

Course Unit	Design and Production of Didactic Materials for English in 1st Cycle		Field of study	Specific Didactics	
Master in	Teaching English in The First Cycle of Basic Education		School	School of Education	
Academic Year	2017/2018	Year of study	1	Level	2-1
Type	Semestral	Semester	2	ECTS credits	9.0
Code	5043-558-1201-00-17				
Workload (hours)	243	Contact hours	T -	TP 63	PL -
			TC -	S -	E -
			OT 18	O -	

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, Manuel Florindo Alves Meirinhos

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. Design a variety of pedagogical materials that enable the development of English receptive and productive skills of Basic Education students;
4. Explore the potential of the new technologies with a view to producing engaging and innovative teaching materials;
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 .

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, etc. ;
 - tools for the production of teaching logs in audio format, video or in a collaborative background;
 - strategies for a sensible introduction of mobile devices and social networks.
4. Design and production of pedagogical materials for the development of:
 - receptive (pronunciation, songs, short stories) skills;
 - productive (reading and speaking) skills;
 - and remaining skills (grammar, vocabulary, cultural issues).

Recommended reading

1. Ansary, H. , & Babaii, E. (2002). Universal characteristics of EFL/ESL textbooks: a step towards systemic textbook evaluation. The Internet TESL Journal, Vol VIII (2).
2. Dalby, T. (2009). Adapting your course book: becoming skilled in the art of manipulation. TESOL Review 1, 145-166.
3. Evans, M. (ed.). (2009). Foreign language learning with digital technology. Londres: Continuum.
4. Johnson, K. (2003). Designing language teaching tasks. Houndmills: Palgrave Macmillan.
5. Prodomou, L. (2002). The great ELT textbook debate. MET 11.

Teaching and learning methods

Theoretical and practical sessions (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 evaluation. - (Regular, Student Worker) (Final)
 - Portfolio - 100% (Portfolio of students' teaching resources that they develop during the lessons.)
2. Final evaluation. - (Regular, Student Worker) (Final, Supplementary, Special)

Language of instruction

English

Electronic validation

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19-01-2018	19-01-2018	19-02-2018	19-02-2018