UNIVERSITAT D'ANDORRA

Guia de seminari

Pla d'estudis	Bàtxelor en Ciències de l'educació

Mòdul	M4 - Ensenyança i aprenentatge de les llengües i de l'expressió corporal i artística
Seminari	English for Specific Purposes (ESP) BC1
Resultat(s) d'aprenentatge associat(s)	BCE-T011-02 and BCE-T012-02 ● Language of specialization: B2.1 ● Third language: B1.2
Semestre	S1, S2
Professorat responsable **A/e**	Berenice Mukendi bmukendi@uda.ad
Modalitat	Presencial
Llengua de docència	English

1. Course purpose

For B1 level, the seminar is designed to help future teachers develop the basic ability to explain simple English concepts to young pupils. Participants will practice how to provide clear instructions, introduce basic vocabulary and grammar, and answer common questions at a beginner level.

Focus:

- Using simple language to explain concepts like greetings, colors, and everyday objects.
- Providing short, clear examples and instructions with visual or physical support (e.g., gestures, pictures).
- Recognizing when pupils do not understand and using repetition or simpler alternatives.

Key Goal:
Develop the ability to explain and demonstrate foundational English concepts while ensuring young pupils' understanding in a classroom setting.

For B2 level, the seminar aims to strengthen participants' ability to explain more complex English concepts to young learners with varying language levels. Participants will practice adapting explanations and examples to pupils' needs, using context and scaffolding to promote understanding.

Focus:

- Explaining grammar structures (e.g., present simple vs. present continuous) in a child-friendly manner.
- Using interactive teaching methods, such as storytelling or role-playing, to maintain engagement and comprehension.
- Developing strategies to check understanding (e.g., asking comprehension questions) and manage classroom interactions.

Key Goal:
Enable participants to confidently teach and explain intermediate-level English content while managing class engagement and ensuring comprehension.

2. Description of the seminar

Here's a breakdown of types of activities and methodologies to be applied in this seminar where future teachers of English practice their ability to explain English to young learners. The emphasis is on active participation with minimal teacher-centered instruction.

Types of activities

1. Collaborative learning activities

Students work in pairs or groups to practice teaching concepts to each other. Activities might include:

- **Peer Teaching:** Each student prepares a mini-lesson to teach a specific topic (e.g., vocabulary or grammar) to their peers.
- **Group Lesson Planning:** Small groups design activities or lessons collaboratively, focusing on child-friendly approaches.

2. Simulated teaching scenarios

Students take on the role of a teacher and practice delivering explanations and instructions. These scenarios could involve:

- **Mock Teaching Sessions:** Students practice explaining language concepts to a simulated group of young learners.
- **Role Reversals:** Students act as both teachers and pupils to model how different learners might react or struggle with explanations.

3. Problem-solving and case studies

Students are presented with real-life classroom challenges and must devise solutions. Activities include:

- **Case Study Analysis:** Students discuss scenarios such as managing misunderstandings or adapting lessons for learners with different proficiency levels.
- **Problem-Based Learning (PBL):** Teams identify a teaching problem (e.g., how to explain conditionals to beginners) and brainstorm effective strategies.

4. Reflective practice

Students reflect on their teaching methods and receive feedback. These activities encourage metacognition and self-improvement.

- **Video Analysis:** Students record their teaching and analyze their performance, focusing on language clarity, empathy, and communication.
- **Peer Feedback Sessions:** Participants give and receive constructive feedback on how they explained and demonstrated English concepts.

5. Task-Based Language Teaching (TBLT)

Students engage in tasks that simulate real-life language use and teaching situations. Tasks include:

- **Task Design:** Students create meaningful tasks for young learners (e.g., asking for directions, describing daily routines).
- **Task Execution:** Students practice guiding their peers through these tasks, using scaffolding techniques to aid comprehension.

6. Inquiry-based learning

Students investigate teaching methods and reflect on how they can apply them. This includes:

- **Research Tasks:** Exploring and presenting different ways to explain grammar and vocabulary to children.
- **Teaching Demonstration Reports:** After teaching a concept, students explain the rationale behind their approach.

7. Communicative Language Teaching (CLT)

Students engage in activities designed to promote authentic communication. Activities focus on improving their interaction with young learners through:

- **Role-Play:** Simulating real-world situations where children need to understand and use English (e.g., giving directions).
- **Interactive Games:** Designing child-friendly communication games that encourage language use in context.

3. Methodology

- Student-centered approach:

The teacher serves as a facilitator rather than a lecturer. Students take active responsibility for their learning through collaboration, experimentation, and reflection.

- Experiential learning:

Students learn by doing. They practice teaching techniques, test them in real-time scenarios, and reflect on their experiences to improve.

- Scaffolding:

Students gradually build their skills through guided practice. Initial activities may offer structure (e.g., templates or prompts), with support decreasing as their confidence grows.

- Peer and self-evaluation:

Students assess their own performance and that of their peers, using rubrics to ensure consistent and constructive feedback.

- Reflection and continuous improvement:

Reflective sessions encourage students to analyse their progress, discuss challenges, and set goals for improvement.

- Differentiation:

Activities are designed to adapt to students' varying language proficiency and prior experience with teaching, helping them develop strategies to handle diverse learners in the classroom.

4. Assessment

IMPORTANT: Successful completion of all learning outcomes is a requirement to pass the module. Learning outcomes T11 and T12 must be passed with a minimum mark of 5/10 in each language (Catalan, French and English).

Assessment is based on continuous assessment. Students who successfully complete all continuous assessment tasks (100%) and obtain a minimum overall mark of 5 are exempt from the final exam. Students who do not obtain a minimum mark of 5 or who do not complete all continuous assessment tasks must take the final exam.
Students who have completed 100% of the continuous assessment tasks but have not achieved a minimum mark of 5 will only be required to take the component(s) not passed in the final exam (oral production, written production, oral comprehension and written comprehension).
In both continuous assessment and the final exam, written and oral production account for 70% of the grade, while written and oral comprehension account for 30%.

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Students who have completed 100% of the continuous assessment tasks but have not achieved a minimum mark of 5 will only be required to take the component(s) not passed in the final exam, namely oral production, written production, oral comprehension and written comprehension.

In both continuous assessment and the final exam, written and oral production account for 70% of the grade, while written and oral comprehension account for 30%.

COMPETENCE	BCE-T011 - The ability to communicate orally and in writing, at least in one's own language and in others. This includes the ability to both analyse and synthesise speech.		
RA	NIVELL B1/B2 - BCE-T011-01/2 Communicates orally and in writing, in one's own language and in others at an initial level.		
Indicators	Oral communication 70%	Speaking 1	20% at the end of the 1st semester
		Speaking 2	50% at the end of the 2n semester
	Written comprehension 30%	Reading 1	10% at the end of the 1st semester
		Reading 2	20% at the end of the 2n semester

COMPETENCE	BCE-T012 - The ability to provide information adapted to the needs of the interlocutor and establish fluid communication		
RA	NIVELLS B1/B2 - BCE-T012-01/2 Communicates with others by providing information adapted to the needs of the interlocutor at an initial level.		
Indicators	Oral comprehension 30%	Listening 1	10% at the end of the 1st semester
		Listening 2	20% at the end of the 2n semester
	Written expression 70%	Writing 1	20% at the end of the 1st semester
		Writing 2	50% at the end of the 2n semester

4.2. Final assessment

If students do not qualify for the continuous assessment process at the end of semester 2 according to the aforementioned requirements and criteria, they must take the final assessment exam at the end of semester 2.

The final assessment exam will cover the four skills (written comprehension, oral comprehension, written expression and oral expression).
Students may decide to take all the four skills or only those where they have not obtained an average grade of 5/10.

5. Material

All material will be posted on the Virtual Campus. Students can use the books: Oxford University Press. (n.d.). Oxford Practice Grammar Student's Site. Retrieved November29,2022,from **https://elt.oup.com/student/practicegrammar/?cc=global&selLanguage=en**

for grammar explanations, additional exercises and homework**.** AI will be used to work individually, receive immediate feedback, and enhance personalisation.

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