



Syllabus

Subject

Subject / Group	22117 - English Language and Teaching II / 2
Degree	Degree in Primary Education (2013) - Second year
Credits	6
Period	Second semester
Language of instruction	English

Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Maria Concepción Torrente	16:00	17:00	Friday	01/02/2019	28/06/2019	AB09
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Context

The first aim of this course *English Language and Didactics II* is to provide the students with the linguistic competence in English to acquire level B2 in the four main communicative skills (reading, writing, speaking, and listening). However, it will be equally important to make the students aware of their role as future teachers in primary schools. Therefore, most units, class activities, readings, film analyses, class debates and additional materials will address issues related to Primary Education.

Requirements

The course will be taught in English, which means that students should have passed *English Language and didactics I* and/or have passed level B1 at secondary school (Bachiller) or at an official language school.

Recommended

For students who have not passed *English Language and Didactics I*, we recommend that they find further ways of attaining the level. For example, students can take a more specific language course and/or use the English Lab, which is in the *Jovellanos* library.

Skills

Specific

- * To address language learning situations in multilingual contexts, trying to avoid any type of cultural, racial and sexist discrimination in the use and teaching of languages. (2.4.6) . .



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- * To have adequate communicative competence as well as good linguistic and sociocultural knowledge of English. (2.4.7) .
- * To design activities aimed at ensuring that students can achieve oral proficiency. (2.4.8) .

Generic

- * To understand the processes of interaction and communication in the classroom and the role of teaching staff as a mediator and facilitator. (1.2.10) .
- * To acquire the capacity to select, use and evaluate information and communication technologies properly as teaching resources in the teaching / learning processes (1.3.8) .
- * To acquire the ability to learn autonomously and work in teams (4.3.1, 4.2.6) .

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

This course will be divided into the following modules:

Range of topics

1. Listening comprehension
Students will work on different listening exercises in order to acquire and consolidate knowledge using different listening techniques.
2. Reading comprehension
Students will be exposed to a variety of written materials which will help them to increase their vocabulary and knowledge of grammar.
3. Speaking skills
Students will carry out a variety of exercises which will encourage interaction in English, a correct pronunciation and will work on tone and fluency.
4. Writing skills
Students will work on a series of short essays which will enable them to put their knowledge of grammar and vocabulary into use.
5. Use of English
Students will study level B2 grammar and vocabulary.
6. English language teaching
Students will be introduced to some basic notions and didactic resources for the teaching of English as a foreign language for primary school children.

Teaching methodology

The classes will be both theoretical (grammar / didactic explanations) and practical (speaking practice / teaching techniques), therefore it is essential that students attend class and participate in the learning process.

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This course will have two pathways. **Pathway A** is for students who can attend class (80%) and **Pathway B** is for students who cannot attend class. At the beginning of the course, students will be asked to sign a course agreement (available in the Aula Digital). This agreement should be handed in to the teacher during the first two week of class. If a teacher does not receive a pathway agreement, students will automatically be assigned Pathway B. If, at any time during the course, students miss more than 20% of class, they will be also be moved to Pathway B.

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

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Use of English	Large group (G)	Students will develop their knowledge of English grammar and vocabulary to a B2 level. Pathway A - midterm exam in April (10%)	10
Theory classes	Writing	Large group (G)	Students following Pathway A will be given the opportunity to develop their writing techniques through classroom practice, both individually and in groups. Students should keep a portfolio of their written work and these essays may be taken into account in the final mark. Pathway A - midterm exam in April OR portfolio of work (to be decided by the course tutor at the beginning of the course). Pathway A - final writing exam: Students will write a 180 word essay on a topic related to child education. The exam will take place in class in the last week of May.	10
Theory classes	Reading Comprehension	Large group (G)	Close reading of material from the coursebook and selected material - if necessary, students will be provided with a dossier of extra material at the beginning of the course. Pathway A - midterm exam in April (10%)	10
Practical classes	Conversation	Medium group (M)	In these sessions, students will practise grammar, vocabulary and pronunciation. Pathway A - mid term exam will be based on presentations given throughout the course. The final exam will be an interview that will be done during the last weeks of class.	14
Practical classes	Listening	Medium group (M)	Students will do various activities to develop listening techniques. Pathway A - a midterm exam in April	12
Assessment	Final exam - Writing	Large group (G)	Students following Pathway B will write a 180 word essay on a relevant topic in child education. It will be worth 20% of the final exam and will be taken in the official evaluation period in June.	1
Assessment	Speaking	Large group (G)	Pathway B - students will give a presentation and have an interview. This will take place in the official evaluation period.	1

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Modality	Name	Typ. Grp.	Description	Hours
Assessment	Final Exam - Use of English/Reading/Listening	Large group (G)	Three separate exams (Use of English, Reading and Listening) will be taken in the official evaluation period in June. Pathway A - 10% Pathway B - 20%	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 Aula Digital platform.

Distance education tasks (3.6 credits, 90 hours)

Modality	Name	Description	Hours
Individual self-study	Homework	Students will be expected to do the grammar practice exercises and prepare readings for classes. Students should also complete the appropriate pages of the Student's Workbook.	60
Group self-study	Presentations	Students will work in groups on the elaboration of a presentation or on a variety of teaching tools, depending on which option has been chosen by the course teacher.	30

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

There are two evaluation pathways, **A** and **B**. Students should be clear about which pathway they are following and inform the course tutor in the first two weeks of the course. A form will be made available in the Aula Digital.

In order to pass the subject, students need to pass **every** skill (Reading, Use of English, Writing, Listening and Speaking) with a '5'.

For students following **Pathway A**, in Reading, Use of English, Listening the final mark for each skill will be the average of the midterm and the final exam. In the case of the speaking, students **MUST** pass both the midterm and the final exam with a '5'. In the case of the Writing exam, it will depend on the option chosen by the course tutor - see below.

For students following **Pathway B**, all exams must be passed with a 5 in order to obtain a final mark.

For those students who have passed the exam numerically but have failed one of the skills, they will be given a 4.5.

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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".

Use of English

Modality	Theory classes
Technique	Objective tests (retrievable)
Description	Students will develop their knowledge of English grammar and vocabulary to a B2 level. Pathway A - midterm exam in April (10%)
Assessment criteria	Students following Pathway A will take a midterm exam in April (10%). This result will be combined with the final exam result to obtain an average.

Final grade percentage: 10% for pathway A with a minimum grade of 5

Final grade percentage: 0% for pathway B with a minimum grade of 0

Writing

Modality	Theory classes
Technique	Extended-response, discursive examinations (retrievable)
Description	Students following Pathway A will be given the opportunity to develop their writing techniques through classroom practice, both individually and in groups. Students should keep a portfolio of their written work and these essays may be taken into account in the final mark. Pathway A - midterm exam in April OR portfolio of work (to be decided by the course tutor at the beginning of the course). Pathway A - final writing exam: Students will write a 180 word essay on a topic related to child education. The exam will take place in class in the last week of May.
Assessment criteria	Students will either: 1. Have a midterm writing exam in April (Individual) or 2. Keep a portfolio of activities done throughout the course (practice writings done in class and at home, and the didactic tools that students have produced during the course), (Group & Individual work). If the course tutor chooses this option, students will have to pass both the midterm and the final writing exam with a 5. The final writing exam will be taken during the last week of the course (May) and students will have to write a 180 word essay on a relevant subject in child education.

Final grade percentage: 20% for pathway A with a minimum grade of 5

Final grade percentage: 0% for pathway B with a minimum grade of 0

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Reading Comprehension

Modality	Theory classes
Technique	Short-answer tests (retrievable)
Description	Close reading of material from the coursebook and selected material - if necessary, students will be provided with a dossier of extra material at the beginning of the course. Pathway A - midterm exam in April (10%)
Assessment criteria	Students following Pathway A will take a midterm exam in April (10%). This result will be combined with the final exam result to obtain an average.

Final grade percentage: 10% for pathway A with a minimum grade of 5

Final grade percentage: 0% for pathway B with a minimum grade of 0

Conversation

Modality	Practical classes
Technique	Oral tests (retrievable)
Description	In these sessions, students will practise grammar, vocabulary and pronunciation. Pathway A - mid term exam will be based on presentations given throughout the course. The final exam will be an interview that will be done during the last weeks of class.
Assessment criteria	For those students following Pathway A, the midterm exam will consist of: 1. A group presentation on a relevant topic in education or 2. Two mini presentations on some of the didactic tools that students have worked on in class (videos, WebQuests, Kahoots, Games, etc.). Students will be told which option they will be doing at the beginning of the course. These presentations will take place in class throughout the course. Students will be informed of the presentation dates at the beginning of the course. The final exam will be an interview, which will take place in class time in the last two weeks of class in May. Students must pass both the midterm and the final exam with a '5' in order to pass the speaking section.

Final grade percentage: 20% for pathway A with a minimum grade of 5

Final grade percentage: 0% for pathway B with a minimum grade of 0

Listening

Modality	Practical classes
Technique	Short-answer tests (retrievable)
Description	Students will do various activities to develop listening techniques. Pathway A - a midterm exam in April
Assessment criteria	Students following Pathway A will take a midterm exam in April (10%). This result will be combined with the final exam to obtain an average.

Final grade percentage: 10% for pathway A with a minimum grade of 5

Final grade percentage: 0% for pathway B with a minimum grade of 0

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Final exam - Writing

Modality	Assessment
Technique	Extended-response, discursive examinations (retrievable)
Description	Students following Pathway B will write a 180 word essay on a relevant topic in child education. It will be worth 20% of the final exam and will be taken in the official evaluation period in June.
Assessment criteria	Pathway B - students will write a 180 word essay on a relevant topic in child education.

Final grade percentage: 0% for pathway A with a minimum grade of 0

Final grade percentage: 20% for pathway B with a minimum grade of 5

Speaking

Modality	Assessment
Technique	Oral tests (retrievable)
Description	Pathway B - students will give a presentation and have an interview. This will take place in the official evaluation period.
Assessment criteria	Pathway B - Students will have to prepare the presentation option chosen by the teacher (presentation of didactic tools or topic on education) and have an interview in the official evaluation period. These tests will be individual or in pairs as decided by the teacher.

Students must pass both part of the oral exam with a '5' in order to obtain an average.

Final grade percentage: 0% for pathway A with a minimum grade of 0

Final grade percentage: 20% for pathway B with a minimum grade of 5

Final Exam - Use of English/Reading/Listening

Modality	Assessment
Technique	Short-answer tests (retrievable)
Description	Three separate exams (Use of English, Reading and Listening) will be taken in the official evaluation period in June. Pathway A - 10% Pathway B - 20%
Assessment criteria	Pathway A - The results for each exam (10% each) will be added to the midterm results to obtain an average for each skill.

Pathway B - Students must pass each exam (worth 20% each) with a '5' in order to obtain a mark for the overall exam.

Final grade percentage: 30% for pathway A with a minimum grade of 5

Final grade percentage: 60% for pathway B with a minimum grade of 5

Resources, bibliography and additional documentation

Students will be provided with a list of any extra bibliography at the beginning of the course.

Basic bibliography

All students should have copies of the following course books:

- English File Intermediate Plus Third Edition Student's Book (2014), by Christian Lathan-Koenig & Clive Oxenden. Oxford University Press.

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- English File Intermediate Plus Third Edition Workbook (2014), by Christian Lathan-Koenig & Clive Oxenden. Oxford University Press.

Students will be provided with a downloadable dossier (available in the Aula Digital) with extra material if deemed necessary by the course tutor.

Complementary bibliography

Baker, Ann (2006) *Ship or Sheep? An Intermediate Pronunciation Course*. Cambridge: CUP

Evans, Virginia (1998) *Successful Writing. Upper-Intermediate*. Newbury: Express Publishing

Lewis, Gordon and Benson, Günther (1999) *Games for Children*. Oxford: OUP

Philips, Sarah (1993). *Young Learners*. Oxford: OUP

Puchta, Herbert and Rinvolucrí, Mario (2005). *Multiple Intelligences in EFL*. Cambridge: CUP (Helbling Languages)

Other resources

- Pronunciation resources:

<http://artsweb.bham.ac.uk/MHewings/pronunciationresources.html>

- Online dictionaries:

<http://dictionary.cambridge.org/define.asp?dict=CALD&key=4939&ph=>

- Online teaching resources:

<http://www.onestopenglish.com/>

<http://www.eslcafe.com/>

- Contact with real English (BBC World): http://news.bbc.co.uk/2/hi/video_and_audio/default.stm

