

BASIC DETAILS:

Subject:	ENGLISH III		
Id.:	32506		
Programme:	GRADUADO EN EDUCACIÓN INFANTIL. PLAN 2015 (BOE 17/08/2015)		
Module:	MENCIÓN LENGUA EXTRANJERA (INGLÉS)		
Subject type:	OPTATIVA		
Year:	4	Teaching period:	Primer Cuatrimestre
Credits:	6	Total hours:	150
Classroom activities:	60	Individual study:	90
Main teaching language:	Inglés	Secondary teaching language:	Castellano
Lecturer:		Email:	

PRESENTATION:

English III focuses on integrating the four practical language skills (reading, writing, speaking and listening) at an advanced level. Each unit contains a wide range of activities to practice the four language skills as well as activities that are focused specifically on grammar, vocabulary and pronunciation. Special attention will be paid to those areas of the English language which concern school teaching at the pre-school and primary levels. In addition to following a text book, class time will be spent engaging with pressing topics in educational theory and policy today.

Students will be provided with the necessary tools to continue their language learning independently outside of the classroom and are also given constant feedback on their progress and potential areas of improvement. Furthermore, students will be given a variety of opportunities to continue developing the basic research skills that are necessary to completing the final year project (TFG). Assessment will be based on a multi-part portfolio, a research project and oral presentation as well as a final exam.

PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

General programme competences	G01	Capacity to analyse and synthesise information from different sources.
	G03	Capacity to organise, plan and self-assess the work undertaken.
	G04	Capacity to apply information technologies critically and constructively as tools to promote learning.
	G05	Capacity to work in a team and cooperate with other professionals from the same or a different sector.
	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.
Specific programme competences	E01	Understand the educational and learning processes for the 0-6 age group in family, social and school contexts.
	E02	Know the advances in childhood psychological development for the 0-3 and 3-6 age range.
	E03	Know the basics of early care.
	E04	Recognise the identity of this stage and its cognitive, psychomotor, communicative, social and affective characteristics.
	E28	Know of international experiences and examples of innovative practices in preschool education.
	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.
	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.
	E52	Be able to initiate a first look at a foreign language.
	E67	Capacity to understand the main ideas of complex texts which cover specific and abstract topics, even if they are technical - as long as they remain within the person's field of specialisation. In addition, capacity to understand the pedagogical bases in the holistic learning of content and foreign language.
	E68	Capacity to interact with native speakers with sufficient fluency and ease that the communication occurs with minimal effort on the part of either speaker.
	E69	Capacity to work as a Preschool English Teacher using the CLIL (Content and Language Integrated Learning) method.
	E70	Capacity to produce clear, detailed texts and design didactic units in line with the pedagogical principles for learning content and foreign languages.
Regulated profession competences	P01	Know the objectives, curricular content and assessment criteria for Preschool Education.
	P02	Promote and enable learning in early childhood - from an overall inclusive perspective - of the various cognitive, emotional, psychomotor and volitional aspects.
	P03	Design and regulate learning areas, in the context of diversity, which cleave to the individual educational needs of the pupils, gender equality and respect for human rights.
	P07	Promote the independence and individuality of each pupil as educational factors in early childhood emotions, feelings and values.
	P09	Effectively address language learning situations in multicultural and multilingual situations.
	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.
Learning outcomes	P19	Find quality improvement models that can be applied to educational establishments.
	R01	Speak in English fluently, according to the communication situation, in the right place and for the communicative needs.
	R02	Formulate oral and written messages in English fluently and correctly to achieve effective communication.
	R03	Apply advanced level English grammar and vocabulary in diverse communicative situations.
	R04	Independently, fully understand rather difficult texts related to the formal educational field.

PRE-REQUISITES:

This course is an advanced level English course and therefore it is highly recommended that students have at least a **B2 level of English**. Otherwise, it will be difficult to cope with the level of this subject. The lecturer will happily provide guidance and advice to any students who require extra practice. As a result, students are urged to take advantage of tutorial hours regarding extra resources and materials that they can use to help reach the required level. Furthermore, Students are urged to sign up for the ILM B2 course, which provides extra support and practice. Students should also strongly consider signing up for the CertAcles B2 preparation course.

SUBJECT PROGRAMME:

Observations:

The following program follows the structure of the coursebook while also integrating other in-class activities that ensure that students improve the awareness about important educational themes while improving their level of English. The latter will largely be accomplished through research, group discussions and in-class debates.

Subject contents:

1 - Introduction to English III
2 - Personality and work
2.1 - "We are family"
2.2 - "A job for life?"
2.3 - Debate 1
3 - Learning language and word building
3.1 - "Do you remember...?"
3.2 - "On the tip of my tongue"
4 - Anger and conflicts
4.1 - "A love-hate relationship"
4.2 - "Dramatic license"
4.3 - Debate 2
5 - Describing sounds, books and films
5.1 - "An open book"
5.2 - "The sound of silence"
5.3 - Debate 3
6 - Time and money
6.1 - "No time for anything"
6.2 - "Not for profit?"
6.3 - A deeper dive
7 - Technology
7.1 - "Help, I need somebody!"
7.2 - "Can't give it up"

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.

TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:

Teaching and learning methodologies and activities applied:

Classes will be held in English using a communicative approach and students are expected to be fully active and participating in class at all times. Students will work individually, in pairs or in small groups according to the needs of the class as well as students' interests and needs as future teachers. The subject will follow the flipped classroom methodology, so students will be required to prepare some content before class as homework to prepare for further work and practice in the classroom. Besides preparing exercises, students will do research about important educational topics at home and come prepared to explain and debate those ideas with their peers. Finally, the portfolio will be a place for students to work continually. The lecturer will check on the student's progress with the portfolio throughout the term to measure their progress.

Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	5
	Other theory activities	13
	Practical exercises	12
	Practical work, exercises, problem-solving etc.	10
	Debates	10
	Extra-curricular activities (visits, conferences, etc.)	5
	Tutorials	5

Individual study	Individual coursework preparation	20
	Project work	10
	Research work	20
	Portfolio	20
	Other individual study activities	20
Total hours:		150

ASSESSMENT SCHEME:

Calculation of final mark:

Final exam:	30	%
Oral exam:	30	%
Portfolio:	40	%
TOTAL	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:

LATHAM-KOENIG Cristina, OXENDEN, Clive, LAMBERT, Jerry, CHOMACKI, Kate. English File C1.1 FOURTH EDITION (student's book and workbook together in one volume). Oxford: Oxford University Press, 2020.

Other materials for basic bibliography will be provided via PDU.

Recommended bibliography:

BARTRAM, Mark, PICKERING, Kate. Voyage C1. Oxford: Oxford University Press, 2016
CRYSTAL, David. The Cambridge Encyclopedia of the English Language. Cambridge: Cambridge University Press, 2009.
HEWINGS, Martin. Advanced Grammar in Use, 2nd edition. Cambridge: Cambridge University Press, 2008.
HEWINGS, Martin. English Pronunciation in Use: Advanced. Self-study and classroom use. Cambridge: Cambridge University Press, 2007.
MANNING, Anthony. English for Language and Linguistics in Higher Education Studies Course Book. Reading: Garnet Publishing Ltd., 2008.
MCCARTHY, Michael. English Vocabulary in Use: Advanced. Cambridge: Cambridge University Press, 2002.
O'DELL, Felicity. English Collocations in Use: Advanced. Cambridge: Cambridge University Press, 2008.

Recommended websites:

Cambridge Dictionaries	https://dictionary.cambridge.org/
English File Student's Site – Advanced Third Edition	https://elt.oup.com/student/englishfile/advanced3/?cc=global&selLanguage=en
Longman Dictionary of Contemporary English Online	https://www.ldoceonline.com/
Macmillan Dictionary	https://www.macmillandictionary.com/
Merriam-Webster Learner's Dictionary	http://learnersdictionary.com/
Oxford Advanced Learner's Dictionary	https://www.oxfordlearnersdictionaries.com/
Chalk Beat	https://www.chalkbeat.org/
NYT education	https://www.nytimes.com/section/education
More resources will be available on the PDU	

* Guía Docente sujeta a modificaciones