

Syllabus

Subject

Subject / Group	22117 - English Language and Teaching II / 3
Degree	Degree in Primary Education (2013 syllabus) - Second year
Credits	6
Period	2nd semester
Language of instruction	English

Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Karen Lesley Jacob Abad	11:00	13:00	Wednesday	11/09/2019	05/02/2020	Ramon Llull BE12
<i>Responsible</i> karen.jacob@uib.es	10:00	11:30	Tuesday	17/02/2020	03/07/2020	Ramon Llull BE12

Context

The first aim of this course *English Language and Didactics II* is to provide students with the linguistic competence in English to acquire level B2 in the four main communicative skills (reading, writing, speaking, and listening). However, it will be equally important to make the students aware of their role as future teachers in primary schools. Therefore, most units, class activities, readings, film analyses, class debates and additional materials will address issues related to Primary Education.

Requirements

The course will be taught in English, which means that students should have passed *English Language and didactics I* and/or have passed level B1 at secondary school (Bachiller) or at an official language school.

Recommended

For students who have not passed *English Language and Didactics I*, we recommend that they find further ways of attaining the level. For example, students can take a more specific language course and/or use the English Lab, which is in the *Jovellanos* library.

Skills

Syllabus

Specific

- * To address language learning situations in multilingual contexts, trying to avoid any type of cultural, racial and sexist discrimination in the use and teaching of languages. (2.4.6).
- * To have adequate communicative competence as well as good linguistic and sociocultural knowledge of English. (2.4.7)
- * To design activities aimed at ensuring that students can achieve oral proficiency. (2.4.8).

Generic

- * To understand the processes of interaction and communication in the classroom and the role of teaching staff as a mediator and facilitator. (1.2.10).
- * To acquire the capacity to select, use and evaluate information and communication technologies properly as teaching resources in the teaching / learning processes (1.3.8).
- * To acquire the ability to learn autonomously and work in teams (4.3.1, 4.2.6).

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

This course will be divided into the following modules:

Range of topics

1. Listening
Students will work on different listening exercises in order to acquire and consolidate knowledge using a listening / writing methodology.
2. Reading comprehension
Students will be exposed to a variety of written materials which will help them to increase their vocabulary and knowledge of grammar.
3. Speaking skills
Students will carry out a variety of exercises which will encourage interaction in English, a correct pronunciation and will work on tone and fluency.
4. Writing skills
Students will work on a series of short compositions and lesson plans which will enable them to put their knowledge of grammar and vocabulary into use.
5. Use of English
Students will study level B2 grammar and vocabulary.
6. English language teaching

Syllabus

Students will be introduced to some basic notions and didactic resources for the teaching of English as a foreign language for primary school children.

Teaching methodology

The classes will be both theoretical (grammar / didactic explanations) and practical (speaking practice / teaching techniques), therefore it is essential that students attend class and participate in the learning process.

This course will have two pathways. **Pathway A** is for students who can attend class and **Pathway B** is for students who are officially recognised by the UIB as part-time students. In this case, students are not expected to regularly attend or actively participate in sessions. At the beginning of the course, students will be asked to sign a course agreement (available in the Aula Digital). This agreement should be handed in to the teacher during the first two week of class.

Students officially recognised by the UIB as part-time students (Pathway B) will follow the same assessment criteria established in Pathway A. The only difference between part-time and full-time students is that the former are not expected to regularly attend or actively participate in sessions and these students will take all their exams in the official examination period in June.

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

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Reading Comprehension	Large group (G)	Close reading of material provided by the tutor. A dossier with extra material will be available at the beginning of the course.	10
Theory classes	Use of English	Large group (G)	Students will develop their knowledge of English grammar and vocabulary to a B2 level.	10
Theory classes	Writing-Listening	Large group (G)	Students following Pathway A will be given the opportunity to develop their writing techniques through classroom practice, both individually and in groups. Students should keep a portfolio of their written work as these essays may be taken into account in the final mark. The methodology used will be a listening/speaking/writing approach. Students will develop their writing skills by listening to or watching a video, having a discussion and then writing about the topic.	16
Practical classes	Discussion/Debate	Medium group (M)	Students will do various activities to develop speaking techniques.	12
Practical classes	Practical classes	Medium group (M)	In these sessions, students will practise grammar, vocabulary and pronunciation. They will also develop and present 2 lessons using ICT. One will be a storybook and the other will be decided by the tutor at the beginning of the course. The skills that will be tested in this section are Speaking, Writing and the relevance of the teaching tools created by the students.	12

Syllabus

Modality	Name	Typ. Grp.	Description	Hours
			Students following Pathway A will work in groups of 3 or 4, whilst those following Pathway B will work individually.	

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	Homework	Students will be expected to do the grammar practice exercises and prepare readings for classes.	60
Group self-study	Presentations	Students will work in groups on the elaboration of presentations and lesson plans.	30

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

There are two evaluation pathways, **A** and **B**. Students should be clear about which pathway they are following and inform the course tutor in the first two weeks of the course. A form will be made available in the Aula Digital.

In order to pass the subject, students need to pass the following components: Reading (10%), Use of English (20%), Listening/Writing (15% +15%), and Speaking - discussion (10%) with a '5'. The practical component (30%) does not have a minimum pass mark and it cannot be retaken in July - you will receive the same mark as in June for this component.

Those students who have passed the exam numerically but have failed one of the skills will be given a 4.5.

In the **July** retake exam, **there will be separate listening and writing exams** to take into account the fact that some students may have already passed one of these components in the June examination period.

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

Syllabus

undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

Reading Comprehension

Modality	Theory classes
Technique	Short-answer tests (recoverable)
Description	Close reading of material provided by the tutor. A dossier with extra material will be available at the beginning of the course.
Assessment criteria	Students following Pathway A will take a midterm exam in March/April (5%). This result will be combined with the final exam result (5%) to obtain an average. The final exam will be taken in the official examination period. Pathway B students will take a final exam worth 10% in the official examination period.

Final grade percentage: 10% for pathway A with a minimum grade of 5
Final grade percentage: 10% for pathway B with a minimum grade of 5

Use of English

Modality	Theory classes
Technique	Short-answer tests (recoverable)
Description	Students will develop their knowledge of English grammar and vocabulary to a B2 level.
Assessment criteria	Students following Pathway A will take a midterm exam in March/April (10%). This result will be combined with the final exam result (10%) to obtain an average. The final exam will be taken in the official examination period. Pathway B students will take a final exam worth 20% in the official examination period.

Final grade percentage: 20% for pathway A with a minimum grade of 5
Final grade percentage: 20% for pathway B with a minimum grade of 5

Writing-Listening

Modality	Theory classes
Technique	Extended-response, discursive examinations (recoverable)
Description	Students following Pathway A will be given the opportunity to develop their writing techniques through classroom practice, both individually and in groups. Students should keep a portfolio of their written work as these essays may be taken into account in the final mark. The methodology used will be a listening/speaking/writing approach. Students will develop their writing skills by listening to or watching a video, having a discussion and then writing about the topic.
Assessment criteria	Pathway A students will have a midterm exam worth 15% (March/April) and a final exam worth 15% (last week of class). The midterm will consist of a listening/video with short answers, (Listening component 10% and a Writing component 5%). The final exam will consist of a listening/video with a composition on the contents (listening component 5%, writing component 10%). This exam will be taken in the last week of class. The procedure will be the same for Pathway B but the exams will be taken in the final examination period. Students must pass both the listening (15%) and writing (15%) components separately with a minimum mark of '5'.

Syllabus

In July there will be two separate exams, each worth 15%.

Final grade percentage: 30% for pathway A with a minimum grade of 5

Final grade percentage: 30% for pathway B with a minimum grade of 5

Discussion/Debate

Modality	Practical classes
Technique	Oral tests (recoverable)
Description	Students will do various activities to develop speaking techniques.
Assessment criteria	Students will discuss a topic related to education (approximately 1 minute per person) in groups of 3-4. Students will be assessed individually.

These discussions/ debates will take place in the official examination period for both Pathway A and Pathway B.

Final grade percentage: 10% for pathway A with a minimum grade of 5

Final grade percentage: 10% for pathway B with a minimum grade of 5

Practical classes

Modality	Practical classes
Technique	Other methods (non-recoverable)
Description	In these sessions, students will practise grammar, vocabulary and pronunciation. They will also develop and present 2 lessons using ICT. One will be a storybook and the other will be decided by the tutor at the beginning of the course. The skills that will be tested in this section are Speaking, Writing and the relevance of the teaching tools created by the students. Students following Pathway A will work in groups of 3 or 4, whilst those following Pathway B will work individually.
Assessment criteria	For those following Pathway A , students will give two mini presentations: a storybook and another didactic tool that the tutor will decide on at the beginning of the course. Students will work in groups of 3 or 4 and will obtain a group mark. Students will be assessed on speaking (presentation 5%), writing (lesson plan 5%) and relevance (5%), (15% per presentation).

These presentations will take place in class throughout the course.

Pathway B students will work individually and will give their presentations in the official examination period.

There is no minimum mark for this component and it cannot be retaken in July.

Final grade percentage: 30% for pathway A with a minimum grade of 0

Final grade percentage: 30% for pathway B with a minimum grade of 0

Resources, bibliography and additional documentation

Students will be provided with a list of any extra bibliography at the beginning of the course.

Basic bibliography

Students will be provided with a downloadable dossier (available in the Aula Digital) at the beginning of the course.

For those who wish to have a comprehensive guide to grammar at B1/B2 level, we recommend:

Syllabus

Foley, Mark & Hall, Diane. (2012). *MyGrammarLab, Intermediate B1/B2*. Harlow, UK: Pearson Education Limited.

Complementary bibliography

- Baker, Ann (2006) *Ship or Sheep? An Intermediate Pronunciation Course*. Cambridge: CUP.
Cameron, Lynne. (2000). *Teaching Languages to Young Learners*. Cambridge: CUP.
Cross, David. (1995). *A Practical Handbook of Language*. Hemel Hempstead, UK: Phoenix ELT.
Evans, Virginia (1998) *Successful Writing. Upper-Intermediate*. Newbury: Express Publishing
Lewis, Gordon and Benson, Günther (1999) *Games for Children*. Oxford: OUP.
Madrid, Daniel & McLaren, Neil (Eds.). (2004). *TEFL in Primary Education*. Granada, Spain: University of Granada.
Moon, Jayne. (2000). *Children Learning English*. Oxford: Macmillan-Heinemann English Language Teaching.
Philips, Sarah (1993). *Young Learners*. Oxford: OUP
Puchta, Herbert and Rinvoluceri, Mario (2005). *Multiple Intelligences in EFL*. Cambridge: CUP (Helbling Languages).
Vale, David & Feunteun, Anne. (1995). *Teaching Children English*. Cambridge: CUP.

Other resources

- Pronunciation resources:
<http://artsweb.bham.ac.uk/MHewings/pronunciationresources.html>
- Online dictionaries:
<http://dictionary.cambridge.org/define.asp?dict=CALD&key=4939&ph=>
- Online teaching resources:
<http://www.onestopenglish.com/>
<http://www.eslcafe.com/>
- Contact with real English (BBC World): http://news.bbc.co.uk/2/hi/video_and_audio/default.stm

