

Syllabus

Subject

Subject / Group	22159 - Methods of Teaching English / 1
Degree	Degree in Primary Education (2013 syllabus) - Third 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
Maria Juan Garau maria.juan@uib.es	15:30	16:15	Wednesday	10/09/2018	15/07/2019	8, Beatriu de Pinós

Context

The growing trend towards using English as a world language resulting from present globalization has led to the early introduction of children to English language learning in European countries. For this reason, the linguistic and pedagogical skills of future English teachers are extremely important.

The teaching of English in the European Union is essential to guarantee communication among all member states. Knowledge of English is also very valuable to be able to interact with people who are competent users of this language around the world. Another reason that makes the learning of English attractive in this case to students in the Balearic Islands is the fact that tourism plays a key role in our economy.

Therefore, 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 confidently, as this language will be an essential part of their ongoing education both in secondary education and later on at university.

Requirements

All classes will be held in English.

Recommended

Students are advised to register in this subject only if they have passed 'English' in their first and second year of the degree.

Skills

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Specific

- * Capacity to recognize and use various methodologies to teach English; Capacity to use appropriate English vocabulary in the classroom; Capacity to teach the pronunciation of English and recognize all of its sounds. .

Generic

- * Capacity to analyze beliefs, assumptions and experiences about learning and teaching English; Capacity to analyze and discuss different approaches to teach English; Capacity to plan lessons and use all the material available included Information and Communication Technologies (ICT); Capacity to manage English classes and deal with problems frequently encountered by teachers; Capacity to concentrate on classroom language and linguistic accuracy to feel confident enough to use English as the language of communication in 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 3 main areas of study:

English language teaching methodology/approaches

Classroom English

English pronunciation

Range of topics

Methodology. Teaching English to children

Topics dealt with in class will include -but will not be restricted to- the following:

Different learning contexts

Learning a foreign language at the primary school level

Characteristics of young children's learning.

What is different about teaching children.

Good learner traits

Teachers' ideas and beliefs about language teaching

Motivation: Factors that contribute to enhancing it

How can teachers build up motivation?

Methodology. Planning lessons

Reasons for planning lessons

The school syllabus

Guideline for planning lessons

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Writing a lesson plan

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 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 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. Factors regarding 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? How to teach grammar? A discovery grammar activity. Developing strategies for grammar learning. Teaching grammar through drills.

Methodology. Different approaches to the teaching of English

The grammar-translation method. The direct method. Audiolingualism/Structuralism. Presentation, Practice and Production. The communicative approach. Task-based learning. Content-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 other materials.

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

The pronunciation of English. Introduction to phonetics

The International phonetic Alphabet. The production of speech sounds. The 12 English vowels. The English diphthongs. The consonants. Strong and weak forms. Common weak forms. Stress and rhythm. Connected speech. How to teach pronunciation to children.

Teaching methodology

In-class work activities (4.5 credits, 112.5 hours)

Modality	Name	Typ. Grp.	Description	Hours
Theory classes		Large group (G)	The teacher will introduce all the theoretical and practical contents 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. Methodologies are varied and may change over time but sometimes the class can reach conclusions shared by most of the students.	75
Practical classes	Classroom Presentation	Large group (G)	Students will perform specific aspects of teaching English to children in the following areas: Simple reading activities. Simple listening activities. Simple writing activities. Simple speaking activities. Simple vocabulary activities Explaining specific grammar points. Carrying out pronunciation activities.	37.5

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 (1.5 credits, 37.5 hours)

Modality	Name	Description	Hours
Individual self-study	Individual self-study	Students will carry out some activities that will be assigned by the teacher.	37.5

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Modality	Name	Description	Hours
		Students will have to do some research work about some important topics in English language teaching. They will have to look for information and materials in the library and on the Internet.	

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

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".

Theory classes

Modality	Theory classes
Technique	Objective tests (retrievable)
Description	The teacher will introduce all the theoretical and practical contents 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. Methodologies are varied and may change over time but sometimes the class can reach conclusions shared by most of the students.
Assessment criteria	At the end of the term, students will take an exam which will include questions about course contents at large.

Final grade percentage: 50%

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Classroom Presentation

Modality	Practical classes
Technique	Oral tests (retrievable)
Description	Students will perform specific aspects of teaching English to children in the following areas: Simple reading activities. Simple listening activities. Simple writing activities. Simple speaking activities. Simple vocabulary activities Explaining specific grammar points. Carrying out pronunciation activities.
Assessment criteria	To be able to sit the exam, each student will make a compulsory oral presentation in class. They will enact part of a lesson plan that they have designed and that could be carried out in a real class (microteaching). Additionally, they will present their lesson plan in written form.

Final grade percentage: 50%

Individual self-study

Modality	Individual self-study
Technique	Objective tests (retrievable)
Description	Students will carry out some activities that will be assigned by the teacher. Students will have to do some research work about some important topics in English language teaching. They will have to look for information and materials in the library and on the Internet.
Assessment criteria	As you study for this subject, please remember that all course contents (including practical activities carried out in class as well as readings, videos used to illustrate different language teaching points and presentations by the students) may be reflected in the exam at the end of the term.

Final grade percentage: 0%

Resources, bibliography and additional documentation

Throughout the course, the teacher will provide readings and additional resources to help students prepare the subject.

Basic bibliography

- GARDNER B. and F. GARDNER (2009) Classroom English. Oxford: Oxford University Press.
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.
HALLIWELL, S. (1992) Teaching English in the primary classroom. London: Longman.
SCOTT, W. and L. YTREBERG (1990) Teaching English to children. London: Longman.
TANNER, R and C. GREEN (1988) Tasks for teacher education. London: Longman.
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.
- 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 ed.) *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.
- 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.
- MOON, J. (2000) *Children learning English*. Oxford: Macmillan Heineman ELT.
- MORGAN, J. and M. RINVOLUCRI (2002) *Once upon a time*. Cambridge: Cambridge University Press.
- PHILLIPS, S. (1993) *Young learners*. Oxford: Oxford University Press.
- RICHARDS, J.C. (1990) *The language teaching matrix*. Cambridge: Cambridge University Press.
- 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
- 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
- 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 training*. London: Longman.
- WOODWARD, T. and S. LINDSTROMBERG (1995) *Planning from lesson to lesson*: Longman.
- WRIGHT, A. (2002) *Creating stories with children*. Oxford: OUP.