

Syllabus

Subject

Subject / Group	21839 - Designing an English as a Foreign Language Course / 1
Degree	Degree in English Studies - Third year
Credits	6
Period	Second semester
Language of instruction	English

Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Joana Salazar Noguera joana.salazar@uib.es	11:00	13:00	Wednesday	10/10/2018	03/07/2019	Despatx CC11, Ramon Llull

Context

The overall aim of this subject will be to provide an introduction to the basic principles pertinent to syllabus and course design. Although most textbooks for English language teaching are very complete, the ability to design an English language course, bearing in mind a specific group of students or for a specific purpose, is still an essential area of knowledge for anyone interested in teaching. It may be a simple task of adapting some areas of the textbook to suit the students or it may involve the development of a complete course from scratch. In either case, it is important to take into account a series of aspects which will allow the teacher to develop or adapt a course to make it suitable for the students. The subject is relevant to students of English because by learning how to design an EFL course and drawing on the different pedagogical approaches and materials available for language teaching, students will be encouraged to develop a series of didactic units which will serve as practice for their future as teachers of EFL. The contents covered in 'Designing an English as a Foreign Language Course' are intrinsically linked to other subjects of the English degree such as 'Acquisition of English as a Foreign Language', 'Designing an English as a Foreign Language Course' and 'Current Trends', among others.

Requirements

Essential

Classes will be conducted in English and so students should have a good command of the language in order to understand course content. Furthermore, they will need to participate in class discussions and present projects in English.

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Recommended

Level B2 or above is highly recommended.

Skills

Specific

- * 5. Acquisition of knowledge and understanding of the main contributions made by English Studies-related disciplines (Applied Linguistics, Linguistics and Cultural Studies) .
- * 6. Acquisition of knowledge of the didactics, culture and literature of the English language .

Generic

- * 12. Development of a self-critical attitude fostering the student's concern for quality and continuous improvement .
- * 4. Development of one's capacity to relate and integrate ideas and information from different sources and disciplines, as well as to apply them in practice .
- * 10. Development of one's capacity to generate new ideas (creativity) and to design and carry out projects .

Basic

- * You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

Content

The course contents will be divided into a series of theoretical and practical units. Important information on readings and/or practical exercises for each unit will be made available on Campus Extens. Students following itinerary A will have the opportunity to take a mid-term exam after the first units.

Range of topics

- Unit 1. Introduction
 - 1. Curriculum
 - 2. Syllabus
 - 3. Course
- Unit 2. Teacher beliefs and learner needs
 - 1. Teacher beliefs
 - 2. Needs analysis
- Unit 3. Types of syllabuses
 - 1. A structural (formal) syllabus
 - 2. A notional/functional syllabus
 - 3. A lexical-based syllabus
 - 4. A situational syllabus
 - 5. A skill-based syllabus
 - 6. A task-based syllabus

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7. A content-based syllabus

Unit 4. Assessing current textbooks

Students will assess textbooks according to the types of syllabuses seen in the previous unit.

Unit 5. Practical considerations

1. Defining the context. This session will be given by professor Sheona Smith, who is an expert in training EFL teachers.

- Students (age/competence/aims)
- Physical setting
- Course objectives
- Teaching resources
- Course duration

2. Course content

- Number of units
- Unit content (4-5 skills)
- Evaluation

Unit 6. Unit of work

This unit will be the practical development of a didactic unit which will then be presented to the rest of the class. Students should consider the theoretical issues discussed previously and include the following areas in their didactic unit proposal:

- Context
- Type of syllabus/approach
- Unit content and objectives
- Evaluation

Teaching methodology

In-class work activities (2.4 credits, 60 hours)

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Lectures on the theoretical content of the course	Large group (G)	These classes will be dedicated to the presentation and discussion of the theoretical issues pertinent to the course. Students will be expected to participate in class and prepare readings for class discussion.	32
Practical classes	Practical sessions	Large group (G)	Students will work on the design of an English language course and a presentation of a unit of work	16
ECTS tutorials	Project study groups	Small group (P)	Group tutorials to discuss the group projects	2
Assessment	Project presentations	Large group (G)	Students will present their projects to the class.	6
Assessment	Mid-term exam	Large group (G)	A mid-term exam which will revise the first part of the course (only for students following Itinerary A).	2

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Modality	Name	Typ. Grp.	Description	Hours
Assessment	Final exam	Large group (G)	Final exam for those following itinerary B and those following itinerary A who failed the mid-term exam or wish to improve their mark.	2

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Aula Digital platform.

Distance education tasks (3.6 credits, 90 hours)

Modality	Name	Description	Hours
Group or individual self-study	Project work	<ol style="list-style-type: none"> 1. Students will prepare class readings and discussions. 2. Students will work on their chosen projects in small groups or individually 	90

Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

This course will offer two assessment options: Pathway A and Pathway B.

Pathway A (attended): Mid-term exam (40%); written projects (didactic units) (30%); Oral presentations (20%); Classroom work, class attendance, participation (10%).

Pathway B (non-attended): Final exam (50%); written projects (didactic units) and a critical assessment on EFL teaching articles (50%).

Students officially recognised by the UIB as part-time students will follow Pathway B and are not expected to attend sessions. Pathway B students will need to present the lecturer with a formal application in the first 2 weeks of the term. This application will include official documentary evidence proving that they cannot attend sessions. The Vice-Dean for English Studies will decide whether applicants should be granted part-time student status. Upon notification, Pathway B students will be asked to sign a learning agreement (available from Campus Extens).

Regarding BOTH pathways:

If a student fails to show up on the day and at the time established by the lecturer for the exams or mid-term assignments, the grade for that exam or assignment will be 0 (zero), in case the student has presented more than 30% of the total assigned evaluation course tasks. Only if the student has presented 30% or less than 30% of the total assigned evaluation course tasks, will the grade be NP. Under no circumstances will the dates and times of the official exams be altered with the only exception of those cases contemplated by the UIB Reglament Acadèmic.

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In order to pass the course the student must have at least obtained a PASS grade (5 or higher) in the written Exam (Mid-term/Final). Consequently, should one or more parts not be successfully passed by the student, the rest of their grades will not be taken into account, even if the average score is a PASS (5 or higher). In this case, the student will have a 4.5 in their record (UIB Digital). Only the parts with a pass mark (50% or higher) will be saved in case the student has to resit any of the tests.

Electronic devices are acceptable in the classroom only if used for purposes related to classroom activity. No electronic device is allowed in the classroom during examinations, unless otherwise specified by the lecturer.

Frau en elements d'avaluació

In accordance with article 33 of Academic regulations, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

Lectures on the theoretical content of the course

Modality	Theory classes
Technique	Other methods (non-retrievable)
Description	These classes will be dedicated to the presentation and discussion of the theoretical issues pertinent to the course. Students will be expected to participate in class and prepare readings for class discussion.
Assessment criteria	Itinerary A: class attendance and participation (minimum 80%) Itinerary B: Summary of course contents

Final grade percentage: 5% for pathway A
Final grade percentage: 0% for pathway B

Practical sessions

Modality	Practical classes
Technique	Other methods (non-retrievable)
Description	Students will work on the design of an English language course and a presentation of a unit of work
Assessment criteria	Itinerary A: class attendance and participation (minimum 80%)

Final grade percentage: 5% for pathway A
Final grade percentage: 0% for pathway B

Project presentations

Modality	Assessment
Technique	Papers and projects (non-retrievable)
Description	Students will present their projects to the class.
Assessment criteria	Itinerary A: oral presentations of didactic units

Final grade percentage: 20% for pathway A
Final grade percentage: 0% for pathway B

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Mid-term exam

Modality	Assessment
Technique	Extended-response, discursive examinations (retrievable)
Description	A mid-term exam which will revise the first part of the course (only for students following Itinerary A).
Assessment criteria	Itinerary A: mid-term exam

This can be recovered on the date of the final exam if necessary

Final grade percentage: 40% for pathway A

Final grade percentage: 0% for pathway B

Final exam

Modality	Assessment
Technique	Extended-response, discursive examinations (retrievable)
Description	Final exam for those following itinerary B and those following itinerary A who failed the mid-term exam or wish to improve their mark.
Assessment criteria	Itinerary B: final exam

Final grade percentage: 0% for pathway A

Final grade percentage: 50% for pathway B

Project work

Modality	Group or individual self-study
Technique	Papers and projects (retrievable)
Description	1. Students will prepare class readings and discussions. 2. Students will work on their chosen projects in small groups or individually
Assessment criteria	Itinerary A: students should give in their written projects.

Itinerary B: students should give in their written projects and a critical assessment of articles.

Final grade percentage: 30% for pathway A

Final grade percentage: 50% for pathway B

Resources, bibliography and additional documentation

A reading pack will be provided at the start of the course for both path A and path B. The latter will include extra reading material.

Basic bibliography

Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Heinle.

Nunan, D. (1988). *Syllabus Design*. Oxford University Press.

Complementary bibliography

Dubin, F. and Olshstein, E. (1987) *Course Design: developing programs and materials for language learning*. Cambridge: CUP.

Chapelle, C. (2001) *Computer Applications in Second Language Acquisition: foundations for teaching*,





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testing and research. Cambridge: CUP.

Harmer, J. (1998) How to Teach English. Harlow, UK: Pearson Education Ltd.

Holliday, A. (2005) The Struggle to Teach English as an International Language. Oxford: OUP.

McKay, S.L. (2002) Teaching English as an International Language: rethinking goals and approaches. Oxford: OUP.

Tomlinson, B. (Ed.) (2008) English Language Learning Materials. Continuum.

Wilhelmer, N. (2008) Content and Language Integrated Learning: teaching mathematics in English. Bristol, UK: Multilingual Matters.

On-line journals:

Applied Linguistics

English Language Teaching

ELT Journal

International Journal of Applied Linguistics

Journal of computer-Mediated Communication

Journal of English for Academic Purposes

Language and Communication

Language and Intercultural Communication

Language, Culture and Curriculum

TESOL Quarterly

The Modern Language Journal

Other resources

Other resources will be made available on the campus extens platform

