



Academic year	2014-15
Subject	21809 - Learning to Teach EFL (English as a Foreign Language)
Group	Group 1, 1S
Teaching guide	C
Language	English

Subject identification

Subject	21809 - Learning to Teach EFL (English as a Foreign Language)
Credits	2.4 de presencials (60 hours) 3.6 de no presencials (90 hours) 6 de totals (150 hours).
Group	Group 1, 1S (Campus Extens)
Teaching period	1st semester
Teaching language	English

Professors

Lecturers	Horari d'atenció als alumnes					
	Starting time	Finishing time	Day	Start date	Finish date	Office
Raúl Mas González raul.mas@uib.es	You need to book a date with the professor in order to attend a tutorial.					

Contextualisation

Many undergraduate students of English look forward to starting a career in teaching in the future, either in their native country or abroad. Besides having a good command of the English language and being acquainted with the culture of English-speaking countries, which are definitely essential keys to success, developing the awareness and skills to teach best in each context is also of great importance.

This subject, which is an introduction to teaching English as a foreign language, aims to help the students understand the basic principles underlying teaching in the language classroom and to show them how to plan successful activities, lessons and didactic units. In addition to learning how to teach the four skills – i.e. listening, speaking, reading and writing – depending on the characteristics of the pupils and the teaching goals and how to integrate them all in a balanced way, special attention will also be devoted to different ways of embedding the teaching of grammar, vocabulary and pronunciation in lessons.

All in all, this subject helps the students grasp the basics of teaching English as a foreign language and develop their understanding of tried and trusted teaching techniques.

Requirements

Recommendable

Lectures, classroom discussion, assignments and assessment will be carried out solely in English, so a good command of it on the part of the students will be taken for granted. **It is therefore highly recommended**





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that all students aiming to take this subject have effectively reached CEFR level B2 - i.e. passed *English language II* - prior to registration.

Skills

Specific

- * Knowledge of how to teach English and the culture and literature of English-speaking countries.
- * Ability to communicate in an oral and written way, suiting the needs of the context and situation as far as fluency, correction and complexity are concerned.

Generic

- * Ability to learn and work autonomously and in a group.
- * Ability to produce new ideas (creativity) and design and manage projects.
- * Ability to make decisions and solve work-related problems.
- * Critical thinking leading to concerning oneself with quality and constant improvement.

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

Theme content

Part A. INTRODUCTION TO TEACHING EFL

1. Learning teaching and teaching learning, teachers and learners
2. The basics of modern methodology: PPP and CLT
3. Learning contexts and mixed ability
4. Classroom management

Part B. LEARNING TO TEACH EFL

5. Course and lesson planning
6. Teaching language construction
7. Teaching grammar
8. Teaching vocabulary
9. Teaching pronunciation
10. Teaching and integrating language skills
11. Teaching reading
12. Teaching listening
13. Teaching speaking
14. Teaching writing

15. Assessment

Teaching methodology

In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Lectures	Large group (G)	Introduction and explanation of theoretical contents.	25
Practical classes	Practical exercises	Medium group (M)	Content-related exercises: mainly a) critically analyzing and assessing teaching materials, b) planning lessons and c) producing and presenting self-developed teaching material.	25
ECTS tutorials	Tutorials	Small group (P)	Sessions to tutor the students and monitor their work and progress.	8
Assessment	Exam	Large group (G)	Final exam.	2

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 Campus Extens platform.

Distance education work activities

Modality	Name	Description	Hours
Individual self-study	E-tutorials and participation in virtual environments	The lecturer may be contacted via e-mail for private e-tutorials and the students will be encouraged to take part in the virtual environments which will be available for collaborative problem solving.	5
Individual self-study	Individual study	Exam preparation.	15
Individual self-study	Reading	Class preparation prior to each lesson.	15
Group self-study	Development of teaching material, lesson plans, presentation and defense	The students will be required to critically analyze teaching material available on the market and integrate it into their own teaching sequences. Besides they will also be asked to gather authentic and non-authentic material and produce custom-tailored exercises to create their own didactic units at a particular level. The material produced and a lesson plan will have to be collected in an online portfolio and eventually presented and defended in class.	55



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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

All students must choose one of the two assessment pathways below:

Pathway A (attended): Final exam and two didactic units, with their corresponding lesson plans, to be designed through teamwork and presented in pairs or threes, in class if possible.

Pathway B (non-attended): Final exam and two didactic units, with their corresponding lesson plans, to be designed individually. One of the units will be presented and defended by the student at the end of the course. Students who choose this pathway should arrange a face-to-face tutorial with the lecturer **before October 19th 2014**.

Important remark for BOTH pathways:

Students or groups will face a **penalty of 25%** on the grade of the corresponding didactic unit for each deadline they fail to meet on *Campus Extens*. **All submissions must include a lesson plan and the teaching material.**

If a student fails to show up on the day and at the time set by the lecturer for the exam or assignments, the grade for that exam or assignment will be **0 (zero)**, in case the student has presented more than 30% of the total assigned evaluation course tasks. Only if the student has presented 30% or less than 30% of the total assigned evaluation course tasks, will the grade be NP.

All students must get **at least 45% in EVERY part** (final exam and teaching material) to pass the subject. However, **only the parts with a pass mark (50% or higher) will be saved** in case the student has to resit the subject.

The dates and times of the official exams will not be altered under any circumstances, except those contemplated by the *Reglament Acadèmic* (i.e. when two exams coincide on the same day with a time difference of under three hours between them).

Students will not be allowed into the classroom when the exam has already started.

Mobile phones and other electronic devices are not allowed in the classroom. Laptop computers are acceptable only if used for purposes related to classroom activity. No electronic device whatsoever (including computers) is allowed in the classroom during examinations, unless otherwise specified by the lecturer (e.g. if the session entails use of the internet for pedagogical purposes).

Article 33 in the *Reglament Acadèmic* will be applied in cases of cheating, plagiarism, cyberplagiarism, or any other fraudulent practice in the process of assessment:

"1. Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'algun dels elements d'avaluació inclosos en guies docents de les assignatures comportarà, a criteri del professor, una menysvaloració en la seva qualificació que pot suposar la qualificació de «suspens 0» a l'avaluació anual de l'assignatura.

2. En particular, es considera un frau:

a) En els exàmens o proves escrites, l'ús de qualsevol mitjà encaminat a facilitar les respostes.



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b) *En els treballs i pràctiques individuals o de grup, la inclusió de fragments d'obres alienes presentats de tal manera que es facin passar com a propis (plagi).*"

Exam

Modality	Assessment
Technique	Objective tests (retrievable)
Description	Final exam.
Assessment criteria	Accuracy.

Final grade percentage: 40% for the training plan A

Final grade percentage: 40% for the training plan B

Development of teaching material, lesson plans, presentation and defense

Modality	Group self-study
Technique	Real or simulated task performance tests (retrievable)
Description	The students will be required to critically analyze teaching material available on the market and integrate it into their own teaching sequences. Besides they will also be asked to gather authentic and non-authentic material and produce custom-tailored exercises to create their own didactic units at a particular level. The material produced and a lesson plan will have to be collected in an online portfolio and eventually presented and defended in class.
Assessment criteria	Compliance with specified requirements, accuracy, mastery of English, originality, completion of tasks on time.

Final grade percentage: 60% for the training plan A

Final grade percentage: 60% for the training plan B

Resources, bibliography and additional documentation

All students must get hold of a complete course reader which will be available at the photocopying services at the Ramon Llull building before classes begin.

Basic bibliography

- Harmer, J. (2007) *The Practice of English Language Teaching*, Pearson Longman.
Riddell, D. (2010) *Teach EFL*, McGraw-Hill.
Scrivener, J. (2005) *Learning Teaching*, MacMillan.

Complementary bibliography

- Brown, H.D. (1994) *Principles of Language Learning and Teaching*, Prentice Hall Regents.
Campbell, C. and H. Kryszewska (1995) *Towards Teaching*, Heinemann.
Estaire, S. and J. Zanón (1994) *Task-Based Teaching*, Heinemann.
Gower, R., D. Phillips. and S. Walters (1995) *Teaching Practice Handbook*, Heinemann.
Harmer, J. (1994) *How to Teach English*, Longman.
Hattie, J. (2012) *Visible Learning for Teachers: Maximizing Impact on Teaching*, Routledge.
Hedge, T. (2000) *Teaching and Learning in the Language Classroom*, OUP.
Palacios, I.M. (1994) *La Enseñanza del Inglés en España a Debate. Perspectivas de Profesores y Alumnos*, USC.
Prodomou, L. (1992) *Mixed-Ability Classes*, MacMillan.
Senior, R. (2001) *The Experience of Language Teaching*, CUP.
Seymour, D. and M. Popova (2005) *700 Classroom Activities*, MacMillan.





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Vez Jeremías, J.M. (2000) *Fundamentos Lingüísticos en la Enseñanza de Lenguas Extranjeras*, Ariel.
Willis, J. (1981) *Teaching English through English*, Longman.

Other resources

A complete and updated list of Internet resources will be available during the course.

NB. After completing this introductory subject, **students who are interested in pursuing a career in teaching English as a foreign language** are strongly advised to consider taking the following specialized subjects:

21830 - *Current trends in English language teaching*

This course aims to present current teaching methodologies and research. Through a comprehensive review of key teaching approaches and methods, students will gain a thorough understanding of how English language teaching has evolved over the years.

21838 - *Acquisition of English as a foreign language*

This course aims to provide basic information on the major concepts, theories, research and practice related to foreign language acquisition, i.e. the process by which people learn a foreign language. The theoretical part of the course will be complemented by practical exercises and discussions on the various topics.

21839 - *Designing an English as a foreign language course*

This course aims to introduce the basic principles pertinent to syllabus and course design. By drawing on the different pedagogical approaches and materials available for language teaching, students will be encouraged to design an EFL course which will help to prepare them as future English teachers.

