

Cooperative learning for the students forms a significant core of the subject, therefore, weighted self-assessment and peer evaluation will be taken into consideration.

A separate mark will be given for communicative competence in the language of instruction (English). Students with a fail in language use will not pass the course.

Copying and plagiarism is intellectual theft and, therefore, constitutes a crime which shall be punished with a zero in the entire block where the plagiarism took place. In the case of copying between two students, the sanction applies to both students. In case of repeat offenders, they will have a fail for the entire course. Students should bear in mind that plagiarism is reproducing all or a large part of work from another without proper referencing. By definition "plagiarism" is the use of all or part of a text by an author as if it is his/her own work, without citing sources, whether on paper or in digital format.

## Evaluation activities

| Title                                        | Weighting | Hours | ECTS | Learning outcomes                                         |
|----------------------------------------------|-----------|-------|------|-----------------------------------------------------------|
| Self-directed Learning                       | 50%       | 0     | 0    | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 |
| Teacher-directed learning & group activities | 50%       | 0     | 0    | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 |

## Bibliography

Recommended bibliography (all of the reading on this list is not specifically linked to the activities in the course, but the list is useful for autonomous work). Specific bibliography to some of the activities will be given at the beginning of the course or during the course. Due to the rapid updates of webpages, a list of links will be given at the beginning of the course.

- Alexander, R.J. (2008a) Towards Dialogic Teaching: rethinking classroom talk (4th edition), North Yorkshire: Dialogos.
- Alexander, R.J. (2008b) Culture, dialogue and learning: notes on an emerging pedagogy, in N. Mercer & S. Hodgkinson (Eds.) Exploring talk in school, (pp. 93-114). London: Sage.
- Barnes, A & M. Hunt. 2003. Effective Assessment in MFL . London: CILT.
- Bruner, J. 1985. La parla des l'infants. Com s'aprèn a fer servir el llenguatge. Vic: Eumo Editorial.
- Christie, C. 2002. Managing coursework CILT Advanced Pathfinder.
- The Common European Framework of Reference for Languages: Learning, Teaching and Assessment. 2001. C.U.P.
- Cook, V. 2001. Second Language Learning & Language Teaching (3rd ed.) London: Edward Arnold.
- Dooly, M. & Eastment, D. (2008) "How we're going about it": Teachers' voices on innovative approaches to teaching and learning languages. Newcastle: Cambridge Scholar Publishing. Dooly, M. (ed.) (2008) Telecollaborative language learning. Moderating intercultural collaboration and language learning. A guidebook to moderating intercultural collaboration online. Bern: Peter Lang.
- Dooly, M. (2008) Understanding the Many Steps for Effective Collaborative Language Learning Language Learning Journal, 36(1): 95-78.
- Dooly, M. (2010) Empowering language minorities through technology. Which way to go? eLearning Papers, 19: 12.
- <http://www.elearningeuropa.info/files/media/media22221.pdf>

- Dooly, M. (2010). The teacher 2.0. In S. Guth & F. Helm (eds) *Telecollaboration 2.0: Language, Literacies and Intercultural Learning in the 21st Century*, pp. 277-303. Bern: Peter Lang.
- Dooly, M. (2011) Divergent perceptions of telecollaborative language learning tasks: Tasks-as-workplan vs. task-as-process. *Language Learning & Technology*, 15(2): 69-91.  
<http://llt.msu.edu/issues/june2011/dooly.pdf>
- Dooly, M. (2013). Promoting competency-based language teaching through project-based language learning. In M.L. Pérez-Cañado (Ed.) *Competency-based language teaching in higher education*, pp. 77-92. Dordrecht: Springer.
- Escobar Urmeneta, C., Evnitskaya, N., Moore, E., & Patiño, A. (Eds.) (2011). *AICLE-CLIL-EMILE: Educació plurilingüe. Experiencias, research & polítiques*. Servei de Publicacions: UAB.
- Eurydice. *Foreign Language Teaching in Schools in Europe*.  
<http://www.nfer.ac.uk/eurydice/documents/EurofocusForeignLanguageTeaching.pdf>
- Fernandez-Toro, M. & F.R. Jones, F.R. 2001. *DIY Techniques for language learners* London: CILT.
- Field, K. (ed) 2000. *Issues in Modern Language Teaching*. London: Routledge Falmer.
- Graves, K. (2000). *Designing Language Courses: A guide for teachers*. Heinle & Heinle.
- Grenfell, M. (2002). *Modern Languages Across the Curriculum*. London: Routledge/Falmer.
- Griffith, N. (2005). *100 ideas for teaching languages* London: Continuum.
- Guth, S. & Helm, F. (eds.) (2010) *Telecollaboration 2.0. Language, literacies and intercultural learning in the 21st century*. Bern: Peter Lang.
- Holderness, J. & A. Hughes. 100+ ideas for children. A teacher's resource book for topic based activities for children. Oxford: Heinemann.
- Ioannou-Georgiou, S. & P. Pavlou. 2003. *Assessing Young Learners*. Oxford Resource Book for Teachers, Oxford University Press.
- Kumaravadivelu, B. (2003). *Beyond Methods: Macrostrategies for Language Teaching*. New Haven: Yale Press.
- Littlewood W. (1986). *Communicative Language Teaching. An Introduction*. Cambridge: Cambridge University Press.
- McKay, P. (2006). *Assessing Young Language Learners*. Cambridge: Cambridge University Press.
- Meskill, C., & Anthony, N. (Eds.) (2010). *Teaching languages online*. Bristol, Buffalo, Toronto: Multilingual Matters.
- Mitchell, R. & Myles, F. (2004). *Second language learning theories*. London: Arnold.
- Morgan, C. & Neil, P. (2001). *Teaching modern foreign languages* London: Kogan Page.
- Müller-Hartmann, A., & Schocker-v. Dittfurth, M. (2004). *Introduction to English language teaching*. Stuttgart: Klett.
- Narciss, S., & Koerndle, H. (2008) Benefits and constraints of distributed cognition in foreign language learning: Creating a web-based tourist guide for London. *Journal of Research on Technology in Education*, 40 (3): 271-297.
- Newby, D., Allan, R., Fenner, A-B., Jones, B., Komorowska, H., Soghikyan, K. (2007). *EPOSTL: European Portfolio of Student Teachers of Languages*. Graz: European Centre for Modern Languages.
- Nicolson, M., Murphy, L., & Southgate, M. (Eds.) (2011). *Language teaching in blended contexts*. Edinburgh, Dunedin Academic Press.
- Nussbaum, L. & Bernaus, M. (eds.) (2001). *Didáctica de las lenguas extranjeras en la Educación Secundaria Obligatoria. Síntesis Educación*.
- O'Dowd, R. (2007). *Online intercultural exchange. An introduction for foreign language teachers*. Clevedon, Buffalo, Toronto: Multilingual Matters.
- Pinter, A. (2006). *Teaching young language learners*. Oxford: Oxford University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. (2nd Ed). Cambridge: Cambridge University Press.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
- Sadler, R. (2012). *Virtual worlds for language learning: From theory to practice*. Bern: Peter Lang.
- Sadler, R., & Dooly, M. (2013). Language learning in virtual environments: Research and practice. In M. Thomas, H. Reinders & M. Warschauer (Eds.) *Contemporary Computer-Assisted Language Learning*, pp. 159-182. Continuum: London & New York.