# UAB
## Universitat Autònoma de Barcelona

## Learning a Foreign Language (English) in Primary Education through ICT

Code: 103580
ECTS Credits: 6

| Degree | Type | Year | Semester |
|---|---|---|---|
| 2500798 Primary Education | OT | 4 | 0 |

## Contact

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## Use of languages

Principal working language: english (eng)

Some groups entirely in English: Yes

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

## Other comments on languages

El requisit d'entrada a aquesta assignatura (com part de la menció) és un nivell C1 en llengua anglesa.

## Prerequisites

To take this course students must demonstrate a C1 level in English. This is a requirement for all the courses that make up the specialization (menció) in English language teaching. Students in 3rd year will have to provide evidence that they comply with this requirement by the date indicated on the Faculty of Education webpage in order to be able to take any course in this specialization, including this one. Further consultations can be made at the academic management office of the faculty of education sciences.

## Objectives and Contextualisation

This course is compulsory for any student enrolled in the English as a Foreign Language Minor and an optional subject for anyone studying to become a primary education teacher. It is therefore addressed to all prospective teachers interested in exploring how to integrate the use of technology in the promotion of language learning and collaborative work. The course aims to prepare primary education teachers in specific knowledge related to the teaching and learning of foreign languages, as well as explore how to use languages in school-wide participation in international mobility programs and to promote plurilingualism. The contents of the course include the core teaching principles as recommended in recent European documents such as the European Portfolio for Student Teachers of Languages (EPOSTL, 2007) or the Guide for the development and implementation of curricula for plurilingual and intercultural education (CoE, 2015). The course aims to help teachers facilitate learners' communicative competences, effectively design and implement learning tasks, efficiently implement plurilingual, interdisciplinary project-based language learning, develop evaluation criteria that uses competence descriptors, promote students' language and intercultural awareness and reflect on teaching practice as a valuable tool for training, all of this facilitated through the use of technology. This latter encompasses in particular social media as it will be used to communicate with partners in other parts of the world. English as a lingua franca (ELF) will be the language of scholarly communication by students and teachers in this course, in accordance to the high demand from education stakeholders in Catalonia and the European Union. In this sense, ELF includes both written documents (syllabus, readings, etc.) and audiovisual documents (video-conferences, online communication, etc.) as well as the classroom language.

## Skills

- Be familiar with the languages and literature curriculum.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Develop critical thinking and reasoning and understand how to communicate effectively both in ones own languages and in a foreign language.
- Effectively address language learning situations in multicultural and multilingual contexts.
- Express oneself orally and in writing in a foreign language
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Foster reading and encourage writing.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning outcomes

1. Adapt and write textbooks adjusted to the level of cognitive and communicative development of pupils in correct English and with the proper register.
2. Analyse and identify education and communication needs to design strategies for teaching and learning of the English language that are supported by the development of communication skills through ICT and technologies for learning and knowledge.
3. Contribute ideas and know how to integrate them in whole work of the team.
4. Demonstrate intercultural attitudes to benefit efficient work in diverse teams.
5. Demonstrate proficiency level B2 (CEF) in the use of the English language both in informal situations and in professional contexts, in reception, production and interaction activities.
6. Demonstrate sufficient receptive competence in foreign languages to understand oral presentations and read professional documents (teaching materials, popular articles, etc.). with the help of tools to support comprehension.
7. Establish relations between the foreign language curriculum of nursery and primary education, and between both and that of secondary school.
8. Establish work teams to develop activities independently.
9. Form teams that are capable of carrying out activities effectively both in person and remotely.
10. Incorporate information and communications technology to learn, communicate and share in educational contexts.
11. Know and use the main resources and tools of inquiry in linguistics.
12. Produce structured teaching sequences in projects that promote both the integrated learning of the schools languages and the development of digital learning and intercultural skills.
13. Produce structured teaching sequences in projects that promote both the integrated learning of the schools languages and the development of llinguistic, audiovisual and digital skills.
14. Recognising the value of the ICTs/LCTs as a privileged communication tool between teachers and learners with diverse languages and cultures.
15. Self-assess ones own level of knowledge of English and analyse ones own communication needs and establish improvement plans.
16. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.
17. Use advanced communication skills and strategies in the English language to suit the level of cognitive and communicative development of learners and interlocutors and be understood in English while efficiently using scaffolding strategies.
18. Using the English language as a common vehicle of communication in the university classroom and in the primary school classroom, as well as all academic tasks related to the subject.
19. Using virtual environments as a source and resource to promote critical reading of multimodal texts.
20. Using virtual environments as tools for written communication that respond to a variety of functions (recreational, academic, transactional, etc.) among learners.
21. Using virtual platforms as a communication and management tool for directed and supervised activities.
22. Working efficiently as part of a team and individually, both in theoretical and practical activities, seeking resources and strategies that are appropriate for each situation.

## Content

- Theories of language acquisition
- Theoretical principles of communicative approaches to language teaching: Communicative Language Teaching (CLT); Project-Based Language Learning (PBLL); Telecollaborative projects (TcLL), etc.
- Criteria for designing and implementing educational materials and teaching processes based on communicative approaches (CLT, PBLL, TcLL).
- Language Learning Project typology (PBLL) in primary education (design of teaching activities).
- Criteria for planning evaluation of language learning projects (PBLL).
- Criteria for the design, selection and adaptation of teaching sequences related to PBLL and TcLL.
- Criteria for assessment of communicative skills in foreign languages including intercultural attitudes necessary for teamwork.
- Teaching and learning practices related to teamwork (e.g. telecollaboration).
- Collaborative and telecollaborative activities.
- Strategies to promote communicative interaction with an authentic purpose (e.g. through TcLL projects).
- Activities designed to promote positive social interaction, communication and participation that helps the learner to be autonomous.
- Activities and self/peer evaluation.
- Technologies in learning foreign languages: techniques and resources
- Criteria for evaluating the effectiveness of different technology in learning and communication.
- Articulating strategies for teaching foreign language and the use of technology to promote communication, collaboration, interaction and intercultural awareness.

## Methodology

The course integrates in-class dialogic learning, telecollaboration and flipped classroom materials. Taking the underlying premise of the European Credit Transfer System (ECTS) that student learning should be self-directed and promote increasing learner autonomy, the approach to this course places equal emphasis on the work carried on outside of the class as the activities that take place inside the classroom. In order to facilitate this type of learning the use of telecollaboration (interacting with learners from other parts of the world) is a central nexus for the learning process, as well as engagement with the materials prepared for flipped instruction. In this way, students (future language teachers) are expected to actively engage in communicative and self-directed online learning situations that promote epistemic development (in both content and language) in order to then reflect on how they can transfer this knowledge to similar contexts for their pupils.

For more detailed information about this approach see: Sadler, R. & Dooly, M. (2016). Twelve years of telecollaboration: What we have learnt. *ELT Journal, 70*(4), 401-413.

## Activities

| Title | Hours | ECTS | Learning outcomes |
|---|---|---|---|
| **Type: Directed** | | | |
| Lectures, online activities, reading discussions, presentations of student work, discussion and reflection on core content issues | 45 | 1.8 | 1, 2, 15, 9, 4, 6, 5, 17, 10, 14, 22, 20, 19, 18 |
| **Type: Supervised** | | | |
| Telecollaborative work, development of projects, indepth analysis of selected content topic | 30 | 1.2 | 1, 2, 9, 4, 5, 17, 10, |

| | | | 14, 22, 20, 19, 18 |

**Type: Autonomous**

| | | | |
|---|---|---|---|
| Preparation of individual and group work, analysis and presentation of documents, readings, discussions, individual reflection, development of projects, preparatory work, telecollaborative group work | 75 | 3 | 1, 2, 15, 9, 4, 6, 5, 17, 10, 14, 22, 20, 19, 18 |

## Evaluation

The evaluation of the course encompasses the development of the identified basic competences for the course and therefore the evaluation includes continuous assessment of set activities along with consideration of students' participation, critical thinking and attitude throughout the course. Given the importance of in-class group participation, attendance is mandatory: the student must attend a minimum of 80% of classes, otherwise students will be considered absent. Tardiness or leaving early before class ends result in reduction of half-day participation. A minimum of 85% participation in all of the activities (preparatory, online and in-class) is required in order to pass.

**The final marks will be calculated through the use of multiple data collected throughout the course (peer, self and teacher assessment of presentations, group work, project output, etc.).** Specifically, the course will be evaluated through the following instruments, valued with the following percentages:

- Engagement in telecollaborative and in-class activites; completion of assigned flipped materials. These will constitute continuous assessment through peer and self-assessment (20%) and through teacher assessment (10%), based on averaged achieved through collected rubrics.
- Learner Reflection (individual 15%) and group (5%)
- Technology Showcase (research and presentation of technology for pedagogical use): 15%
- Final Project: 25% (15% group mark; 10% individual mark based on demonstration of assimilation of content)
- Final Exam: 10%*

**\*As a principal indicator of individual assimilation of content knowledge, the exammust be passed in order to pass the course.Moreover, due to the nature of the course (specialization in teaching of English as a Foreign Language), a separate mark will be given for communicative competence in the language of instruction (English). Students with a fail in language use will not pass the course. This mark will be calculated progressively through evaluation rubrics according to the required activities (written, oral, etc.).**

Copying and plagiarism is intellectual theft and, therefore, constitutes a crime which shall be punished with a zero in the entire block where the plagiarism took place. In the case of copying between two students, the sanction applies to both students. In case of repeat offenders, they will have a fail for the entire course. Students should bear in mind that plagiarism is reproducing all or a large part of work from another without proper referencing. By definition "plagiarism" is the use of all or part of a text by an author as if it is his/her own work, without citing sources, whether on paper or in digital format.

**The final evaluation of the subject is divided into 3 blocks:**

- Self-directed: Telecollaborative activities & online preparatory activities, final portfolio and/or group project (averages collected throughout the course)
- In-class activities: Collaborative and individual work (discussions, technology showcases, peer teaching, etc.: averages collected throughout the course)
- Individual exam: penultimate day of the course

All 3 blocks must be passed in order to have a successful completion mark of the course. Each block is made up of several summative marks.

**In the case of failing one of the blocks** (except the first one, see below), the student can opt for a global examination of the contents that will be administered individually in an interview format in January 2019 (dateto be determined in collaboration with the individual/s affected.

Due to the component of continued telecollaborative work with an external group during the course, there is **no option for recovery of the first block with an exam**. In the event of failing this block, the student will be required to present an individual telecollaborative language learning project design, based on the theoretical principles presented in the module. This will be due by 31st January.

## Evaluation activities

| Title | Weighting | Hours | ECTS | Learning outcomes |
|---|---|---|---|---|
| Individual assessment (exam, individual activities) | 30% | 0 | 0 | 2, 4, 17, 12, 14, 18 |
| Self-directed Learning | 45% | 0 | 0 | 1, 2, 3, 15, 16, 9, 4, 6, 5, 17, 13, 10, 14, 22, 20, 19, 18 |
| Teacher-directed learning & group activities | 25% | 0 | 0 | 1, 2, 15, 16, 9, 7, 11, 4, 6, 5, 17, 12, 8, 10, 14, 22, 20, 19, 18, 21 |

## Bibliography

Recommended bibliography (all of the reading on this list is not specifically linked to the activities in the course, but the list is useful for autonomous work). Specific bibliography to some of the activities will be given at the beginning of the course or during the course. Due to the rapid updates of webpages, a list of links will be given at the beginning of the course.

- Alexander, Robin J. (2008a) *Towards dialogic teaching: rethinking classroom talk (4th edition)*, North Yorkshire: Dialogos.
- Alexander, Robin J. (2008b) Culture, dialogue and learning: notes on an emerging pedagogy, in Neil Mercer & Steve Hodgkinson (Eds.) *Exploring talk in school*, (pp. 93-114). London: Sage.
- Barnes, Ann and Hunt, Marilyn. (2003). *Effective assessment in MFL*. London: CILT.
- Beacco, Jean-Claude; Byram, Michael; Cavalli, Marisa; Coste, Daniel; Egli Cuenat, Mirjam; Goullier, Francis and Panthier, Johanna. (2016). Guide for the development and implementation of curricula for plurilingual and intercultural education. Strausbourg: Council of Europe.
- Bradley, Jessica; Moore, Emilee; Simpson, James and Atkinson, Louise. (2018). Translanguaging creativity: creating spaces for the visual and the audible. *Language and Intercultural Communication, 18* (1), 54-73.
- Bruner, Jerome. (1985). *La parla des l'infants. Com s'aprèn a fer server el llenguatge*. Vic: Eumo Editorial.
- Christie, Colin. (2002). *Managing coursework.* London: CILT Advanced Pathfinder.
- Council of Europe (n/d). Relating language examinations to the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR). A manual. Strausbourg: Council of Europe.
- Council of Europe (2018). CEFR companion volume with new descriptors. Strausbourg: Council of Europe.
- Dooly, Melinda and Eastment, Diane. (2008). *"How we're going about it": Teachers' voices on innovative approaches to teaching and learning languages.* Newcastle: Cambridge Scholar Publishing.
- Dooly, Melinda. (ed.) (2008). *Telecollaborative language learning. Moderating intercultural collaboration and language learning. A guidebook to moderating intercultural collaboration online.* Bern: Peter Lang.
- Dooly, Melinda. (2010). The teacher 2.0. In Sarah Guth & Francesca Helm (eds.) *Telecollaboration 2.0: Language, Literacies and Intercultural Learning in the 21st Century*, pp. 277-303. Bern: Peter Lang.
- Dooly, Melinda. (2011) Divergent perceptions of telecollaborative language learning tasks: Tasks-as-workplan vs. task-as-process. *Language Learning & Technology, 15*(2): 69-91.

- Dooly, Melinda. (2013). Promoting competency-based language teaching through project-based language learning. In Maria Luisa Pérez-Cañado (Ed.) *Competency-based language teaching in higher education,* pp. 77-92. Dordrecht: Springer.
- Dooly, Melinda. (2016a). Proyectos didácticos para aprender lenguas. In Dolors Masats & Luci Nussbaum (Ed.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (pp.169-193). Madrid: Síntesis.
- Dooly, Melinda. (2016b). Desarrollo de destrezas comunicativas. In Dolors Masats & Luci Nussbaum (Ed.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (pp.195-223). Madrid: Síntesis.
- Dooly, Melinda. (2018). "I do which the question": Students' innovative use of technology resources in the language classroom. *Language Learning & Technology*, *22* (1), 184-217.
- Dooly, Melinda and O'Dowd, Robert. (Eds.) (2018a). In this together: Teachers' experiences with transnational, telecollaborative language learning projects.New York/Bern: Peter Lang.
- Dooly, Melinda and O'Dowd, Robert (2018b). Telecollaboration in the foreign language classroom: A review of its origins and its application to language teaching practices. In Melinda Dooly & Robert O'Dowd (eds.) *In this together: Teachers' experiences with transnational, telecollaborative language learning projects*. New York/Bern: Peter Lang.
- Dooly, Melinda and Masats, Dolors. (2015). A critical appraisal of foreign language research in content and language integrated learning, young language learners, and technology-enhanced language learning published in Spain (2003-2012). *Language Teaching, 48*(3): 1-30.
- Dooly, Melinda and Sadler, Randall. (2016). Becoming little scientists: Technologically-enhanced project-based language learning. *Language Learning & Technology, 20*(1):54-78.
- Escobar Urmeneta, Cristina; Evnitskaya, Natalya; Moore, Emilee; and Patiño, Adriana (Eds.) (2011). *AICLE-CLIL-EMILE: Educació plurilingüe. Experiencias, research & polítiques*. Servei de Publicacions: UAB.
- Griffith, Nia. (2005). *100 ideas for teaching languages*. London: Continuum.
- Ioannou-Georgiou, Sophie and Pavlou, Pavlos. (2003). *Assessing young learners*. Oxford: Oxford Resource Book for Teachers, Oxford University Press.
- Larmer, John; Mergendoller, John and Boss, Suzie. (2015). *Setting the standard for project based learning*. Novato, CA: Buck Institute of Education
- Lewis, Gordon. (2004). *The internet and young learners*. Oxford: Oxford Resource Book for Teachers, Oxford University Press.
- Masats, Dolors. (2016a). Recursos y materiales para aprender lenguas. In Dolors Masats & Luci Nussbaum (Ed.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (pp. 225-251). Madrid: Síntesis.
- Masats, Dolors. (2016b). Gestión de la comunicación en las aulas. In Dolors Masats & Luci Nussbaum (Ed.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (pp.143-168). Madrid: Síntesis.
- Masats, Dolors and Noguerol, Artur. (2016a). Proyectos lingüísticos de centro y currículo. In Dolors Masats & Luci Nussbaum (Ed.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (pp.59-84). Madrid: Síntesis.
- Masats, Dolors and Nussbaum, Luci (2016b) (Ed.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria*. Madrid: Síntesis.
- Meskill, Carla and Anthony, Natasha. (Eds.) (2010). *Teaching languages online*. Bristol, Buffalo, Toronto:Multilingual Matters.
- Mont, Maria and Masats, Dolors. (2018). Tips and suggestions to implement telecollaborative projects with young learners. In Melinda Dooly & Robert O'Dowd (eds.) *In this together: Teachers' experiences with transnational, telecollaborative language learning projects*. New York/Bern: Peter Lang.
- Moore, Emilee. (2016). Aprendizaje de lenguas e interacción social. In Dolors Masats & Luci Nussbaum (Ed.), *Enseñanza y aprendizaje de las lenguas extranjeras en educaciónsecundaria obligatoria* (pp.35-58). Madrid: Síntesis.
- Newby, David; Allan, Rebecca; Fenner, Anne-Brit; Jones, Barry; Komorowska, Hanna and Soghikyan, Kristine (2007). *EPOSTL: European Portfolio of Student Teachers of Languages*. Graz: European Centre for Modern Languages.
- O'Dowd, Robert. (2007). *Online intercultural exchange. An introduction for foreign language teachers*. Clevedon, Buffalo, Toronto: Multilingual Matters.
- Sadler, Randall. (2012). *Virtual worlds for language learning: From theory to practice*. Bern: Peter Lang.

- Saville-Troike, Muriel and Barto, Karen. (2017). *Introducing second language acquisition (Cambridge Introductions to Language and Linguistics) 3rd Edition*. Cambridge UK/New York: Cambridge University Press.
- Special Issue: From Communicative to Action-Oriented: New perspectives for a New Millenium. *CONTACT TESL Ontario 36*(2),20-35. Available here: http://www.teslontario.org/uploads/publications/researchsymposium/ResearchSymposium2010.pdf

- Saville-Troike, Muriel and Barto, Karen. (2017). *Introducing second language acquisition (Cambridge Introductions to Language and Linguistics) 3rd Edition*. Cambridge UK/New York: Cambridge University Press.
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