

## Syllabus

### Subject

<b>Subject / Group</b>	22159 - Methods of Teaching English / 10
<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
María José Sánchez Fernández <a href="mailto:mariajose.sanchez@uib.es">mariajose.sanchez@uib.es</a>						You need to book a date with the professor in order to attend a tutoring session.

### Context

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.

### Recommended

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

### Skills

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### Specific

- \* Capacity do recognise and use several methodologies to teach English Capacity to use the appropriate English vocabulary in the classroom Capacity to teach the pronunciation of English and recognize all its sounds. .

### Generic

- \* To share a framework in which students can analyse beliefs, assumptions and experience about learning en teaching English. To analyse and discuss the different methods of teaching English To learn the planification of lessons and how trainees can use all the material available included the new technologies of information. To help trainees to manage their classes and deal with problems frequently encountered by teachers 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

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There will be basicly 3 main areas of study:

Methodology

Classroom English

The pronuniation of English

### Range of topics

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 genereta thier ideas of language teaching

Motivation. Factors that enhance motivation

How can teachers build up motivation

Methodology. Planning leassons

Reasonsfor planning leasons

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 (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 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 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.  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

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#### 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

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Modality	Theory classes
Technique	Objective tests ( <b>retrievable</b> )
Description	The teacher will introduce all the theoreticAL and practical content of the course and after the presentation will start a discurscion with all the class, starting with the previously known concepts and developing the new ones in order to build up a richer framework of theoreticapproaches to the teaching of English as a second language. Methodologies are subject to fashion and optionality but sometimes the class can arrive to conclussions 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  To be able to attend the exam, each student will make a compulsorsy individual presentation in class about an aspect/area/experience related to the subject.

Final grade percentage: 50%

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### 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: 50%

### Resources, bibliography and additional documentation

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

#### Basic bibliography

TANNER, R and C. GREEN (1988) Tasks for teacher education. London: Longman  
 GARDNER B. and F. GARDNER (1999) 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

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: Edición 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.



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- 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)Disigning language courses: A guide for teachers.Boston: Heinle & Heinle.
- ELLIS, R (1997) SLAResearch and Language Teaching. London: Longman.
- HINKEL, E. (2002)New Perspecgives 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.
- MOOON, 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 Tarining.London: Longman.
- WOODWARD, T. and S. LINDSTROMBERG (1995)Planning from Lesson to Lesson:Longman.
- WRIGHT, A. (1997, 2002)Creating Stories with Children.Oxford: OUP