

Syllabus

Subject

Subject / Group	21809 - Learning to Teach EFL (English as a Foreign Language) / 1
Degree	Degree in English Studies - Second year
Credits	6
Period	1st 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 <i>Responsible</i> joana.salazar@uib.es	11:00	13:00	Wednesday	18/09/2019	08/07/2020	Despatx CC11, Ramon Llull
Karen Lesley Jacob Abad karen.jacob@uib.es	11:00	13:00	Wednesday	11/09/2019	05/02/2020	Ramon Llull BE12
	10:00	11:30	Tuesday	17/02/2020	03/07/2020	Ramon Llull BE12

Context

This subject is an introduction to teaching English as a foreign language and aims to help the students understand the basic principles underlying teaching in the language classroom and to illustrate the essential elements for successful activities, lessons and didactic units. In addition to learning how to teach the four skills, – i.e. listening, speaking, reading and writing – depending on the characteristics of the pupils and the teaching goals and how to integrate them all in a balanced way, special attention is devoted to different ways of embedding the teaching of grammar, vocabulary and pronunciation in lessons.

This subject is relevant to undergraduate students of English who look forward to starting a career in teaching in the future, either in their native country or abroad, as it will help them grasp the basics of teaching English as a foreign language and develop their understanding of EFL teaching techniques. The contents covered in 'Learning to Teach EFL' are linked to other subjects such as 'Acquisition of English as a Foreign Language', 'Designing an English as a Foreign Language Course' and 'Current Trends', among others, because besides having a good command of the English language and being acquainted with the culture of English-speaking countries, developing the awareness and skills to teach better in each context are essential keys to successful teaching.

Requirements

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Recommended

Lectures, classroom discussion, assignments and assessment will be carried out solely in English, so a good command of it on the part of the students will be taken for granted. It is therefore highly recommended that all students aiming to take this subject have effectively reached CEFR level B2 - i.e. passed English language II - prior to registration.

Students are expected to have a level of English equivalent to that of the English Language course taught in the same semester as this subject. Therefore, the maximum number of serious mistakes allowed in the tests and projects presented in Learning to Teach EFL (English as a Foreign Language) will be the same as that established in the syllabus of English Language 3 (6 basic errors).

Skills

Specific

- * 6. Knowledge of how to teach English and the culture and literature of English-speaking countries
- * 1. Ability to communicate in an oral and written way, suiting the needs of the context and situation as far as fluency, correction and complexity are concerned

Generic

- * 2. Ability to learn and work autonomously and in a group
- * 10. Ability to produce new ideas (creativity) and design and manage projects
- * 11. Ability to make decisions and solve work-related problems
- * 12. Critical thinking leading to concerning oneself with quality and constant improvement

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

Range of topics

Part A. INTRODUCTION TO TEACHING EFL. 1. Learning teaching and teaching learning, teachers and learners 2. Introduction to Course and Lesson Planning.

Part B. LEARNING TO TEACH EFL 3. Teaching language construction 4. Teaching receptive skills: Reading, Listening 5. Teaching productive skills: Speaking. Teaching pronunciation. This session will be given by the Director of the British Council, Michael Leahy, who is an expert in training. Teaching oral skills: This session will be given by professor Sheona Smith, who is an expert in training EFL teachers. EFL teachers. Writing 6. Teaching vocabulary 7. Teaching grammar 8. Integrating language skills.

Part C. POPULAR METHODOLOGY 9. This session will be given by professor Sheona Smith. 10. Approaches, methods, procedures and techniques.

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Part D. EVALUATION. Assessment

Teaching methodology

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

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Lectures	Large group (G)	Introduction and explanation of theoretical contents.	35
Practical classes	Oral presentations	Medium group (M)	Students will present their didactic units in class in a series of oral presentations.	20
Practical classes	Peer assessment	Medium group (M)	Students will be required to observe and assess all the didactic units presented by their classmates in class.	5
Assessment	Exam	Large group (G)	A Final Exam which will revise the contents taught during the course (for students following Itinerary A (50%) and for those following itinerary B (50%). The Final Exam will be test-type and include multiple choice questions. The Final Exam will take place in the official examination period.	0
Other	Class attendance and participation	Large group (G)	Class attendance and participation in theory and practice sessions.	0

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
Individual self-study	Critical assessment of EFL articles	Students will be required to read texts on EFL methodology and provide a critical assesment.	30
Individual self-study	Written project	The Written project should include four different lesson plans. In order to develop the teaching material to be included in the four lesson plans, students will be required to gather authentic and non-authentic material as well as to critically analyze teaching material available on the market. Students are expected to produce custom-tailored exercises to create their own didactic units at a particular level. All the material produced and the various lesson plans (4) will have to be collected and included in the final written project. Feedback gathered from the instructors as well as from classroom peers is to be included and reported in the Written Project.	60

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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 (attended) and Pathway B (non-attended). Pathway A (attended): Final exam (50%); Written project (4 didactic units) (20%); Oral presentations (20%); Peer Assessment (5%); Classroom work, class attendance and participation (5%). Pathway B (non-attended): Final exam (50%); Written project (4 didactic units) (30%); A critical assessment on EFL teaching articles (20%). 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 Aula Digital).

Regarding BOTH pathways: Students will face a penalty of 25% on the grade of the corresponding didactic unit for each deadline they fail to meet on Aula Digital. 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. In order to pass the course the student must have at least obtained a PASS grade (5 or higher) in the Final Exam. 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. The maximum number of serious mistakes allowed in the tests and projects will be the same as that established in the syllabus of English Language 3 (6 basic errors).

Students will not be allowed into the classroom when the exam has already started. Mobile phones, laptop computers and other electronic devices are acceptable in the classroom only if used for purposes related to classroom activity. No electronic device whatsoever (including computers) is allowed in the classroom during examinations, unless otherwise specified by the lecturer (e.g. if the session entails use of the internet for pedagogical purposes).

Frau en elements d'avaluació

In accordance with article 33 of Regulation of academic studies, "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".

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Oral presentations

Modality	Practical classes
Technique	Observation techniques (non-retrievable)
Description	Students will present their didactic units in class in a series of oral presentations.
Assessment criteria	
Final grade percentage: 20% for pathway A	
Final grade percentage: 0% for pathway B	

Peer assessment

Modality	Practical classes
Technique	Observation techniques (non-retrievable)
Description	Students will be required to observe and assess all the didactic units presented by their classmates in class.
Assessment criteria	
Final grade percentage: 5% for pathway A	
Final grade percentage: 0% for pathway B	

Exam

Modality	Assessment
Technique	Short-answer tests (retrievable)
Description	A Final Exam which will revise the contents taught during the course (for students following Itinerary A (50%) and for those following itinerary B (50%). The Final Exam will be test-type and include multiple choice questions. The Final Exam will take place in the official examination period.
Assessment criteria	In order to pass the course the student must have at least obtained a PASS grade (5 or higher) in the Final Exam.
Final grade percentage: 50% for pathway A	
Final grade percentage: 50% for pathway B	

Class attendance and participation

Modality	Other
Technique	Attitude scales (non-retrievable)
Description	Class attendance and participation in theory and practice sessions.
Assessment criteria	
Final grade percentage: 5% for pathway A	
Final grade percentage: 0% for pathway B	

Critical assessment of EFL articles

Modality	Individual self-study
Technique	Extended-response, discursive examinations (retrievable)
Description	Students will be required to read texts on EFL methodology and provide a critical assessment.
Assessment criteria	
Final grade percentage: 0% for pathway A	
Final grade percentage: 20% for pathway B	

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Written project

Modality	Individual self-study
Technique	Papers and projects (retrievable)
Description	The Written project should include four different lesson plans. In order to develop the teaching material to be included in the four lesson plans, students will be required to gather authentic and non-authentic material as well as to critically analyze teaching material available on the market. Students are expected to produce custom-tailored exercises to create their own didactic units at a particular level. All the material produced and the various lesson plans (4) will have to be collected and included in the final written project. Feedback gathered from the instructors as well as from classroom peers is to be included and reported in the Written Project.
Assessment criteria	Compliance with specified requirements, accuracy, mastery of English, originality, completion of tasks on time.

Final grade percentage: 20% for pathway A

Final grade percentage: 30% for pathway B

Resources, bibliography and additional documentation

All students must get hold of a complete course reader which will be available at the photocopying services at the Ramon Llull building. The core text of this course will be Harmer, J. (2007.) *The Practice of English Language Teaching*, Pearson Longman.

Basic bibliography

Arnold, J. & Murphy, T. (2013). *Meaningful Action*. Cambridge University Press.
Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford Handbooks for Language Teachers. Oxford, New York: Oxford University Press.
Scrivener, J. (2005) *Learning Teaching*, MacMillan.

Complementary bibliography

Armstrong, T. (2000). *Multiple Intelligences in the Classroom*. ASCD Publications.
Brown, H.D. (1994) *Principles of Language Learning and Teaching*, Prentice Hall Regents.
Campbell, C. and H. Kryszevska (1995) *Towards Teaching*, Heinemann.
Claxton, G. (2002). *Building Learning Power*. TLO Limited.
Estaire, S. and J. Zanón (1994) *Task-Based Teaching*, Heinemann.
Gower, R., D. Phillips. and S. Walters (1995) *Teaching Practice Handbook*, Heinemann.
Harmer, J. (1994) *How to Teach English*, Longman.
Hattie, J. (2012) *Visible Learning for Teachers: Maximizing Impact on Teaching*, Routledge.
Palacios, I.M. (1994) *La Enseñanza del Inglés en España a Debate*. *Perspectivas de Profesores y Alumnos*, USC.
Prodomou, L. (1992) *Mixed-Ability Classes*, MacMillan.
Senior, R. (2001) *The Experience of Language Teaching*, CUP.
Seymour, D. and M. Popova (2005) *700 Classroom Activities*, MacMillan.
Vez Jeremías, J.M. (2000) *Fundamentos Lingüísticos en la Enseñanza de Lenguas Extranjeras*, Ariel.
Willis, J. (1981) *Teaching English through English*, Longman.

Other resources

A complete and updated list of Internet resources will be available during the course.



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After completing this introductory subject, students who are interested in pursuing a career in teaching English as a foreign language are strongly advised to consider taking the following specialized subjects:

21830 - Current trends in English language teaching

This course aims to present current teaching methodologies and research. Through a comprehensive review of key teaching approaches and methods, students will gain a thorough understanding of how English language teaching has evolved over the years.

21838 - Acquisition of English as a foreign language

This course aims to provide basic information on the major concepts, theories, research and practice related to foreign language acquisition, i.e. the process by which people learn a foreign language. The theoretical part of the course will be complemented by practical exercises and discussions on the various topics.

21839 - Designing an English as a foreign language course

This course aims to introduce the basic principles pertinent to syllabus and course design. By drawing on the different pedagogical approaches and materials available for language teaching, students will be encouraged to design an EFL course which will help to prepare them as future English teachers.

