

BASIC DETAILS:

Subject:	ENGLISH II		
Id.:	32485		
Programme:	GRADUADO EN EDUCACIÓN INFANTIL. PLAN 2015 (BOE 17/08/2015)		
Module:	APRENDIZAJE DE LENGUAS Y LECTOESCRITURA		
Subject type:	OBLIGATORIA		
Year:	2	Teaching period:	Anual
Credits:	9	Total hours:	225
Classroom activities:	105	Individual study:	120
Main teaching language:	Inglés	Secondary teaching language:	Castellano
Lecturer:	CREAN , FIONA (T)	Email:	fcrean@usj.es

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:

General programme competences	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.
Specific programme competences	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.
E52	Be able to initiate a first look at a foreign language.	
Regulated profession competences	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	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 **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 to unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

Subject contents:

1 - Outstanding people
1.1 - Discussing people you admire
1.2 - Reviewing tenses and questions
1.3 - Developing academic skills
2 - Survival
2.1 - Discussing dangerous situations
2.2 - Reviewing narrative tenses, future time clauses and conditionals
2.3 - Developing academic skills
3 - Talent
3.1 - Discussing sports activities and issues
3.2 - Multiword verbs, present perfect simple and continuous.
3.3 - Developing academic skills
4 - Life lessons
4.1 - Discussing events that changed your life
4.2 - Used to and would, obligation and permission.
4.3 - Developing academic skills
5 - Chance
5.1 - Discussing possible future events
5.2 - Future probability, future perfect and future continuous
5.3 - Developing academic skills
6 - Storytelling Workshop
6.1 - Learning how to tell a story to young learners
6.2 - Practice telling stories
7 - City living
7.1 - Discuss living in cities
7.2 - Too/ enough; so/ such, causative have/ get.
7.3 - Developing academic skills
8 - Dilemmas
8.1 - Discussing personal finance; discuss moral dilemmas and crime
8.2 - First and second conditionals, third conditional; should have + participle
9 - Discoveries
9.1 - Discussing new inventions, people's lives and achievements

9.2 - Relative clauses, reported speech, reporting verbs
9.3 - Developing academic skills
10 - Pronunciation Workshop
10.1 - Dealing with pronunciation problems: vowels, consonants and silent letters
10.2 - Word stress, sentence stress and intonation
11 - Possibilities
11.1 - Speculate about the past; discuss life achievements
11.2 - Past modals of deduction, wishes and regrets

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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	12
	Other theory activities	64
	Practical exercises	4
	Practical work, exercises, problem-solving etc.	9
	Debates	2
	Coursework presentations	6
	Films, videos, documentaries etc.	2
	Assessment activities	6
Individual study	Tutorials	6
	Individual study	18
	Individual coursework preparation	17
	Group coursework preparation	34
	Compulsory reading	4

	Recommended reading	2
	Portfolio	27
	Other individual study activities	12
	Total hours:	225

ASSESSMENT SCHEME:

Calculation of final mark:

Written tests:	20 %
Individual coursework:	20 %
Group coursework:	20 %
Final exam:	20 %
Portfolio:	20 %
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:

Students must buy this text book at the start of the course as you will be using it throughout the course: DOFF, Adrian et al. Cambridge English Empower for Spanish Speakers B2 Learning Pack (Student's Book with Online Assessment and Practice and Workbook). Cambridge: Cambridge University Press, 2016.

SCRIVENER, Jim. Learning Teaching. The Essential Guide to English Language Teaching, 3rd ed. London: Macmillan, 2011.

AZAR, Betty S. and HAGEN, Stacy A. Understanding and Using English Grammar. Hoboken, NJ: 2017

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.

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

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

HANCOCK, Mark. English Pronunciation in Use Intermediate with Answers. Cambridge: Cambridge University Press, 2007

Recommended websites:

British Council Learning English	http://learnenglish.britishcouncil.org/en/
British Council Teaching English	http://www.teachingenglish.org.uk/
For learning and teaching English	http://www.isabelperez.com/
Listening exercises	http://www.ello.org/months/tasktown.htm
Spanish-English Dictionary	http://www.linguee.es/