

**Learning a Foreign Language (English) in Primary Education through ICT**

Code: 103580  
 ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	0

**Contact**

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**Use of languages**

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

**Other comments on languages**

El requisit d'entrada a aquesta assignatura (com part de la menció) és un nivell C1 en llengua anglesa.

**Prerequisites**

To take this course students must demonstrate a C1 level in English. This is a requirement for all the courses that make up the specialization (menció) in English language teaching. Students in 3rd year will have to provide evidence that they comply with this requirement by the end of June 30 to be able to take any course in this specialization, including this one. Further consultations can be made at the academic management office of the faculty of education sciences.

**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. The course 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

- Be familiar with the languages and literature curriculum.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Develop critical thinking and reasoning and understand how to communicate effectively both in ones own languages and in a foreign language.
- Effectively address language learning situations in multicultural and multilingual contexts.
- Express oneself orally and in writing in a foreign language
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Foster reading and encourage writing.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning outcomes

1. Adapt and write textbooks adjusted to the level of cognitive and communicative development of pupils in correct English and with the proper register.
2. Analyse and identify education and communication needs to design strategies for teaching and learning of the English language that are supported by the development of communication skills through ICT and technologies for learning and knowledge.
3. Contribute ideas and know how to integrate them in whole work of the team.
4. Demonstrate intercultural attitudes to benefit efficient work in diverse teams.
5. Demonstrate proficiency level B2 (CEF) in the use of the English language both in informal situations and in professional contexts, in reception, production and interaction activities.
6. Demonstrate sufficient receptive competence in foreign languages to understand oral presentations and read professional documents (teaching materials, popular articles, etc.). with the help of tools to support comprehension.
7. Establish relations between the foreign language curriculum of nursery and primary education, and between both and that of secondary school.
8. Establish work teams to develop activities independently.
9. Form teams that are capable of carrying out activities effectively both in person and remotely.
10. Incorporate information and communications technology to learn, communicate and share in educational contexts.
11. Know and use the main resources and tools of inquiry in linguistics.
12. Produce structured teaching sequences in projects that promote both the integrated learning of the schools languages and the development of digital learning and intercultural skills.
13. Produce structured teaching sequences in projects that promote both the integrated learning of the schools languages and the development of llinguistic, audiovisual and digital skills.
14. Recognising the value of the ICTs/LCTs as a privileged communication tool between teachers and learners with diverse languages and cultures.
15. Self-assess ones own level of knowledge of English and analyse ones own communication needs and establish improvement plans.
16. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.
17. Use advanced communication skills and strategies in the English language to suit the level of cognitive and communicative development of learners and interlocutors and be understood in English while efficiently using scaffolding strategies.
18. Using the English language as a common vehicle of communication in the university classroom and in the primary school classroom, as well as all academic tasks related to the subject.
19. Using virtual environments as a source and resource to promote critical reading of multimodal texts.
20. Using virtual environments as tools for written communication that respond to a variety of functions (recreational, academic, transactional, etc.) among learners.
21. Using virtual platforms as a communication and management tool for directed and supervised activities.

22. Working efficiently as part of a team and individually, both in theoretical and practical activities, seeking resources and strategies that are appropriate for each situation.

## 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. Telecollaborative work is an integral part of the course and therefore online groupwork is compulsory, however it is not necessary to have advanced technology skills.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Lectures, online activities, reading discussions, presentations of student work, discussion and reflection on core content issues	45	1.8	1, 2, 15, 9, 4, 6, 5, 17, 10, 14, 22, 20, 19, 18
<b>Type: Supervised</b>			
Telecollaborative work, development of projects, indepth analysis of selected content topic	30	1.2	1, 2, 9, 4, 5, 17, 10, 14, 22,

**Type: Autonomous**

Preparation of individual and group work, analysis and presentation of documents, readings, discussions, individual reflection, development of projects, preparatory work, telecollaborative group work	75	3	1, 2, 15, 9, 4, 6, 5, 17, 10, 14, 22, 20, 19, 18
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**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 85% 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.

**The final evaluation of the subject is divided into 3 blocks:**

- Self-directed: Telecollaborative activities & online preparatory activities, final portfolio and/or group project
- In-class activities: Collaborative and individual work (discussions, technology showcases, peer teaching, etc.)
- Individual exam

All 3 blocks must be passed in order to have a successful completion mark of the course. Each block is made up of several summative marks.

**In the case of failing one of the blocks** (except the first one, see below), the student can opt for a global examination of the contents that will be administered individually in an interview format.

Due to the component of continued telecollaborative work with an external group during the course, there is **no option for recovery of the first block** (self-directed).

**Evaluation activities**

Title	Weighting	Hours	ECTS	Learning outcomes
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Individual assessment (exam, individual activities)	30%	0	0	2, 4, 17, 12, 14, 18
Self-directed Learning	45%	0	0	1, 2, 3, 15, 16, 9, 4, 6, 5, 17, 13, 10, 14, 22, 20, 19, 18
Teacher-directed learning & group activities	25%	0	0	1, 2, 15, 16, 7, 11, 9, 4, 6, 5, 17, 12, 8, 10, 14, 22, 20, 19, 18, 21

## 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 server 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.
- 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. (2011). Crossing the intercultural borders into 3rd space culture(s): implications for teacher education in the twenty-first century. Language and Intercultural Communication, 11 (4): 319-337.
- 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.
- Dooly, M. (2016). 'Please remove your avatar from my personal space': Competences of the telecollaboratively efficient person. In T. Lewis & R. O'Dowd (Eds.). [Online intercultural exchange: Policy, pedagogy, practice](#) (pp. 192-208). NY/London: Routledge.
- Dooly, M., & Masats, D. (2015). A critical appraisal of foreign language research in content and language integrated learning, young language learners, and technology-enhanced language learning published in Spain (2003-2012). Language Teaching, 48(3): 1-30.
- Dooly, M., & Sadler, R. (2016). [Becoming little scientists: Technologically-enhanced project-based language learning](#). Language Learning & Technology, 20(1):54-78.
- Escobar Urmeneta, C., Evnitskaya, N., Moore, E., & Patiño, A. (Eds.) (2011). AICLE-CLIL-EMILE: Educació plurilingüe. Experiències, 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.
- 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.
- Lewis, T., O'Rourke, B., & Dooly, M. (2016). innovation in language learning and teaching - Online intercultural exchange, innovation in language learning and teaching. [Innovation in Language Learning and Teaching](#), (1), 1-5. DOI: 10.1080/17501229.2015.1133541
- Little, D., & G; Thorne, S.. (2017). From learner autonomy to rewilding: A discussion. In M. Capellini, T. Lewis & A. Rivens Mompean (eds.). *Learner autonomy and web 2.0.*, (pp. 12-35). UK: Equinox eBooks Publishing.
- 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. Ditfurth, 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.
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- Sadler, R., & Dooly, M. (2016). Twelve years of telecollaboration: what we have learnt. *ELT Journal*, 70(4), 401-413