

## Syllabus

### Subject

<b>Subject / Group</b>	22159 - Methods of Teaching English / 1
<b>Degree</b>	Degree in Primary Education (2013 syllabus) - Third year
<b>Credits</b>	6
<b>Period</b>	2nd semester
<b>Language of instruction</b>	English

### Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Maria Juan Garau	12:00	13:00	Friday	09/09/2019	20/12/2019	8, Beatriu de Pinós
<i>Responsible</i> <a href="mailto:maria.juan@uib.es">maria.juan@uib.es</a>	15:00	16:00	Tuesday	17/02/2020	02/06/2020	8, Beatriu de Pinós

### Context

The growing trend towards using English as a world language has led to the introduction of English language learning by children in European countries at increasingly early ages. For this reason, the linguistic and pedagogical skills of English teachers to be is of the utmost importance.

The teaching of English in the European Union is also essential to guarantee communication among all member states. Another reason that renders the learning of English by young students important is the fact that tourism plays a key factor in the economy of the Balearic Islands.

Taking into account all of the above, the goal of our subject is to provide future teachers will all the necessary tools to carry out the task of teaching English to children in our community, as this language will be an essential part of their on-going education both in secondary education and later on at the university level.

### Requirements

All classes will be held in English.

### Recommended

Holding a B2 level or above is recommended for this subject

### Skills

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### Specific

- \* Capacity to learn about and use several methodologies to teach English. Capacity to use the appropriate English vocabulary in the classroom. Capacity to teach the pronunciation and intonation of English and to recognize all of its sounds while providing a good model for primary learners in class.

### Generic

- \* Capacity to create a classroom atmosphere in which students can analyze beliefs, assumptions and experiences about learning and teaching English. Capacity to analyse and discuss the different methods of teaching English. Capacity to teach the planning of lessons and how trainees can use all the material available including ICT. Capacity to help trainees to manage their classes and deal with problems frequently encountered by teachers. Capacity to concentrate on classroom language and linguistic accuracy so that trainees feel confident to use English as the language of communication in their classroom.

### 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

There will be basically 4 main areas of study:

Methodology (how to teach English)

Classroom English (useful language for the English classroom)

English pronunciation and use of spoken English (activities to give learners confidence in their use of oral English)

Written English (raising students' writing level by avoiding common mistakes)

### Range of topics

Methodology. How are languages learnt'

The first unit will address how languages are learnt in general (whether first, second or additional languages) in order to provide students with a wider perspective on language learning.

It will next address foreign language at the primary level, including: characteristics of young children's learning; good learner traits; how teachers generate their ideas about language teaching; and motivation (factors that enhance it and ways in which teachers can build it up).

Methodology. Planning lessons

Reasons for planning lessons

The school syllabus

Guidelines for planning lessons

Writing a lesson plan

Microteaching lesson planning

Methodology. Teaching the four skills

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### LISTENING:

Learning to listen. Giving children confidence. Listening-related activities. Extensive and intensive listening.

### SPEAKING

Learning to speak. Different registers. Speaking-related activities. Correcting speaking.

### READING

The first steps in reading. Which method to use? Dealing with English spelling. Reading in later stages

### WRITING

Learning to write. The initial stages. Writing in later stages. Correcting writing.

### Methodology. Managing the classroom

The role of the teacher in the classroom. Basic guidelines. Classroom control and discipline. How to deal with errors. Testing. Exams. Some common testing techniques. Managing pair and group work. Mixed ability classes. Managing time. Behaviour problems. The teacher's relationship with students. The impact of technology in our schools.

### Methodology. Teaching vocabulary and grammar

#### VOCABULARY

Teaching English vocabulary. Increasing vocabulary size. Different ways to introduce new words. Consolidating vocabulary.

#### GRAMMAR

Learning English grammar. How to teach grammar in primary? A discovery grammar activity. Developing strategies for grammar learning.

### Methodology. Methodologies

Presentation, Practice and Production. Communicative Language Teaching (CLT). Task-Based Learning (TBL) and Project-Based Learning (PBL). The use of the mother tongue (L1) in the classroom: Some guidelines.

### Classroom English. Classroom English

1. Everyday classroom routines: Beginning the lesson. Running the lesson. Ending the lesson.
2. Involving the learners: Getting students to join in. Classroom language. Encouraging students.
3. Managing the classroom: Managing the physical environment. The learning environment. Using the classroom and materials therein.
4. Working with a textbook: Using the textbook. Adapting materials. Doing exercises.

### The pronunciation of English. Introduction to phonetics



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The production of speech sounds. The 12 English vowels. The English diphthongs. The consonants. Strong and weak forms. Most common weak forms. Stress and rhythm. Connected speech. How to teach pronunciation to children.

### Teaching methodology

This subject will use a highly participative and communicative methodology in which students should be the main protagonists of their own learning progress. The teacher will combine powerpoint presentations along with other modalities of presentation, such as flipped classroom, on occasion. Students will participate actively at all times by asking questions or developing activities. They should stay focused during the class period as their "time on task" will reflect on their learning (or lack thereof!).

### Workload

Classes will generally combine the presentation of course-related contents with the practical application of such contents. Additionally students will need to read and study on their own.

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

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Lectures	Large group (G)	The teacher will introduce all of the theoretical and practical content of the course and, after the presentation, will start a discussion with all the class, beginning with previously known concepts and developing new ones in order to build up a richer framework of theoretical approaches to the teaching of English as a second language. In some cases, the flipped classroom approach will be used.	22
Seminars and workshops	Microteaching	Medium group (M)	Students in small groups will act as teachers in front of their fellow students, who will take the role of learners	9
Practical classes	Practical activities	Large group (G)	Students will carry out class activities for children in the following areas:  Simple listening activities as well as listening and doing activities.  Simple reading activities.  Simple writing activities.  Explaining specific grammar, vocabulary or pronunciation points.	10
Practical classes	Classroom English Practice	Large group (G)	Students, based on the textbook Practical Classroom English, will carry out practical exercises in small groups with the teacher providing help when needed.	12
Assessment	Mid-term exam	Large group (G)	The exam will include extended questions on the first part of the course, classroom English exercises, and a section with multiple choice items	3

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Modality	Name	Typ. Grp.	Description	Hours
Assessment	Final exam	Large group (G)	The exam will include questions on the second part of the course. These questions can be essay-type, classroom English exercises, and there will also be a section with multiple choice items	3
Other	Active participation in class	Large group (G)	Students who attend class regularly and participate actively in class, will get a bonus (1 point maximum) depending on their attendance rate.	1

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	Self study	Students will work on their own revising course contents presented in class or working on tasks	80
Group self-study	Lesson plan	Students will carry out a lesson plan in groups (5 students maximum)	10

### 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

The assessment of this subject will be based on a mid-term exam (35%) and a final (35%) exam, plus a mark corresponding to students' lesson plan (10%) and to their microteaching session (10%). Finally, there will be a bonus for active attendance and participation (maximum 10%) depending on students' involvement.

As concerns the mid-term and final exams, to pass the subject students need to get an overall average mark equal or superior to 5, which means that they can fail an exam but still get a pass by compensating their mark thanks to the other exam. Similarly, when the marks corresponding to microteaching and lesson planning are added to the rest of assessment criteria, the overall mark to pass the subject should be at least 5.

### 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

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

### Microteaching

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Modality	Seminars and workshops
Technique	Oral tests ( <b>retrievable</b> )
Description	Students in small groups will act as teachers in front of their fellow students, who will take the role of learners
Assessment criteria	During microteaching sessions, students in small groups (maximum 5) will take it in turns to act as teachers and their classmates will behave as though they were students. Comments on session will be provided by the instructor and by fellow students. The instructor will take note of the strengths and weaknesses of the students during the microteaching conducted and will give them an individual mark

Final grade percentage: 10%with a minimum grade of 5

### Mid-term exam

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Modality	Assessment
Technique	Extended-response, discursive examinations ( <b>retrievable</b> )
Description	The exam will include extended questions on the first part of the course, classroom English exercises, and a section with multiple choice items
Assessment criteria	The first part of the exam will involve extended answers on some of the topics presented and discussed in class plus questions on classroom English. The second part of the exam will be a multiple choice test with three possible options per question that will reflect a variety contents covered during the course

Final grade percentage: 35%with a minimum grade of 4

### Final exam

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Modality	Assessment
Technique	Extended-response, discursive examinations ( <b>retrievable</b> )
Description	The exam will include questions on the second part of the course. These questions can be essay-type, classroom English exercises, and there will also be a section with multiple choice items
Assessment criteria	The first part of the exam will involve extended answers on some of the topics presented and discussed in class plus questions on classroom English. The second part of the exam will be a multiple choice test with three possible options per question that will reflect a variety contents covered during the course

Final grade percentage: 35%with a minimum grade of 4

### Active participation in class

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Modality	Other
Technique	Observation techniques ( <b>non-retrievable</b> )
Description	Students who attend class regularly and participate actively in class, will get a bonus (1 point maximum) depending on their attendance rate.
Assessment criteria	Observation techniques will be used to assess active participation in classroom activities

Final grade percentage: 10%with a minimum grade of 0

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### Lesson plan

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Modality	Group self-study
Technique	Extended-response, discursive examinations ( <b>retrievable</b> )
Description	Students will carry out a lesson plan in groups (5 students maximum)
Assessment criteria	Students will put together a lesson plan in small groups (maximum 5) based on the information provided through the lesson plan module and other related course contents

Final grade percentage: 10%with a minimum grade of 5

### Resources, bibliography and additional documentation

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For this subject we are going to use a textbook: **Practical Classroom English** by Glyn S. Hughes, Joséphine Moate, and Tiina Raatikainen. This book should be a very valuable reference for you not just during the present course but also as you start teaching English at primary school. It will provide you with most of the language you need to do a good job.

#### Basic bibliography

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HADFIELD, J and C. HADFIELD (1999) Oxford Basics: Simple Speaking Activities. Oxford: Oxford University Press.  
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HANNA SVECOVA (2006) Basics for children: Listen and Do. Oxford: Oxford University Press.

#### Complementary bibliography

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- BAKER, J. and WESTRUP, J. (2000) The English Language Teacher's Handbook: How to teach large classes with few resources. New York: Continuum.  
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GRAHAM, C. (2006) Creating Chants and Songs. Oxford: OUP  
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- MOON, J. (2000) Children Learning English. Oxford: Macmillan Heineman ELT.
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- RINVOLUCRI, M and J, MORGAN (1995)More Grammar Games.Cambridge: CUP.
- SCHMITT, N. (2000)Vocabulary in Language Teaching. New York: Cambridge University Press.
- SCOVEL, T. (2001)Learning new languages: A guide to second language acquisition.Boston: Heinle & Heinle
- WILLIS, J. (1996)Framework for Task-based Learning.Oxford: OUP.
- WILLIS, J and M. SLATTERY (2001)English for Primary Teachers.Oxford: OUP.

### Other resources

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Other resources will be added throughout the course.

