

Didáctica de la Lengua Extranjera I: lengua inglesa

Atzerriko Hizkuntzaren Didaktika I: ingelesa

Características / *Ezaugarriak*: 4'5 cc, Obligatoria/Derrigorrezkoa

Descriptivos / *Deskribatzaileak*

- Most significant theoretical and methodological aspects of English Language Teaching in Primary Education.
- Linguistic theories.
- Learning/Acquisition of a foreign language.
- Sociolinguistic theories.
- Analysis of DCB.
- How to deal with Grammar, Vocabulary, and Pronunciation along with the four skills.

Objetivos / *Helburuak*

- Become familiarised with a general theoretical background including different approaches, methods and techniques related to a foreign language teaching and learning.
- Know about the Primary English rationale and its implications.
- Develop a critical attitude towards the effectiveness of different teaching strategies, techniques and resources and their implications in the Primary classroom.
- Analyse the future activity in the classroom so that to apply, in each moment, suitable techniques and ways of doing.
- Create a proper atmosphere for the development of effective labour relationships.
- Develop general and detailed oral and written expressions.
- Perform different kinds of activities aimed at getting to master the contents worked along the teaching semester.

Contenidos / *Edukiak*

Apart from being engaged to the contents, special attention will be paid to the oral/written language used.

CONCEPTUAL CONTENTS:

- Fundamental concepts –theories, approaches, methodologies– for the teaching and learning of English in Primary Education.
- Learning to learn English. Usual methodologies to teach a Foreign Language in Primary classrooms.
- Curriculum versus Syllabus.
- The role of the teaching elements: sounds, vocabulary, and grammar. Ways of teaching them.
- Oral comprehension: developing oral comprehension strategies. Usage of various types of activities.
- Oral expression: developing oral expression. Interacting activities.
- Written comprehension: What, Why, and What for? Types of texts and activities.
- Written expression: oral language versus written language. Writing as a process or product. Writing in Primary Education.

PROCEDURAL CONTENTS:

- Reading: comprehension of different types of texts: documents, articles from magazines, readers..., using skimming and scanning when necessary in order to carry out different sorts of activities.
- Listening: understanding classroom discourses focusing on the gist or detailed information.
- Speaking: use of the oral language with special emphasis on accuracy or fluency when performing different tasks.
- Writing: production of various types of tasks.

ATTITUDINAL CONTENTS:

- Assumption of an active and autonomous role while learning.
- Creating a tolerant and critical attitude towards different information proceeding from various sources.
- Analysis and reflection on teaching practice, contents and resources to get familiar with and, consequently, be able to deal with future needs of different teaching situations.
- Critical reflection on own learning.

Metodología / Metodologia

The way of working the different input offered will be basically:

- Presentation of new input supported by different resources: authentic texts, textbooks, documents, magazines, readers... followed by individual, pair-work or small-group work. Then, group/whole-class discussions will be promoted in order to implement and enrich viewpoints.
- Search, adapt, and share information in order to produce and elaborate assignments under the supervision of the teacher.
- Some written tasks will be asked for: in preparation for the forthcoming topics or on the topics being dealt-with in the class. Each student will be asked to hand in some '**compulsory compositions**' about some points of the input given along the semester within or outside the class timetable.
- Regarding the obligatory group-work *Assignment*, it will consist of a written project related to one of the skills worked along the tuition. In order to produce it, at the beginning of the semester, students will receive a sheet with a precise guideline with the eligible topics, calendar for handing it in, and ways of supervision and continuous assessment.
- Due to all the previous given information, students will be learning by continuous practising and assessment of the teacher; therefore, class work and **attendance** to tutorial hours are prior. Consequently, all those students not being capable of attending regularly lessons should get in touch with the teacher within the first month of the tuition semester in order to negotiate the conditions of their personal work.

Tutoría / Tutoretza

Taking into consideration what has been said in the previous section (see methodology) individual and group tutorials are obvious.

- ✓ Supervision and assessment along the elaboration of the different assignments and/or projects will be provided within a tutorial timetable set at the beginning of the semester.

- ✓ Personal assistance in order to clarify doubts or/and explain concepts.

Evaluación / Ebaluaketa

The way of evaluating will be based merely on a continuous assessment using different tools such as: direct observation of everyday work plus peer and teacher correction, individual or group-assignments supervised by the teacher (see methodology section):

- referring to the everyday work, not only the classroom activities but also the so called 'compulsory individual compositions' will be part of the final marking.
- in the case of the group-work *Assignment*, apart from fulfilling all the items in the guideline sheet, it should be passed by the teacher in order to sit the final written exam.
- everyday participation and attendance will also be considered.

The final written exam will consist of written parts about the various contents worked along the teaching semester.

Bibliografía General / Bibliografía Orokorra

Cambridge International Dictionary of English. Cambridge University Press. (1995) Cambridge. Readers, films, magazines, newspapers...: different issues will be selected every year.

Bibliografía por Temas / Bibliografía Gaika

Specific bibliography will be given on the run.

Didáctica de la Lengua Extranjera II: lengua inglesa
Atzerriko Hizkuntzaren Didaktika II: ingelesa

Características / Ezaugarriak. 4'5 cc, Obligatoria/Derrigorrezkoa

Descriptivos / Deskribatzaileak

- Elements for the organisation of the Primary classroom.
- Setting the classroom routines.
- Analysis of DCB. Planning and assessment.
- Syllabus analysis and design.
- Teachers' and students' roles.
- Analysis and evaluation of textbooks and didactic materials for foreign language teaching/learning.

Objetivos / Helburuak

- To be open towards new situations and innovations that imply an improvement in the educational style.
- To be aware of different classroom contexts, in order to take appropriate decisions.
- To become familiarised with a general theoretical background including different approaches, methods and techniques related to a foreign language teaching and learning.
- To learn about techniques and resources for the planning, performance and evaluation of the teaching process.
- To develop a critical attitude towards the effectiveness of different teaching strategies, techniques and resources and their implications in the Primary classroom.
- To analyse the future activity in the classroom so that to apply, in each moment, suitable techniques and ways of doing.
- To create a proper atmosphere for the development of effective labour relationships.
- To develop general and detailed oral and written expressions.
- To perform different kinds of activities aimed at getting to master the contents worked along the teaching semester.

Contenidos / Edukiak

Apart from being engaged to the contents, special attention will be paid to the oral/written language used.

CONCEPTUAL CONTENTS:

- The roles of the teacher/learner and classroom language.
- Evaluating and selecting a textbook.
- The classroom and its management factors. Types of activities and groupings.
- Error analysis of the Foreign Language. Types of errors.
- Feedback, correction, and assessment. Evaluation and types of evaluating in the Primary classroom.
- Designing class-work. Dayplans and unit plannings.

PROCEDURAL CONTENTS:

- Reading: comprehension of different types of texts: documents, articles from magazines, readers..., using skimming and scanning when necessary in order to carry out different sorts of activities.
- Listening: understanding classroom discourses, from the teacher or the peers, focusing on the gist or detailed information.
- Speaking: use of the oral language with special emphasis on accuracy or fluency when performing different tasks.
- Writing: production of various types of tasks.

ATTITUDINAL CONTENTS:

- Assumption of an active and autonomous role while learning.
- Creating a tolerant and critical attitude towards different information proceeding from various sources.

- Analysis and reflection on teaching practice, contents and resources to get familiar with and, consequently, be able to deal with future needs of different personal teaching situations.
- Critical reflection on own learning.

Metodología / Metodologia

The way of working the different input offered will be basically:

- The introduction and practising of the new contents will be carried out by discussion of authentic material, case study of various teaching situations, integrating personal experiences of the training periods in real Primary classrooms, etc.
- Individual work will be used at the time of doing readings, searching information, writing assignments, etc. Whilst pair and group-work will be promoted when discussing, elaborating and preparing different classroom tasks.
- Search, adapt, and share information in order to produce materials and elaborate assignments under the supervision of the teacher.
- Some written tasks will be asked for: in preparation for the forthcoming topics or on the topics being dealt-with in the class. Each student will be asked to hand in some '**compulsory compositions**' about some points of the input given along the semester within or outside the class timetable.
- Some oral group-tasks will be asked for to present the forthcoming topics. Each group will be asked to orally introduce and present at least one '**compulsory topic**' about the points of the input given along the semester within or outside the class timetable.
- Regarding the obligatory group-work *Assignment*, it will consist of a written project related to one of the topics worked along the tuition. In order to produce it, at the beginning of the semester, students will receive a sheet with a precise guideline with the eligible topics, calendar for handing it in, and ways of supervision and continuous assessment.
- Due to all the previous given information, students will be learning by continuous practising and assessment of the teacher; therefore, class work and **attendance** to tutorial hours are prior. Consequently, all those students not being capable of attending regularly lessons should get in touch with the teacher within the first month of the tuition semester in order to negotiate the conditions of their personal work.

Tutoría / Tutoretza

Taking into consideration what has been said in the previous section (see methodology) individual and group tutorials are obvious.

- ✓ Supervision and assessment along the elaboration of the different assignments and/or projects will be provided within a tutorial timetable set at the beginning of the semester.
- ✓ Personal assistance in order to clarify doubts or/and explain concepts.

Evaluación / Ebaluaketa

The way of evaluating will be based merely on a continuous assessment using different tools such as: direct observation of everyday work plus peer and teacher correction, individual or group-assignments supervised by the teacher (see methodology section):

- d. referring to the everyday work, not only the classroom activities but also the so called '**compulsory individual compositions**' will be part of the final marking.

- e. in the case of the group-work *Assignment*, apart from fulfilling all the items in the guideline sheet, it should be passed by the teacher in order to sit the final written exam.
- f. everyday participation and attendance will also be considered.

The final written exam will consist of written parts about the various contents –theoretical and/or practical– worked along the teaching semester.

Bibliografía General / Bibliografía Orokorra

BROWN, D.H. (1994), Teaching by Principles: an interactive approach to language Pedagogy, Prentice Hall Regents.

ESTAIRE, S. & J. ZANON (1993), Planning classwork and task-based Approach, Oxford, Heinemann

FEUNTEUN & Vale (1995), TEACHING English in The Primary Classroom. Cambridge University Press

MEC, ed. (1995) Primaria. Lenguas Extranjeras Del Currículo a la práctica de Aula.

MONTGOMERY, D. & P.R. (1995), Classroom Management, in Bright Ideas col, Scholastic Publications, LTD, Warwickshire, Britain.

REILLY & YARD (1997), Very Young Learners, Oxford, Oxford University Press.

TANN, S. (1988), Developing Topic-work in the primary school. Farmer Press.

TOUGH, J. (1995), Talking and Learning, London, SCDC.

UR, P. (1996), A Course in Language Teaching, Cambridge, Cambridge University Press

Bibliografía por Temas / Bibliografía Gaika Specific bibliography will be given on the run

Idioma Extranjero y su Didáctica II: lengua inglesa

Atzerriko Hizkuntza eta bere Didaktika II: ingelesa

Características / Ezaugarriak: 12/9 cc, Obligatoria/Derrigorrezkoa

Descriptivos / Deskribatzaileak

- Promotion of the communicative competence of the English language focusing on an accurate use of the four skills (oral and written comprehension, oral and written production) working particularly on a variety of composition writing models stressing on register and style.
- Overview of social issues and concerns of English speaking countries highlighting the relationships between *Language and Culture*.
- Analysis and reflection on teaching practice, contents and resources to get familiar with and, consequently, be able to deal with future needs of different teaching situations.

Objetivos / Helburuak

- Increase self-confidence in the use of the Foreign Language.
- Develop general and detailed oral and written expressions appropriate for different situations.
- Improve general and detailed written expression of the Language within different contexts.
- Perform different kinds of activities aimed at developing an active use of the four linguistic skills.
- Develop a critical attitude towards the effectiveness of different teaching strategies, techniques and resources and their implications in the Primary classroom.
- Increase the understanding and critical appreciation of various aspects of English speaking countries.

Contenidos / *Edukiak*

Along the two last years of the Degree, apart from overviewing different topics such as everyday life, mass-media, relationships, social life, education, etc. special attention will be paid to the language used in the former situations.

CONCEPTUAL CONTENTS:

Lexical, phonological and syntactical elements.

- Language of varieties: formal and informal language corresponding to different contexts.
- Adequacy of linguistic styles: narration, description, dialogue, discussion, reporting...

PROCEDURAL CONTENTS:

The level of difficulty required will be gradually increased along the two last years of the Diploma studies.

- Reading: comprehension of different types of texts, using skimming and scanning when necessary in order to carry out different sorts of activities.
- Listening: understanding different discourses focusing on the gist or detailed information as required in different situations.
- Speaking: creative use of the oral language with special emphasis on accuracy or fluency when performing different tasks.
- Writing: production of various types of texts following certain patterns of written expression.

ATTITUDINAL CONTENTS:

- Assumption of an active and autonomous role in the learning of the Foreign Language.
- Appreciating the learning of other languages to access to other cultures and ways of living.
- Creating a tolerant and critical attitude towards different information proceeding from various sources.
- Critical reflection on own learning.

Metodología / *Metodologia*

- Using different resources (authentic texts, textbooks, documents, magazines, readers, newspapers, films, tapes...) to provide input.
- Introduction of new items within context or in isolation related to different topics.
- Practice the language through interaction with peers or individual work. Once being familiarised with a composition model, students are going to be required to produce their own written piece related to the ongoing classroom input within or outside the class timetable so that they can gradually improve their abilities on writing under the supervision of the teacher. Each student will be asked to hand in at least **five** compulsory compositions, as soon as the input has been given along the semester.
- Search and adapt information in order to produce language, share it with others and elaborate assignments.
- Regarding the obligatory group-work *Assignment*, it will consist of two different components: on the one hand, the written production, and on the other the oral presentation of the latter. In order to produce it, at the beginning of the

semester, students will receive a sheet with a precise guideline with the eligible topics, calendar for handing it in and presentation, ways of supervision and continuous assessment.

- Due to all the previous given information, students will be learning by continuous practising and assessment of the teacher; therefore, class work and **attendance** to tutorial hours are prior. Consequently, all those students not being capable of attending regularly lessons should get in touch with the teacher within the first month of the tuition semester in order to negotiate the conditions of their personal work.

Tutoría / Tutoretza

Taking into consideration what has been said in the previous section (see methodology) individual and group tutorials are obvious.

Supervision and assessment along the elaboration of the different assignments will be provided within a tutorial timetable set at the beginning of the semester.

Evaluación / Ebaluaketa

The way of evaluating will be based merely on a continuous assessment using different tools such as: direct observation of everyday work plus peer and teacher correction, individual or group-assignments supervised by the teacher (see methodology section):

- g. referring to the everyday work, not only the classroom activities but also the 'five compulsory individual compositions' will be part of the final marking.
- h. In the case of the group-work *Assignment*, apart from fulfilling all the items in the guideline sheet, it should be passed by the teacher in order to sit the final written exam.

The final written exam will consist of written parts about the various contents worked along the teaching semester, and questions about the topics from the *Assignments* developed by students.

Bibliografía General / Bibliografía Orokorra

Aspects of Britain col. In HMSO Books

BBC (ed.): BBC essential English. Guide to Britain (video & book), Longman.

COFFEY, M.: Communication through writing. Regents Prentice Hall.

DOFF, A. and BECKET, C. (1991): Listening 2. Cambridge University Press. Cambridge

JAMES, K. JORDAN, R. MATTHEWS, A.J. and O'BRIEN, J.P.: Listening Comprehension and Note-taking. Collins. E.L.T.

LIVERY, C. (1994), Focus on Britain. Cultural studies for the Language Classroom. Hong Kong. Macmillan Publishers.

WATCYN-JONES, P. Test your vocabulary. Books 3 and 4. Penguin. London.

Cambridge International Dictionary of English. Cambridge University Press. (1995) Cambridge.

Readers, films, magazines, newspapers...: different issues will be selected every year.

Bibliografía por Temas / Bibliografía Gaika

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