

## BASIC DETAILS:

<b>Subject:</b>	ENGLISH II		
<b>Id.:</b>	32536		
<b>Programme:</b>	GRADUADO EN EDUCACIÓN PRIMARIA. PLAN 2015 (BOE 17/08/2015)		
<b>Module:</b>	ENSEÑANZA Y APRENDIZAJE DE: LENGUAS		
<b>Subject type:</b>	OBLIGATORIA		
<b>Year:</b>	2	<b>Teaching period:</b>	Annual
<b>Credits:</b>	9	<b>Total hours:</b>	225
<b>Classroom activities:</b>	90	<b>Individual study:</b>	135
<b>Main teaching language:</b>	Inglés	<b>Secondary teaching language:</b>	Castellano
<b>Lecturer:</b>		<b>Email:</b>	

## PRESENTATION:

English II builds upon the contents and competences acquired during English I, in the first year of the degree programme. The course will focus on two areas: the development of English skills and teaching through English. The development of English skills will focus on grammar, pronunciation and vocabulary along with listening, speaking, reading and writing skills through studying a wide range of contents which will help the student develop his/ her English skills in order to communicate more effectively. Students will develop their skills as teachers through sessions on different areas of teaching methodology and they will learn to apply what they have learnt through microteaching. Throughout the course students will continually be playing the role of learner and teacher with the aim of improving their English skills, learning about teaching through English and applying these skills in their teaching practice.

## 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 to communicate in English 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>	E13	Foster group work and individual work and effort.
	E44	Understand the basic principles of the science of language and communication
	E45	Acquire literary training and be aware of children's literature.
	E46	Know the school curriculum for languages and literature.
	E47	Speak, read and write correctly and adequately in the official languages of the corresponding Autonomous Region.
	E48	Know the learning process and methodology for written language.
	E49	Encourage reading and stimulate writing.
	E50	Be aware of the difficulties in learning the official languages for pupils from other countries.
	E51	Address language learning situations in multilingual situations.
	E52	Communicate in a foreign language in the spoken and written form.
	E53	Develop and assess curriculum content through suitable didactic resources and further the corresponding competences among the pupils.
<b>Regulated profession competences</b>	P03	Effectively address language learning situations in multicultural and multilingual situations.
	P07	Stimulate and value the effort, persistence and personal discipline of the pupils.
	P10	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P12	Take on the educational side of teaching and foment democratic education for an active citizenry.

	P16	Acquire the habits and skills to learn alone or with others and foster this among the pupils.
<b>Learning outcomes</b>	R01	Use discourse, adapting it to the communication situation and the role of each speaker with regard to the others, the situation and the communicative needs.
	R02	Recognise the importance of English as a highly useful cross-border communication tool to gain access to other cultures.
	R03	Frame oral and written messages in English with a certain fluency and correctness to achieve effective communication.
	R04	Suitably apply English grammar and vocabulary in all communicative scenarios - academic, work and leisure.
	R05	Independently, fully understand averagely difficult texts related to the student's future professional field.
	R06	Summarise their ideas in English, employing informed and critical reasoning.
	R07	Draw up a project on features of the topics that are significant and relevant, using audiovisual resources and language.

### PRE-REQUISITES:

The essential prerequisite for this course is to have passed the subject English I and to have at least a B1 level of English to be able to cope with the level of this subject which is taught at a B2 level of English. Students must attend general English courses within or outside of the University if the level of the course is too difficult for them.

Returning students (students who are repeating the course) must contact the lecturer by **20 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:

#### Subject contents:

<b>1 - Teaching Knowledge: Topic 1</b>
1.1 - Exploring teachers' roles
1.2 - Building rapport with learners
<b>2 - Open World Unit 7: What's in your food? (1)</b>
2.1 - Describing food. "Wish" and "If only"
2.2 - Describing a restaurant experience. Prefixes
<b>3 - Teaching Knowledge: Topic 2</b>
3.1 - Language teaching with young learners
3.2 - Class language for teachers
<b>4 - Open World Unit 7: What's in your food? (2)</b>
4.1 - Third and mixed conditionals
4.2 - Writing for FCE: A report
<b>5 - Teaching Knowledge: Topic 3</b>
5.1 - Background to storytelling: children's literature in English
5.2 - Learning how to tell a story to young learners
5.3 - Practise telling stories
<b>6 - Open World Unit 8: Living made easy</b>
6.1 - Discussing technology
6.2 - Direct and indirect objects. Modals of speculation and deduction
6.3 - Writing for FCE: Formal and informal writing

<b>7 - Teaching Knowledge: Topic 4</b>
7.1 - Learning how to manage a class
7.2 - Dealing with discipline problems
<b>8 - Open World Unit 9: The great outdoors</b>
8.1 - The weather and the environment: reading and speaking exercises
8.2 - Evaluating sample lessons
<b>9 - Teaching Knowledge: Topic 5</b>
9.1 - Designing a lesson plan
9.2 - Evaluating sample lessons
<b>10 - Open World Unit 9: The great outdoors (2)</b>
10.1 - Writing for FCE: Opinion essay
10.2 - Revision unit 9
<b>11 - Teaching Knowledge: Topic 6</b>
11.1 - Testing and assessment: Formal assessment
11.2 - Classroom based assessment
<b>12 - Open World Unit 10: To the limit</b>
12.1 - Listening, speaking and reading exercises
12.2 - Causatives, "ing"/"ed" adjectives
12.3 - Writing for FCE: A review
<b>13 - Open World Unit 11: Fact or fiction?</b>
13.1 - Discussing the media. Reported speech and questions
13.2 - Reading, speaking and writing exercises
13.3 - FCE preparation: Developing your writing
<b>14 - Open World Unit 12: Let's celebrate</b>
14.1 - Vocabulary, speaking and listening exercises
14.2 - Reading and Use of English exercises
14.3 - Expressing obligation, permission and ability
<b>15 - Open World Unit 13: In fashion, on trend</b>
15.1 - The business of shopping
15.2 - "Like" and "As". Past modals.
15.3 - Preparing FCE oral exam
<b>16 - Open World Unit 14: Not just 9-5</b>
16.1 - Discussing the perfect job
16.2 - Adding emphasis and sentence fronting
16.3 - Preparing FCE oral exam
16.4 - Going for a job in Frankfurt

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:

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 to Evaluated Tasks, all students are required to upload their completed tasks on the PDU on the submission date. No late submissions will be excepted 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	27
	Other theory activities	4
	Practical exercises	4
	Practical work, exercises, problem-solving etc.	27
	Coursework presentations	8
	Other practical activities	3
	Assessment activities	12
	Extra-curricular activities (visits, conferences, etc.)	2
	Tutoriales	3
Individual study	Individual study	68
	Individual coursework preparation	26
	Group coursework preparation	26
	Portfolio	15
	<b>Total hours:</b>	225

### ASSESSMENT SCHEME:

#### Calculation of final mark:

Written tests:	20	%
Individual coursework:	15	%
Group coursework:	15	%
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:

COSGROVE, Anthony, Deborah Hobbs. Open World B2 First. Cambridge: Cambridge University Press, 2019. (Students' licenses will be extended automatically. Those students who do not have a license must buy one, as this will be the book for the whole course)

HARMER, Jeremy. Essential Teacher Knowledge: Core Concepts in English Language Teaching. Harlow: Pearson Education Ltd., 2012.

### Recommended bibliography:

CAMERON, Lynne, Penny McKey. Bringing Creative Teaching into the Young Learners' Classroom. Oxford: Oxford University Press, 2010.

KANG SHIN, Joan, Jo Ann Crandall. Teaching Young Learners English. From Theory to Practice. Australia, Boston: National Geographic Learning/ Heinle Cengage Learning, 2014.

LINSE, Caroline T. Practical English Language Teaching. New York: McGraw Hill ESL/ ELT, 2006

MARTINEZ FRANCÉS, Eva. Meraki. Alma, creatividad y pasión. Paso a paso del aprendizaje basado en proyectos. Cuatro Hojas, 2020.

REDMAN, Stuart. English Vocabulary in Use: Intermediate. Cambridge: CUP, 2003.

RIDDELL, DAVID. Teach EFL. Croydon: Hodder Education, 2001.

WRIGHT, Andrew. Storytelling with Children (Resource book for teachers). Oxford: Oxford University Press, 2009.

### 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>
For learning and teaching English	<a href="http://www.isabelperez.com/">http://www.isabelperez.com/</a>
Listening exercises	<a href="http://www.elllo.org/months/tasktown.htm">http://www.elllo.org/months/tasktown.htm</a>

\* Guía Docente sujeta a modificaciones