

PROGRAMA DE LA ASIGNATURA: TALLER DE DIDACTICA ESPECIAL

CARRERA/S: PROFESORADO EN INGLÉS

AÑO DE CURSADO: SEGUNDO

ORDENANZA/S PLAN DE ESTUDIOS: 430/2009

AÑO LECTIVO: 2023

RÉGIMEN DE CURSADA:

ANUAL

1º CUATRIMESTRE

2º CUATRIMESTRE

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CARGA HORARIA: 2 hs semanales

DEPARTAMENTO: LINGÜÍSTICA

ÁREA: LINGÜÍSTICA APLICADA

ORIENTACIÓN: DIDÁCTICA DE LAS LENGUAS EXTRANJERAS

EQUIPO DE CÁTEDRA: *Silvina Rodríguez (PAD)*

1. RATIONALE

This workshop has been conceived as a subject to ease the transition between the knowledge about general methodological aspects gained by future trainees so far and those more specific ones in relation to the teaching of English as a foreign language that will be part of the syllabus of forthcoming methodological subjects. The contents and tasks that are part of this course will allow future trainees to get in contact with classroom life at kindergarten, primary and secondary school and learn about techniques and strategies to facilitate both teachers' and students' work.

The model of teacher education adopted for the specific methodological courses in our teacher training programme is "the reflective model" (Wallace, 1991), which implies a kind of compromise solution "which gives due weight both to experience and to the scientific basis of the profession" (p 17). This model is divided into two stages, the first of which is the "pre-training stage". This highlights what trainees bring to the training process, both their personality and social and cultural factors together with some mental constructs about teaching and learning English. The second stage, "professional education/ development" has two sources of knowledge: "received" (facts, data, theories) and "experiential" (practical experience). This model intends to establish a reciprocal relationship between these two types of knowledge.

This workshop will be the starting point to guide future trainees towards becoming professionally competent, a process that will be continued and reinforced in the following two subjects and their corresponding teaching practice periods (Didáctica Especial y Residencia I y II).

OBJECTIVES OF CLASSWORK

- To foster trainees' reflection about their future role as teachers;
- To give students the opportunity to get in contact with classroom life in different contexts (kindergarten, primary and secondary school);
- To foster cooperative work and promote opportunities for discussion and debate where future trainees can share previous knowledge as well as queries, experiences and expectations;
- To encourage students to explore different techniques and strategies to facilitate class work; and
- To give future trainees tools and strategies to design teaching aids and materials (visual aids and worksheets among others).

OBJECTIVES OF LESSON OBSERVATIONS

If possible, students will observe lessons in different contexts and with students of different age groups (kindergarten, primary and secondary school). The purpose of these observations is for students:

- to have some previous contact with groups of learners with different characteristics.
- to pay attention to teacher talk.
- to identify ways in which teachers deal with students' behaviour problems.
- to become acquainted with ways in which instructions should be given.
- to get to know about different classroom organisation patterns.
- to analyse the type of work students are accustomed to doing.

In order to achieve this, trainees are given different observation tasks that have to be reported after each lesson observed.

CONTENTS

UNIT 1: Students...you are invited to learn!

- Getting to know the students: age groups and their general characteristics
- The “C” Wheel: setting the context of the teaching-learning situation
- Teaching and learning as an inviting experience.

Selected readings:

- “Characteristics of Child Development” at: www.kidsgrowth.com
- Purkey, W. and M. Novak. 2015. “An Introduction to Invitational Theory”. At: https://www.invitationaleducation.org/wp-content/uploads/2019/04/art_intro_to_invitational_theory-1.pdf
- Read, C. 2007. *500 Activities for the Primary Classroom*. Macmillan. Introduction (pp 7-15).
- Scrivener, J. 2012. *Classroom Management Techniques*. Cambridge: CUP. Section 1, chapter 8 (28-32) & section 3, chapter 1 (76-81).
- Ur, P. 2012. *A course in English Language Teaching*. Cambridge University Press. Ch 18 (256-258).

UNIT 2: Lesson planning

- Why planning?
- What is a lesson plan?
- Steps in a lesson

Selected readings:

- Brewster, J., G. Ellis and D. Girard. 2002. “Lesson Planning”. *The Primary English Teacher’s Guide*. Harmondsworth: Penguin. Ch 17.
- Harmer, J. 2007. “Planning lessons”. *How to Teach English*. Harlow: Longman. Ch. 12.
- Jensen, L. “Planning Lessons”. In: Celce-Murcia, M. (Ed.) 2001 *Teaching English as a Second or Foreign Language 3rd Edition*. Boston: Heinle and Heinle. Unit 5 pp 403-408.
- Ur, P. 2012. *A course in English Language Teaching*. Cambridge University Press. Ch 18.2. & 18.3 pp 258-268

UNIT 3: It’s the Teacher’s turn now!

- Teacher roles
- Teacher talk - Classroom language: instructions
- Classroom organization
- Using the blackboard
- Managing discipline

Selected readings:

- Brailovski, D. 2011. *El Juego y la Clase*. Noveduc. Chapter 3.
- Harmer, J. 2007. *The Practice of English Language Teaching*. Pearson. Ch 6.
- Scrivener, J. 2012. *Classroom Management Techniques*. Section 1, chapter 1-4 (7-19). Section 2, chapters 4 and 5 (48-51), 6 (52-55), 7 (56-70). Section 4, chapters 1-4 (120-138). Section 7, chapter 2 (251-257).
- Scrivener, J. 2012. *Classroom Management Techniques*. Section 7, chapters 1 (246-250) and 9 (284-291).

EVALUATION

In order to pass this subject, students will have to comply with the following requirements:

- 100% assignments passed or their corresponding make ups
- Passing a final task or its corresponding make up with a minimum mark of 7 (seven)

Note: Tasks with more than 7 serious language mistakes will not be awarded a passing mark. Number of language mistakes will depend on the type of task required.



Mgtr. Silvina L. Rodríguez



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