



**ENGLISH FOR EDUCATION (3433)  
Pedagogia, Psicopedagogia, Educació Social, Mestre  
(especialitats Educació Física, Infantil, Musical,  
Primària i Especial)**

**Curs:** 2009-2010

**Tipus d'assignatura:** Lliure elecció

**Durada:** 2n Quadrimestre

**Nombre de crèdits (teòrics i pràctics):** 4,5 crèdits (3 teòrics i 1,5 pràctics)

**Desdoblament de grups:** NO

**Prerequisits de l'assignatura:** NO

**Participació a Campus Extens:** NO

**Idioma en que s'imparteix l'assignatura:** ANGLÈS

<b>PROFESSORA:</b> DRA. PATRICIA BASTIDA RODRÍGUEZ	
<b>DIRECTORI:</b> Despatx: 333 Edifici: Ramon Llull Tel.: 971 25 97 69 Fax: 971 14 34 73 e-mail: <a href="mailto:pbastida@uib.es">pbastida@uib.es</a>	<b>TUTORIES:</b> 1r quadrimestre: Dimecres (11-14) Divendres (10-11) 2n quadrimestre: Dilluns (11-13) Dimecres (11-13)

## **I. OBJECTIUS GENERALS**

This is an elective course intended for students in the field of education who wish to improve their competence and gain confidence when using English in their academic and professional lives. Given its specific scope, it will focus primarily on the reading and writing of specialised texts in the area of education, although some attention will also be devoted to speaking and listening in education-related contexts. Its aims are the following:

- To enhance the ability of students to understand scientific articles and specialised books in English in the field of education.
- To familiarise students with the specific English terminology used in their area of specialisation.
- To make students capable of producing short texts in English related to the professional field of education.
- To improve students' oral skills in English in a work-related context, which will allow them to discuss and give short presentations on educational issues.
- To enhance students' listening skills so as to make them capable of understanding talks and lectures on their field.



## **Facultat d'Educació**

### **II. CONTINGUTS**

- **Reading.** Reading comprehension strategies: skimming, scanning. Intensive and extensive reading. Organisation and conventions of written academic discourse.
- **Writing.** Basic writing skills in accordance with the academic needs of students in the field of education and their future requirements as professionals.
- **Grammar.** The characteristics of academic writing in education: nominalisation and nominalised phrases, compounding, abbreviations, rhetorical markers.
- **Vocabulary.** Specific terminology in the field of education, with particular attention to technical and semi-technical vocabulary.
- **Speaking.** Assessing scientific arguments: discussion and debate. Giving presentations on an education-related topic.
- **Listening.** Understanding main ideas and taking notes in education-related talks.

### **III. METODOLOGIA I ACTIVITATS**

Classroom methodology will be based on authentic materials and will include a wide variety of activities, from reading comprehension exercises and the linguistic analysis of specialised texts and articles in the field of education, to vocabulary and listening exercises, discussions and the production of short academic texts and professional letters. These activities will often be carried out in groups or pairs, as well as individually. For this reason, the active participation of students will be particularly encouraged.

### **IV. CRITERIS D'AVUACIÓ**

Students will be assessed according to their performance in the following tasks:

- **A short piece of writing** sustaining an argument, which must be related to the students' field of study and shall be delivered **in groups** (20 %).
- **An oral presentation in groups** on the topic proposed (20 %).
- **A final examination** (50 %).
- **Regular attendance and participation in class** will also contribute to the final grade of students (10 %).

### **V. OBSERVACIONS**

This course is not addressed to teacher training students specialising in a foreign language (English).



## **Facultat d'Educació**

### **VII. BIBLIOGRAFIA BÀSICA**

- Barrow, Robin & Geoffrey Milburn 1990: *A Critical Dictionary of Educational Concepts. An Appraisal of Selected Ideas and Issues in Educational Theory and Practice*. Hemel Hempstead: Harvester Wheatsheaf.
- Laws, Anne 2000: *Presentations*. Oxford: Summertown Publishing.
- Richards, Janet C. & Sharon K. Miller 2005: *Doing Academic Writing in Education: Connecting the Personal and the Professional*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Spafford, Carol Sullivan et al. 1998: *The Cyclopedic Education Dictionary*. New York: Thomson Delman Learning.

### **VI. BIBLIOGRAFIA GENERAL**

#### **General bibliography:**

- Alley, Michael 2003: *The Craft of Scientific Presentations: Critical steps to succeed and critical errors to avoid*. New York: Springer.
- Bailey, Stephen 2006: *Academic Writing: A Handbook for International Students*. London: Routledge.
- Bowden, John 2002: *Writing a Report: How to prepare, write and present effective reports*. Oxford: How To Books.
- Gordon, Peter & Denis Lawton 2003: *Dictionary of British Education*. London: Woburn Press.
- Powell, Mark 1999: *Presenting in English: How to give successful presentations*. Hove: Language Teaching Publications.
- Swales, John M. & Christine B. Feak 1994: *Academic Writing for Graduate Students: Essential tasks and skills. A course for nonnative speakers of English*. Anne Arbor: University of Michigan Press.
- Zemach, D. E. & L. A. Rumisek 2005: *Academic Writing from Paragraph to Essay*. Basingstoke: Macmillan.

#### **Support on English grammar and vocabulary:**

- Hewings, Martin 1998: *Advanced Grammar in Use. A self-study reference and practice book for advanced learners of English. With Answers*. Cambridge U. P.
- Murphy, Raymond 1994: *English Grammar in Use. A self-study reference and practice book for intermediate students of English. With Answers*. Cambridge U. P.
- Swan, Michael 2000: *Practical English Usage*. Oxford U. P.
- Thomson, A.J. & Martinet A.V. 1990 (1986): *A Practical English Grammar*. Oxford U. P. (With two books of exercises)
- Vince, Michael 2003: *Intermediate Language Practice. With key. English Grammar and Vocabulary*. Oxford: Macmillan.
- Vince, Michael 2003: *First Certificate Language Practice. With key*. Oxford: Macmillan.
- Cambridge Word Selector Anglès-Català*. 1997. Cambridge U. P. (bilingual)
- Collins Cobuild English Language Dictionary*. 1995. Collins. (monolingual)
- Collins Spanish-English, English-Spanish Dictionary*. 2000. Collins. (bilingual)
- Oxford Advanced Learner's Dictionary*. 1998. Oxford U. P. (monolingual)



**Universitat de les  
Illes Balears**

**Facultat d'Educació**

**Recommended websites on education:**

[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

[www.dfes.gov.uk/index/shtml](http://www.dfes.gov.uk/index/shtml)

[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)

[www.bbc.co.uk/1/hi/education](http://www.bbc.co.uk/1/hi/education)

[www.bbc.co.uk/parenting](http://www.bbc.co.uk/parenting)