

SUBJECT INFORMATION

Course Title	Module	2.4	Languages		
	Subject Area				
	Subject	+	English Language Teaching Methodology		
Course Code	29259		Type of course	Basic Core	
				Compulsory	
				Electives	+
ECT Credits	6				
Year	1st		Semester	1st	
	2nd				
	3rd	+		2nd	+
	4th				

FACULTY DATA

Lecturer	Ana Burguera				
Department	Language Department				
e-mail	aburguera@cesag.org				
Academic tutorial timetable	The tutorial schedule will be provided at the beginning of the course.				
Office	8				
Language of instruction	English		Other languages		

1. SUBJECT INFORMATION
Descriptors

European integration and globalization are matters of great importance related to the linguistic and communicative competence in English language. The main objective of this subject is to respond to this demand by training future graduates to achieve a good communicative competence in English language and be able to know and apply the appropriate methodological tools and strategies for teaching English in Primary Education, so the student professional profile will fit the European foreign language teacher profile. Moreover, adequate knowledge of English will promote the mobility of our future graduates as it is a key factor in their professional development and job placement.

Module in which the subject is integrated

The module 2.4. is structured in four subject areas:

- Reading and Writing (Catalan and Spanish)
- Catalan
- Spanish
- English

This subject area consists of 3 subjects of 3 credits each and 6 more subjects of 3 credits each:

English Language Teaching Methodology is a compulsory subject to achieve the degree of Foreign Language Teaching (English) in Primary Education (1st, 6 credits).

- English Language and its Didactics II, a compulsory subject to achieve the degree of Foreign Language Teaching

(English) in Primary Education (2nd, 6credits).

- English Language Teaching Methodology, an elective subject in the degree of Foreign Language Teaching (English) in Primary Education (3rd, 6credits).

- English Language: Formal and Communicative Aspects, an elective subject in the degree of Foreign Language Teaching (English) in Primary Education (4th, 3credits).

- English Language and Literature for Children, an elective subject in the degree of Foreign Language Teaching (English) in Primary Education (4th, 3credits).

- English Language and Culture, an elective subject in the degree of Foreign Language Teaching (English) in Primary Education (4th, 3credits).

Relation to other subjects which do not belong to the same module

The contents and knowledge acquired in the subject are complementary to other subjects in the Degree of Primary Education.

Relation to professional profile

The theoretical and practical contents of this subject will enable the students for the basic teaching of English as a second language in Primary Education.

The contents of the subject English Language Teaching Methodology will provide the student with knowledge to use English in the classroom and allow exchanges and broaden their education in English speaking countries. English Language Teaching Methodology is a compulsory subject and linked to the degree of Foreign Language Teaching (English) in Primary Education

Prerequisite knowledge

All the lectures will be taught in English therefore students are expected an intermediate level of English (B2 according to the European Framework of Languages)

2. COMPETENCES CONCERNED WITH THE DEGREE:

Cesag General Competences:

1. Understand and communicate in an effective manner, both in their mother tongue and in another language.
4. Monitor, analyze and process relevant information.
5. Identify problems and possible solutions.
7. Apply the knowledge acquired.
8. Work in teams
10. Know and respect diversity and multiculturalism.
12. Learning to learn

Specific Competences:

2.4.1. Know the aspects of the curriculum related to languages and literature.

2.4.3. Know the learning and teaching process of oral and written language and apply different methodological strategies which address any difficulties that may appear in the acquisition process.

2.4.7. Achieve an adequate communication competence and good linguistic and socio-cultural knowledge of the foreign language.

2.4.8. Design activities to achieve an adequate communication competence in the foreign language.

2.4.11. Develop and evaluate curriculum contents and the students' language learning process through appropriate educational resources and also promote relevant skills in students.

3. OBJECTIVES OF THE COURSE (EXPRESSED IN TERMS OF LEARNING OUTCOMES AND COMPETENCES):

- Know the principles, theories and techniques involved in the learning and teaching of English as a foreign language (factual knowledge and general cognitive competence).
- Develop favourable attitudes towards the teaching and learning of English (general attitudinal competence).
- To know how to apply these principles and techniques in a variety of contexts and situations (general procedural competence).

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- Be able to plan, design and select curricular activities and teaching/learning situations which are appropriate for specific students and educational contexts.
- Be prepared to teach experimentally: designing micro-teaching activities to be performed.
- Analyse teaching situations critically.
- Be able to develop students' oral and written communicative competence (listening, speaking, reading and writing).
- Be able to prepare, choose or adapt materials (this will include active use of Internet).
- Know how to teach and develop strategies which promote autonomous learning.
- Know how to deal with learner diversity.

4. CONTENTS:

1. The teaching of a foreign language in Primary Education.
2. The English curriculum in Primary Education according to the Basic Spanish Curriculum and the European Framework: objectives, contents, activities and evaluation.
3. Key competences in the English classroom.
4. Materials and resources for ELT. The use of new technologies in the EFL class.

5. METHODOLOGY:

Activities and estimated workload (hours)

The course has a teaching workload of 6 ECT credits involving 150 hours of work

Attendance required sessions: 60 hours (40%) 1,2

Whole group activities guided by the lecturer (WG): 42 hours (70%)

- Theoretical and practical contents.
- Oral presentations.
- Debates on articles.
- Practical exercises.

Practical activities guided by the lecturer (WG): 15 hours (25%)

- Specific practical activities.
- Search and analysis of electronic resources.
- Presentation and reflection on activities.

Final assessment test: 2 hours

Non-attendance required: 90 hours (60%) 1,8

Individual work 60 hours

- Completion of the activities.
- Reading and analysis of articles related to the subject contents.

Group work 30 hours

- Assigned group activities

Teaching Methodology

- The subject will be taught in English. Classes will vary from formal lectures to active students' participation (open discussion, pair work, group-work and presentations).
- Regular attendance is required as the course is intended to be a fully practical one.
- Weekly lectures in which the emphasis will be on theoretical and practical aspects.
- Seminars will be devoted to the discussion of articles. Students will be assigned some reading and activities for the seminars and they are expected to read them in advance and provide insights and opinions.

Planning								
Weeks		Attendance required sessions			Non-attendance required			Hours
		Activity	Grouping	Hours	Activity	Grouping	Hours	
1	13-19 feb	Section 1	WG	4h	Specific practical activities	I	4h	8
2	20-26 feb	Section 1	WG	4h	Specific practical activities	I	4h	8
3	27 feb-4 mar 1 no class	Section 1	WG	2h	Specific practical activities	I G	3h 3h	8
4	5-11 mar	Section 1	WG	4h	Specific practical activities	I G	3h 3h	10
5	12-18 mar	Section 2	WG	4h	Specific practical activities	I G	3h 3h	10
6	19-25 mar	Section 2 Presentations	WG	4h	Specific practical activities	I G	4h 1h	9
7	26 mar-1 abr	Section 2	WG	4h	Specific practical activities	I	4h	8
8	2-8 abr 5-8 no class Easter		WG	2h	Specific practical activities	I G	4h 3h	9
9	9-15 abr no classes Easter						4h	4
10	16-22 abr	Section 2	WG	4h	Specific practical activities	I G	3h 3h	10
11	23-29 abr	Section 2	WG	4h	Specific practical activities	I G	3h 3h	10
12	30 abr-6 may	Section 3 Presentations	WG	4h	Specific practical activities	I G	4h 1h	9
13	7-13 may	Section 3	WG	4h	Specific practical activities	I	4h 1h	9
14	14-20 may	Section 4	WG	4h	Specific practical activities	I G	3h 3h	10
15	21-27 may	Section 4	WG	4h	Specific practical activities	I G	3h 3h	10
16	28 may-3 jun	Revision Presentations	WG	4h	Specific practical activities	I G	3h 3h	10
17	4-10 jun exams			2h			5h	7
18	11-17 jun exams							
Total				60			90 h: 60 IW 30 GW	150h

6. EVALUATION

Assessment Criteria

Continuous Assessment

The main method of evaluation will be continuous assessment through the collection of information provided by different means listed below:

- Regular attendance, interest and participation in the seminars.
- Completion and reflection on individual tasks.
- Progress in the English language.
- Presentations in class.
- Collaboration with classmates in group activities.
- Successful completion of one exam along the academic semester.

Individual Work 50%

Dossier 20%

- Completion of the assigned activities.
- Accurate correction of the activities.
- Reading activities for the seminars.
- Self-assessment of the learning process.

Group work 30%

- Compulsory attendance in group work sessions (seminars and presentations).
- Clear structure in oral presentations.
- Originality and creativity.

Final written test 50%

- Proficiency in foreign language: correct expression, cohesion and good command of English B2 level.

To pass the subject, the student must obtain at least half of the points established in each assessment tool. Marks will only be kept during the academic year.

IMPORTANT

- Spelling and grammar errors will affect the rating assessment tools.
- Plagiarism will be penalized with a zero (0) in the module mark.
- Failure to attend class (80% required) will affect the final grade.
- Compulsory attendance to seminars and oral presentations (both in group work sessions and peers' presentations).

Those students, who have difficulty in attending class and have the requirements (according to the academic Act 46), should contact the professor to state the conditions of continuous assessment within a maximum period of 30 days from the beginning of the course. These students will have a different final test but the same workload as those of continuous assessment.

Learning Outcomes	Assessment tools	Percentage in the final mark	Minimum Standards	Assessment tool which can be retaken
- Plan, design and select curricular activities appropriate in educational contexts. - Teach and develop strategies in the English classroom. - Apply teaching techniques in a variety of contexts and situations	Dossier - All writings must be typed and submitted in due time. - Activities correction. - Reading activities for the seminars. - Self-assessment in the learning process. The dossier will be assessed in class during the semester.	20%	10%	X
	Speaking	20%	10%	✖

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- Analyse teaching situations critically. -Use FLT terminology.	Presentations 20% - Proficiency in foreign language communication. - Clear and coherent structure. - Originality and creativity. If the student fails this part, s/he can still obtain the minimum standards in September.			
	Seminars 10% - Attendance and participation.	10%	5%	X
	Final written exam T/F exam	50%	25%	✎

Monitoring Process

The students' regular attendance (80% compulsory), class participation and task completion will be controlled and evaluated by means of classroom observation and continuous evaluation techniques.

7. RESOURCES

Basic Bibliography

Read,C.(2007). 500 Activities for the Primary Classroom. Macmillan Books for Teachers.

Additional Bibliography

Phillips, S. (2003). Young Learners. OUP.
 Lewis,G. (2003).Games for Children. OUP.
 Moon,J.(2005). Children Learning English. Macmillan Books for Teachers.
 Seymour, D.& Popova, M. (2005). 700 Classroom Activities. Macmillan Books for Teachers.
 Lewis,G. & Mol, H. (2009). Grammar for young Learners. OUP.
 Halliwell, S. (1992). Teaching English in Primary Classroom. Longman.
 Wright,A. (2000). Storytelling with Children.OUP.
 Grundy,P. (2005).Beginners.OUP.
 Malamah-Thomas, A. (1996).Classroom Interaction. OUP.
 Willis, J. (1997). Teaching English through English. Longman.
 Deller& Price. (2007). Teaching others subjects through English.OUP.
 Reilly,V&Ward, S.(1997). Very Young Learners.OUP.
 Gerngross,G. (1997). Do and Understand.Longman.
 Wright,A. (1997).Creating Stories with Children.OUP.
 Thornbury,S.(2001). How to Teach Grammar. Longman.
 Thornbury,S.(2002). How to Teach Vocabulary.Longman.
 Afolayan,A&Macauley&Hilken,P.(2002).Teaching Primary English.Longman.
 Slattery, M.& Willis,J. (2003). English for Primary Teachers. OUP

Other Resources

- Dossier.
- Websites related to the subject
- Information and Communication Technology (ICT)