

Updated On	2022/03/12											
Curricular Year / Period	2021/22 / S2											
Course	Educação Básica											
Curricular Unit	Língua e Cultura Estrangeira na Educação Básica											
Language(s) of Instruction	Português Inglês											
ECTS/tempo de trabalho (horas)	ECTS	Total	Horas de contacto semestral									
			T	TP	PL	S	TC	E	O	OT	EC	
	3	75	0	30	0	0	0	0	0			
T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.												
Teacher in charge (GDPR consent) [complete name, email]	Teresa De Jesus Soares Coelho / teresa.coelho@ipportalegre.pt											
Prerequisites [Curricular Units that must precede and specific entry competences]												
Learning outcomes [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	<ul style="list-style-type: none"> - Raise awareness of future pre-school and primary school teachers of the importance of learning languages and cultures for the global and harmonious development of children; - Learn or acquire a language (common and individual pathways, learning styles, multiple intelligences) - Stimulate critical thinking about approaches to the teaching of FL to children and recognise examples of good practices, whilst developing a spirit of openness to others; - Create proposals for appropriate pedagogical activities which place children in authentic communicative situations related to their interests. 											
Syllabus	<ol style="list-style-type: none"> 1. Memories of language acquisition and learning: students experiences. Types of Foreign language FL classes experienced. The role of the student and the role of the teacher in the FL classroom; the management of the lesson. 2. How children learn to speak their mother tongue and how they learn a FL. Theories of language development applied to FLs. Learning and acquisition. 3. Multiplicity of approaches to learning content. Motivation, methodologies and techniques for teaching FLs to children. Practical examples. 4. Types of activities and tasks: OC, OE, WC, WE and oral and written interaction. 5. The Content and Learning Integrated Learning (CLIL) approach. 6. Critical analysis of manuals and authentic and manufactured materials. Games, songs, virtual materials. Other materials. 											
Teaching methodologies (including assessment) [Specify the types of assessment and the weights and evaluation criteria]	<p>1 - Teaching methodologies</p> <p>The methodology adopted is based on reflection about FL learning throughout students' educational paths; the analysis of official documents; and the presentation of practical examples of classroom activities, authentic and/or made teaching materials, in various types of support. Critical analysis of practices and materials, based on the knowledge acquired through: teacher's lectures, discussion and/or readings carried out. The work will be carried out in large and small groups and individually.</p> <p>2 - Period assessment</p> <p>Assessment is continuous, and implies thoughtful participation in class work, and an individual portfolio to be produced throughout the semester, with reflections and proposals for teaching activities. The final classification will be obtained through the average of those elements: - Portfolio - 50% - Class contribution and attendance - 50%.</p> <p>3 - Examination assessment</p>											

Curricular Unit Form

	<p>The exam consists of a written test including theoretical justifications for the practical proposals of FL teaching to VYC.</p>
Bibliography	<p>1 - Main Bibliography</p> <p>AA. VV. (2010), APPINEP: Celebrating ten years of teaching children in Portugal, Lisboa, APPI, Associação Portuguesa de Professores de Inglês.</p> <p>ANTONAROS, Suzanne and Lilika Couri (2003), Young learners: Action Songs, chants and games, s.l., Express Publishing.</p> <p>BALL, P., KELLY, K., & CLEGG, J. (2015). Putting CLIL into Practice. Oxford University Press.</p> <p>CAMERON, Lynne (2001). Teaching languages to young learners, Cambridge, Cambridge University Press.</p> <p>CONSELHO DA EUROPA (2001). Quadro europeu comum de referencia para as línguas Aprendizagem, ensino, avaliação, Porto, Edições ASA.</p> <p>COUNCIL OF EUROPE (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion volume. Strasbourg: Council of Europe Publishing. www.coe.int/lang-cefr</p> <p>COYLE, D., HOOD, P., MARSH, D. (2010) CLIL: Content and Language Integrated Learning. Cambridge: Cambridge University Press</p> <p>DÍAZ-AGUADO, María José (2000). Educação Intercultural e aprendizagem cooperativa, Porto, Porto Editora.</p> <p>MEHISTO, P., MARSH, D., FRIGOLS, M.J. (2008) Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education. Oxford: Macmillan.</p> <p>SLATERRY, Mary and Jane Willis (2001). English for primary teachers, Oxford, Oxford University Press.</p> <p>STRECHT-RIBEIRO, Orlando (1998). Línguas Estrangeiras no 1º ciclo razões, finalidades, estratégias, Lisboa, Livros Horizonte.</p> <p>2 - Complementary Bibliography</p> <p>ABREU, Maria Dulce Duarte (2005). Currículo e Diferenciação Um contributo para a Organização das Aprendizagens na Língua Estrangeira, Lisboa, Texto Editores.</p> <p>AZENHA, Manuel (2001). As línguas estrangeiras e a aprendizagem baseada na execução de tarefas, Porto, Edições ASA.</p> <p>BEACCO, Jen-Claude (2000). Les dimensions culturelles des enseignements de langue, Paris, Hachette.</p> <p>BRUMFIT, Christopher, J. Moon and Ray Tongue (1991). Teaching English to children, London, Collins ELT.</p> <p>BRUNER, Jerome (1983). El habla del niño, Barcelona, Ediciones Paidós.</p> <p>CANDELIER, Michel (Dir.) (2003). Janua Linguarum La porte des langues . L'introduction de l'éveil aux langues dans le curriculum, Strasbourg, Editions du Conseil de l'Europe.</p> <p>.CHACÉ, Claire, et Jeanette Loric 1994). Comptines françaises et anglaises, Paris, Didier.</p> <p>et Carmen Diaz-Bozetti (1992). Comptines françaises et espagnoles, Paris, Didier.</p> <p>et alii, Comptines françaises et allemandes, Didier, Paris, 1992.</p> <p>DOUGILL, John (1987). Drama activities for language learning, London, MacMillan Publishers.</p> <p>EGAN, Kieran (1994), O uso da narrativa como técnica de ensino, Lisboa, Publicações Dom Quixote.</p> <p>GERBEAU, Claudine (coord) (1996). Des langues vivantes à l'école primaire, Paris, Editions Nathan. Artigos e números especiais das revistas:</p> <p>VYGOTSKY, L. S. (1987). Pensamento e linguagem, São Paulo, Martins Fontes Editora.</p> <p>WRIGHT, Andrew (2001). Art and crafts with children, Oxford, Oxford University Press.</p> <p>Artigos em vários números das revistas cujos títulos assinalamos e também números temáticos de algumas delas sobre o ensino das LEs às crianças:</p> <p>Educação e Comunicação nº 7 da Revista da ESE de Leiria.</p> <p>Education enfantine;</p> <p>Le français dans le monde;</p> <p>Intercompreensão nº 3 número temático;</p> <p>Da investigação às práticas Estudos de natureza educacional, Revista da ESE de Lisboa; Inovação Vol.14, nº 1-2, 2001</p> <p>LIDIL nº 4</p>

<p>Special Situations [Students with special status]</p>	<p>1 - Period assessment - Students with special status Working students, who cannot attend classes, should maintain contact with the teacher to develop their portfolio and evaluation work.</p> <p>2 - Examination assessment - Students with special status The exam has the same structure to all students.</p>
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