



Academic year	2015-16
Subject	22159 - Methods of Teaching English
Group	Group 1, 2S, GEDP, GEP2
Teaching guide	B
Language	English

## Teaching guide

### Subject identification

<b>Subject</b>	22159 - Methods of Teaching English
<b>Credits</b>	4.5 de presencials (112.5 hours) 1.5 de no presencials (37.5 hours) 6 de totals (150 hours).
<b>Group</b>	Group 1, 2S, GEDP, GEP2 (Campus Extens)
<b>Teaching period</b>	Second semester
<b>Teaching language</b>	English

### Professors

Lecturers	Horari d'atenció als alumnes					
	Starting time	Finishing time	Day	Start date	Finish date	Office
Antoni Monserrat Ferrer <a href="mailto:toni.monserrat@uib.cat">toni.monserrat@uib.cat</a>	18:00	19:30	Wednesday	13/01/2016	13/07/2016	AB09 Edifici Ramon Llull

### Contextualisation

The growing trend for using English as a world language, which is a result of the present globalization, has led to the introduction of English language learning by children in European countries at an early age as it is commonly understood that the earlier children start, the better for their purpose of learning English. For this reason, the linguistic and pedagogical skills of future teachers is absolutely important.

The teaching of English in the European Union is essential for the common purpose of communication among all members. There is another reason that makes the learning of English by young students still more important which is the fact that in our community tourism plays a key factor in our economy.

The goal of our subject to provide future teachers will all the necessary tools to carry out the task of teaching English to the children in our community, which will be an essential part of their on-going education both in their secondary education and later on at University.

### Requirements

All classes will be held in English.

### Recommendable

Students are advised to register in this subject if they have passed 'English' in their first and second year. Furthermore, a B2 level of English is highly advisable.

### Skills



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### Specific

Capacity to create and develop tasks and materials for children in the English classroom context.

### Specific

- \* 1. Capacitat per a desenvolupar tècniques i estratègies de comunicació (Competència 21). 2. Capacitat d'expressar-se amb fluïdesa i per escrit en llengua anglesa, amb la fluïdesa, correcció i complexitat adequats a cada context i situació. (Competència 22).

### Generic

- \* 1. Capacitat per dissenyar, organitzar i avaluar contextos d'aprenentatge des d'una perspectiva globalitzadora integrant les dimensions cognitiva, emocional, psicomotora, social i expressiva. (Competència 25).

### 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 3 main areas of study:

Methodology

Classroom English

The pronunciation of English

### Theme content

Methodology. Teaching English to children  
Different context for learning

Learning a foreign language at a primary level

Characteristics of young children's learning.

What is different about teaching children.

Good learner traits

How teachers generate their ideas of language teaching

Motivation. Factors that enhance motivation

How can teachers build up motivation

Methodology. Planning lessons

Reasons for planning lessons

The syllabus of the school

Guideline for planning lessons

Writing a lesson plan

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Planning a lesson. The main objectives and development of a lesson.

Global lesson planning

Microteaching lesson planning

Methodology. Teaching the four skills

LISTENING:

Learning to listen. Give the 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 orthography. Reading in later stages

WRITING

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

Methodology. Managing the classroom

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

Learning English vocabulary. Vocabulary size, selection and learnability. Six factors to the learnability of words. Different ways to introduce new words, Some techniques to introduce new vocabulary. Consolidating, extending and organizing vocabulary.

GRAMMAR

Learning English grammar. What grammar to teach?. A discovery grammar activity. Developing strategies for grammar learning. Teaching grammar through drills.

Methodology. Methodologies

The grammar-translation method. The direct method. Audiolingualism /Structuralism. Presentation, Practice and Production. The communicative approach. Task-based learning. The use of the mother tongue in the classroom. Guidelines about the use of the L1.

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.
4. Working with the textbook: Using the textbook. Using the basic text. Working on new materials. Doing exercises.

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The pronunciation of English. Introduction to phonetics

Phonetic transcription. The International phonetic Alphabet. The production of speech sounds. The 12 English vowels. The English diphthongs. The consonants: Description of the consonants. Strong and weak forms. Most common weak forms. Stress and rhythm. Connected speech. How to teach pronunciation to children.

## Teaching methodology

### In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes		Large group (G)	The teacher will introduce all the theoretical and practical content of the course and after the presentation will start a discussion with all the class, starting with the previously known concepts and developing the new ones in order to build up a richer framework of theoretical approaches to the teaching of English as a second language. Methodologies are subject to fashion and optionality but sometimes the class can arrive to conclusions shared by the majority of the class.	75
Practical classes	Classroom Presentation	Large group (G)	Students will perform specific aspects of giving classes to children in the following areas.  Simple reading activities.  Simple listening activities  Listening and doing activities.  Explaining specific grammar points.	37.5

At the beginning of the semester a schedule of the subject will be made available to students through the UIB digital 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 Campus Extens platform.

### Distance education work activities

Modality	Name	Description	Hours
Individual self-study	Individual self-study	Students will carry out some activities that will be assigned by the teacher.  Students will have to do some investigation work about some important topics. They will have to find material in the libraries and on the Internet.	37.5

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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

#### Theory classes

Modality	Theory classes
Technique	Objective tests ( <b>retrievable</b> )
Description	The teacher will introduce all the theoretic and practical content of the course and after the presentation will start a discussion with all the class, starting with the previously known concepts and developing the new ones in order to build up a richer framework of theoretic approaches to the teaching of English as a second language. Methodologies are subject to fashion and optionality but sometimes the class can arrive to conclusions shared by the majority of the class.
Assessment criteria	At the end of the term, students will take an exam which will have three different parts:  Methodology  Classroom English  Pronunciation

Final grade percentage: 75%

#### Individual self-study

Modality	Individual self-study
Technique	Objective tests ( <b>retrievable</b> )
Description	Students will carry out some activities that will be assigned by the teacher. Students will have to do some investigation work about some important topics. They will have to find material in the libraries and on the Internet.
Assessment criteria	Different practical aspects and activities carried out by students will be reflected in the exam at the end of the term.

Final grade percentage: 25%

### Resources, bibliography and additional documentation

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The teacher will present several books and explain about the most important authors in Second Language Teaching

#### Basic bibliography

##### Basic bibliography

TANNER, R and C. GREEN (1988) Tasks for teacher education. London: Longman



## Teaching guide

- GARDNER B. and F. GARDNER (2009) Classroom English. Oxford: Oxford University Press.
- HALLIWELL, S. (1992) Teaching English in the Primary Classroom. London: Longman.
- SCOTT, W and L. YTREBERG (1990) Teaching English to children. London: Longman.
- HADFIELD, J and C. HADFIELD (1999) Oxford Basics: Simple Speaking Activities. Oxford: Oxford University Press.
- HADFIELD, J and C. HADFIELD (1999) Oxford Basics: Simple Writing Activities. Oxford: Oxford University Press.
- HADFIELD, J and C. HADFIELD (1999) Oxford Basics: Simple Listening Activities. Oxford: Oxford University Press.
- HADFIELD, J and C. HADFIELD (1999) Oxford Basics: Presenting New Language. Oxford: Oxford University Press.
- HANNA SVECOVA (2006) Basics for children: Listen and Do. Oxford: Oxford University Press.

### Complementary bibliography

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- ALCARAZ, E and B. MOODY (1983) Didáctica del inglés. Metodología y programación. Madrid: Alhambra Universidad.
- BAKER, J. and WESTRUP, J. (2000) The English Language Teacher's Handbook: How to teach large classes with few resources. New York: Continuum.
- BESTARD MONROIOG, J. y PEREZ MARTIN (1982) La didáctica de la Lengua Inglesa. Madrid: Edi-6
- BOWEN, T & MARKS (1994) Inside Teaching. Oxford: Heineman.
- BREWSTER, J., G ELLIS and D. GIRARD (2002) (2nd ed.) The Primary English Teacher's Guide. London: Penguin Books.
- BROWN, H. D (2001) Strategies for success: A practical Guide to Learning English. White Plains, NY: Longman.
- BYGATE, M., P. SKEHAN and M. SWAIN (2001) Researching pedagogic tasks: Second language learning, teaching and testing. New York: Pearson.
- CAMERON, L. (2001) Teaching Language to young learners. Cambridge. Cambridge University Press.
- CARTER, R and D. NUNAN (2001) The Cambridge Guide to Teaching English to Speakers of other Languages. New York. Cambridge University Press.
- CELCE-MURCIA, M. (2001 3rd edit) Teaching English as a second or foreign language. Boston: Heinle & Heinle.
- CHAPELLE, C. (2001) Computer applications in second language acquisition. New York: Cambridge University Press.
- GRAHAM, C. (2006) Creating Chants and Songs. Oxford: OUP
- DAVIS, P. and M. RINVOLUCRI (1996) More grammar games: Cognitive, affective and movement activities for EFL students. New York.: Cambridge University Press.
- DUDENEY, G. (2000) The Internet and the Language Classroom. New York: Cambridge University Press.
- EDGE, J. (1993) Essentials of English Teaching. London: Longman.
- GRAVES, K (2000) Designing language courses: A guide for teachers. Boston: Heinle & Heinle.
- ELLIS, R (1997) SLA Research and Language Teaching. London: Longman.
- HINKEL, E. (2002) New Perspectives on Grammar Teaching in Second Language Classrooms. Mahwah, NJ: L Erlbaum.
- HOLDERNESS, J. and A. HUGUES (1997) 100+ Ideas for children: Topic based activities. Oxford: Heineman.
- HUGUES, R (2002) Teaching and researching speaking. New York: Longman.
- LAZAR, G. (1993) Literature and Language Teaching: a guide for teachers and trainers. Cambridge: CUP.
- LEWIS, G. (2004) The Internet and young learners. Oxford: OUP.
- LONGMAN Dictionary of English Language and Culture. (2001) (3rd. Ed) New York: Longman.
- MOON, J. (2000) Children Learning English. Oxford: Macmillan Heineman ELT.

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- MORGAN, J. and M. RINVOLUCRI (2002)Once upon a time.Cambridge: Cambridge University Press.
- PHILLIPS, S. (1993)Young learners.Oxford: Oxford University Press.
- REILLY, J and V. REILLY (2005)Writing with children:OUP.
- RICHARDS, J.C. (1990)The Language Teaching Matrix. Cambridge:Cambridge University Press.
- RINVOLUCRI, M and J, MORGAN (1995)More Grammar Games.Cambridge: CUP.
- ROBBIE, S., T. RUGGIRELLO and B. WARREN (2001)Using Drama to bring Language to Life: Ideas, Games and Activities for Teachers of Languages and Language Arts. Ontario. Capttus Press.
- 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
- SENIOR, R.The experience of Language Teaching.Cambridge. CUP.
- TRIBBLE, C. (1996)Writing.Oxford: OUP.
- UNDERHILL, A. (1994)Sound Foundations.Oxford: Heineman.
- UR, P. and A. WRIGHT (1992)Five Minute Activities. Cambridge. CUP.
- VAN EK, J. (for the Council of Europe)The threshold Level for Modern Language Learning in Schools. London: Longman
- WATCYN-JONES, P.Vocabulary Games and Activities for Teachers. London: Penguin.
- WILLIS, J. (1996)Framework for Task-based Learning.Oxford: OUP.
- WILLIS, J and M. SLATTERY (2001)English for Primary Teachers.Oxford: OUP.
- WOODWARD, T. (1992)Ways of Tarining.London: Longman.
- WOODWARD, T. (2001)Planning leassons and courses: Designing sequences of work for the language classroom.New York. Cambridge University Press.
- WOODWARD, T. and S. LINDSTROMBERG (1995)Planning from Lesson to Lesson:Longman.
- WRIGHT, A. (1997, 2002)Creating Stories with Children.Oxford: OUP

