

## BASIC DETAILS:

<b>Subject:</b>	ENGLISH I		
<b>Id.:</b>	32475		
<b>Programme:</b>	GRADUADO EN EDUCACIÓN INFANTIL. PLAN 2015 (BOE 17/08/2015)		
<b>Module:</b>	APRENDIZAJE DE LENGUAS Y LECTOESCRITURA		
<b>Subject type:</b>	MATERIA BASICA		
<b>Year:</b>	1	<b>Teaching period:</b>	Annual
<b>Credits:</b>	9	<b>Total hours:</b>	225
<b>Classroom activities:</b>	102	<b>Individual study:</b>	123
<b>Main teaching language:</b>	Inglés	<b>Secondary teaching language:</b>	Castellano
<b>Lecturer:</b>		<b>Email:</b>	

## PRESENTATION:

The subject takes into consideration the knowledge and competences Primary school teachers will need in order to use English effectively through focusing on the key issues involved in learning and teaching English in the 21<sup>st</sup> century. Throughout the course students will play the role of learner and teacher with the aim of improving their English skills, learning about teaching through English and applying the knowledge acquired in their future teaching practice. During the first semester, students will work intensively on improving their English skills (listening, speaking, reading and writing), which will help them with the demands of other subjects taught through English. During the second semester, the focus will be on exploring the teaching of English as an additional language: teaching methodologies and approaches; learning how to teach listening, speaking, reading and writing to primary learners; developing a lesson plan and learning how to assess young learners. Learning will be reinforced through visits to schools where students can acquire first-hand experience regarding the joys and challenges of teaching young learners.

## PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

<b>General programme competences</b>	G01	Capacity to analyse and synthesise information from different sources.
	G03	Capacity to organise, plan and self-assess the work undertaken.
	G07	Capacity for interpersonal communication in English (oral and written) at a minimum B2 level (per the Common European Framework of Reference for Languages) to adapt to the academic and professional requirements of the Degree.
	G10	Capacity to generate new ideas through initiative, innovation and creativity for effective adaptation to educational needs and the job market.
	G12	Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress.
<b>Specific programme competences</b>	E42	Know the language and literacy curriculum at this stage as well as the theories on acquisition and development of the corresponding material learned.
	E43	Encourage speaking and writing capacities.
	E44	Know and master techniques in oral and written expression.
	E45	Know oral tradition and folklore.
	E46	Understand the change from orality to writing and know the different language registers and usage.
	E47	Know the learning process and methodology for reading and writing.
	E48	Address language learning situations in multilingual situations.
	E49	Recognise and assess suitable usage of verbal and non-verbal language.
	E50	Know and use resources suitably to encourage reading and writing.
	E51	Obtain literary training and be particularly aware of children's literature.
<b>Regulated profession competences</b>	E52	Be able to initiate a first look at a foreign language.
	P10	Express oneself orally and in writing and master the use of different expressive techniques.
	P15	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P17	Reflect on classroom practices to innovate and improve teaching. Acquire the habits and skills to learn alone or with others and foster this among the pupils.

<b>Learning outcomes</b>	R01	Communicate in a foreign language (English) in the spoken and written forms.
	R02	Know the different registers and use of English.
	R03	Design educational material from children's literature and audiovisual and written press material in English.
	R04	Develop a unit of didactic material for a foreign language (competences, content, procedures, assessment).
	R05	Be aware of the general orientation and organisation of foreign languages at the primary level.
	R06	Assess the foreign language (English) learning strategies.

### PRE-REQUISITES:

Having a B1 level is a pre-requisite for this degree programme and the course will start at an initial B2 level. If you have a low B1 level, it is your responsibility to reach the level required through independent study and language support courses, either at the Instituto de Lenguas Modernas or other centres. The Instituto de Lenguas Modernas provides language support classes for those students who have not reached the required B1 level. Please speak to your lecturer regarding how you can enrol in these courses.

It is also highly recommended to take advantage of academic tutorial sessions regarding other resources and materials you can use to help you reach the required level.

**Returning students (students who are repeating the course)** must contact the lecturer by 16 **September** in order to arrange a tutorial and devise a study plan to help them deal with the demands of the subject. Class attendance for returning students is compulsory (unless students can justify non-attendance) and students must submit the same continuous assessment assignments (individual work, group work, Written tests, ePortfolio) as new students. Any returning student must commit to attending at least **4 tutorials** during the course (2 in the first semester and 2 in the second semester). It is the responsibility and obligation of the student to contact the lecturer and arrange times for tutorials. Students who do not attend tutorials or submit assessment tasks will not be able to sit the Final Exam.

### SUBJECT PROGRAMME:

Observations:

Subject planning could be modified due unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

Class attendance is compulsory at San Jorge University and **students must attend 80% of classes**, otherwise, they will forfeit the right to evaluation, which is regulated by the current Academic Guide for the degree programme. As this is a **9 credit subject**, **students are entitled to miss 20 hours of class**, those students who exceed this limit will not be evaluated.

Students who will not be able to attend 80% of in-class sessions owing to special circumstances (students with valid work contracts; students who can justify non-attendance with a medical certificate) must inform the Secretary in their Faculty and provide the required certificates. They must then contact their lecturer, Fiona Crean (fcrean@usj.es) by 17 October and arrange a tutorial by 25 October. During this first tutorial, an individualized study plan will be established and students must commit to attending 3 tutorials during the course. It is the student's responsibility and obligation to contact the lecturer, attend tutorials and follow the study plan.

Students are advised to read the Academic Guide for their degree programme in detail and if they have any doubts, talk to their lecturer.

### Subject contents:

<b>1 - Unit 1 Eating in...and out; modern families</b>
1.1 - Developing listening, speaking, reading and writing skills
1.2 - Academic skills: Listening skills: Identifying main ideas in a presentation Speaking skills: Giving an introduction to a presentation
<b>2 - Unit 2 Spending money; changing lives</b>
2.1 - Developing listening, speaking, reading and writing skills
2.2 - Academic skills: Reading skills: Main and supporting ideas; making notes Writing skills: Topic sentences
<b>3 - Unit 3 Survive the drive; men, women and children</b>
3.1 - Developing listening, speaking, reading and writing skills
3.2 - Academic skills: Identifying different points of view; Recognising turn-taking language Speaking skills: Putting forward different points of view

<b>4 - Unit 4 Bad manners; Yes, I can!</b>
4.1 - Developing listening, speaking, reading and writing skills
4.2 - Academic skills: Listening skills: Predicting and listening; listening for key detail Speaking skills: Giving examples in presentations
<b>5 - Unit 5 Sporting superstitions; #thewaywemeet</b>
5.1 - Developing listening, speaking, reading and writing skills
5.2 - Academic skills: Reading skills: Interpreting factual data; Understanding logical connections Writing skills: Summarising from factual data; Showing logical connections
<b>6 - Unit 6 Behind the scenes; every picture tells a story</b>
6.1 - Developing listening, speaking, reading and writing skills
6.2 - Academic skills: Listening skills: Using visual information to help with listening; using visual clues to predict Speaking skills: Referring to visual support; moving to a new topic
<b>7 - Unit 7 Live and learn; the hotel of Mum and Dad</b>
7.1 - Developing listening, speaking, reading and writing skills
7.2 - Academic skills: Reading skills: Following a narrative Writing skills: Writing a case study narrative
<b>8 - Unit 8 The right job for you; have a nice day!</b>
8.1 - Developing listening, speaking, reading and writing skills
8.2 - Academic skills: Listening skills: Following a discussion; distinguishing main points made by speakers Speaking skills: Checking understanding; Confirming a point
<b>9 - Teaching English as a Second Language</b>
9.1 - How do we learn languages?
9.2 - What is bilingualism, multilingualism, plurilingualism and ELF?
9.3 - ESL teaching approaches and methodologies
9.4 - Class Management
<b>10 - Teaching listening and speaking skills</b>
10.1 - Comparison of listening in L1 outside class and listening to English in class
10.2 - Analysing different listening tasks
10.3 - Evaluating different listening techniques
10.4 - Designing and microteaching a listening activity
10.5 - Experiencing a speaking activity
10.6 - Analysing speaking activities for early childhood classes
10.7 - Evaluating speaking activities and dealing with related problems
10.8 - Designing and microteaching a speaking activity
<b>11 - Teaching Reading and Writing skills</b>
11.1 - Comparing reading in L1 and reading English in infant and primary contexts
11.2 - Evaluating different reading activities
11.3 - Different ways to teach reading
11.4 - Designing and microteaching a reading activity
11.5 - Analysing writing activities and creating pre- and post- writing activities
11.6 - Microteaching a pre- and post writing activity
<b>12 - Developing a Lesson Plan</b>
12.1 - Deciding on key elements of a lesson plan
12.2 - Deducing a lesson plan
12.3 - Defining the learning outcomes of a lesson plan
12.4 - Putting a lesson plan together
12.5 - Evaluating lesson plans
12.6 - Assessing Young Learners

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## TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:

### Teaching and learning methodologies and activities applied:

Learning and teaching methodologies are based on a socio-constructivist approach in which learners construct and co-construct their understanding of the knowledge and concepts acquired. Classes will normally be based on a communicative approach with students interacting through a wide range of class activities, which will include problem-solving, debates, micro-teaching and role-playing some of the situations that may arise in the classroom. This approach enables maximum student participation and talking time in class. It also encourages cooperative learning and meaningful interaction between students and the development of the professional competences of this degree programme. The Learning Space will be used throughout the course to focus on those areas which are not covered in the syllabus but are considered to be relevant for improving English skills and teaching practice. Students will be notified at the start of the course regarding when we will be using the Learning Space and the activities we will focus on.

### Tutorials

Students are encouraged to avail of tutorial sessions as during these sessions, students can ask questions, clarify concepts, ask for additional bibliography, etc. Some tutorial time will be devoted to assistance with group work. Your lecturer will inform you about tutorial times.

### Independent Study

Students are expected to complete all independent study tasks mentioned in this syllabus. These tasks are focused on the development of reading, writing and listening skills along with vocabulary extension. As regards Evaluated Tasks all students are required to upload their completed tasks on the PDU on the submission date. No late submissions will be accepted unless there is a justified reason which must be communicated to the lecturer. All tasks must be completed as they will be evaluated directly or indirectly (through participation, individual work or group work).

**It is therefore very important to check the PDU every week.**

### Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	21
	Practical exercises	13
	Practical work, exercises, problem-solving etc.	33
	Debates	5
	Coursework presentations	16
	Films, videos, documentaries etc.	6
	Assessment activities	8
Individual study	Tutorials	3
	Individual study	30
	Individual coursework preparation	20
	Group coursework preparation	20
	Project work	8
	Research work	8
	Compulsory reading	9
	Recommended reading	5
	Portfolio	20
Total hours:		225

## ASSESSMENT SCHEME:

### Calculation of final mark:

Written tests:	10	%
Individual coursework:	20	%
Group coursework:	20	%
Final exam:	30	%

Portfolio:	20	%
<b>TOTAL</b>	100	%

\*Las observaciones específicas sobre el sistema de evaluación serán comunicadas por escrito a los alumnos al inicio de la materia.

## BIBLIOGRAPHY AND DOCUMENTATION:

### Basic bibliography:

LARSEN-FREEMAN, Diane. Techniques and Principles in Language Teaching, 2nd ed. Oxford: Oxford University Press, 2000.
RICHARDS, Jack, C., David Bohlke. Creating Effective Lesson Plans. Cambridge: Cambridge University Press, 2011.
UR, Penny. A Course in Language Teaching: Practice of Theory (Cambridge Teacher Training and Development). Cambridge: Cambridge University Press, 2012.
SCRIVENER, Jim. Learning Teaching. The Essential Guide to English Language Teaching, 3rd ed. London: Macmillan, 2011.
Students must buy this book as you will be using it in class and form individual study: LATHAM-KOENIG, Christina, Clive Oxenden, Jerry Lambert. English File. Fourth Edition. Student's book and workbook with online practice for speakers of Spanish. Fourth edition. B1 intermediate. Oxford: Oxford University Press, 2019.

### Recommended bibliography:

HARMER, Jeremy. The Practice of English Language Teaching, 3rd ed. Essex: Longman ELT, 2001.
CAMERON, Lynne, Penny McKey. Bringing Creative Teaching into the Young Learners' Classroom. Oxford: Oxford University Press, 2010.
IOANNOU-GEORGIOU, Sophie, Paulo Pavlos. Assessing Young Learners. Oxford: Oxford University Press, 2003.

### Recommended websites:

British Council Learning English	<a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a>
British Council Teaching English	<a href="http://www.teachingenglish.org.uk/">http://www.teachingenglish.org.uk/</a>
Improving English skills	<a href="https://www.englishcentral.com">https://www.englishcentral.com</a>
Practising for B2	<a href="http://www.flo-joe.com/fce/students/">http://www.flo-joe.com/fce/students/</a>
Listening exercises	<a href="http://www.elllo.org/months/tasktown.htm">http://www.elllo.org/months/tasktown.htm</a>
BBC Learning English	<a href="http://www.bbc.co.uk/learningenglish">http://www.bbc.co.uk/learningenglish</a>
For learning and teaching English	<a href="http://www.isabelperez.com/">http://www.isabelperez.com/</a>
Spanish-English Dictionary	<a href="http://www.linguee.es/">http://www.linguee.es/</a>

\* Guía Docente sujeta a modificaciones