

# 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 could be asked for: in preparation for the forthcoming topics or on the topics being dealt-with in the class. Each student could 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 could be asked for to present the forthcoming topics. In this case, 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):

- a. 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.
- b. 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.
- c. 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