

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	9993-546-1103-00-15

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)

Learning outcomes and competences

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

1. acknowledge the curricular orientations for the foreign language teaching process;
2. design and analyse the planning of the process of foreign languages teaching in terms of its adequacy to the primary teaching contexts;
3. discuss the organising principles of the foreign language teaching process and evaluation modes for receptive and productive skills;
4. acknowledge and estimate approaches, strategies, activities, and materials for the teaching of English to young learners focused on the 4 skills;
5. apply resources and materials for the teaching of English to young learners;
6. implement and develop practice activities to enhance the four skills in the primary classroom;
7. apply his/her teaching/learning strategies and techniques to primary classroom situations;
8. raise his/her awareness of specific language teaching points that may be generated by a practical task.

Prerequisites

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

Course contents

1. Content and curriculum.
2. The young learner, language and the primary classroom.
3. The student/teacher relationship.
4. The primary classroom management.
5. Listening and speaking skills in the primary classroom.
6. Reading and writing skills in the primary classroom.
7. Lexis and grammar.
8. Planning and preparing young learner lessons.
9. Resources for learning in the primary classroom.
10. Assessing language learning in the primary context.

Course contents (extended version)

1. Content and curriculum.
2. The young learner, language and the primary classroom:
 - language awareness for teaching;
 - teaching English to young learners (using practice activities: e.g. stirrers and settlers);
 - competitive and cooperative activities;
 - listen and do (physical response);
 - listen and make, listen and draw;
 - listen and say;
 - role-plays; stories; TPR.
3. the student/teacher relationship:
 - learning and teaching styles;
 - student motivation;
 - dynamics of language choice and use;
 - the use of the mother tongue and of translation in the primary classroom;
 - giving instructions;
 - who teachers are in school;
 - teacher tasks and teacher knowledge.
4. The primary classroom management:
 - the teacher's role in classroom management;
 - seating arrangements.
5. Listening and speaking skills in the primary classroom:
 - games and songs.
6. Reading and writing skills in the primary classroom:
 - learning through stories (storytelling);
 - choosing stories to promote language learning;
 - ways of using a story;
 - developing tasks around a story.
7. Lexis and grammar.
8. Planning and preparing young learner lessons.
9. Resources for learning in the primary classroom (visuals and other teaching aids).
10. Assessing language learning in the primary context.

Recommended reading

1. Moon, Jayne (2000). Children Learning English. Oxford: Macmillan Heinemann.
2. Read, Carol (2007). 500 Activities for the Primary Classroom. Oxford: Macmillan Education.
3. Rinvolucri, Mario (2011). Learning Teaching. The Essential Guide to English Language Teaching. Oxford: Mcmillan.
4. Scrivener, Jim (2012). Classroom Management Techniques. Cambridge: CUP.
5. Shin, Joan and JoAnn Crandall (2013). Teaching English to Young Learners. Heinle-Cengage ELT.

Teaching and learning methods

Contents will be realised by means of lectures, along with learners' active participation through practical work, bibliographical research and group discussions. Special emphasis will be given to the simulation of activities to be presented in the primary classroom.

Assessment methods

1. Continuous assessment - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 50% (Test to be done at the end of the course)
 - Presentations - 40% (Oral presentation of one piece of work chosen by the teacher)
2. Final exam - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100%

Language of instruction

English

Electronic validation

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