

Course Unit	-	Field of study	-
	-	School	School of Education
Academic Year	2015/2016	Year of study	1
Type	Semestral	Semester	1
Workload (hours)	135	Contact hours	T - TP - PL - TC - S - E - OT - O -
		Level	ECTS credits 5.0
		Code	9993-546-1101-00-15

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Claudia Susana Nunes Martins

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Analyse critically the publishing proposals for the teaching of English in the first cycle;
2. Research and assess free English teaching resources online;
3. Explore the potential of the new technologies with a view to producing engaging and innovative teaching materials;
4. Design a variety of pedagogical materials that enable the development of English receptive and productive skills of Basic Education students;
5. Design teaching materials for the deepening of the remaining skills.

Prerequisites

Before the course unit the learner is expected to be able to:
Non applicable.

Course contents

1. Analysis of publishing proposals for the teaching of English. 2. Research and evaluation of the free resources online for the teaching of English. 3. Exploring the potential of the new Technologies. 4. Design and production of pedagogical materials for the development of the various skills.

Course contents (extended version)

1. Analysis of publishing proposals for the teaching of English:
 - Portuguese coursebooks vs English-speaking coursebooks – pros and cons;
 - the organisation of coursebooks according to the CEFR levels (from A1 to C2);
 - assessment of the coursebooks mostly used in Portuguese schools.
2. Research and evaluation of the free resources online for the teaching of English.
3. Exploring the potential of the new Technologies:
 - Office tools for text edition,
 - presentations and audio and video production;
 - reference works, newspapers, journals and magazines;
 - teachers' resources;
 - tools for the design of worksheets, quizzes, word searches and crosswords
 - tools for the production of teaching logs in audio format, video or in a collaborative environment;
 - strategies for a sensible introduction of mobile devices (and their apps) and social networks.
4. Design and production of pedagogical materials for the development of:
 - the receptive skills (pronunciation, songs, short stories),
 - the productive skills (reading and speaking)
 - and remaining skills (grammar, vocabulary, cultural issues).

Recommended reading

1. M. Evans (ed.) (2009). Foreign language learning with digital technology. London: Continuum.
2. Dalby, T. (2009) Adapting your course book: becoming skilled in the art of manipulation. TESOL Review 1, 145-166.
3. Johnson, Keith. (2003). "Designing language teaching tasks". Houndmills: Palgrave Macmillan.
4. Prodomou, L. (2002). "The great ELT textbook debate" MET 11.
5. Tomlinson, Brian (ed.). (1998). "Materials development in language teaching". Cambridge: CUP.

Teaching and learning methods

Theoretical and practical sessions, with the elicitation of contents. Workshops for the design and production of teaching resources, individually and in groups. Tutorial supervision - individualised monitoring of students' work.

Assessment methods

1. Continuous - (Regular, Student Worker) (Final)
 - Practical Work - 100% (Portfolio of students' teaching resources that they develop during the lessons.)
2. Final - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100%

Language of instruction

English

Electronic validation

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06-10-2015	06-10-2015	06-10-2015