

BASIC DETAILS:

Subject:	ENGLISH III		
Id.:	32557		
Programme:	GRADUADO EN EDUCACIÓN PRIMARIA. 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:	64	Individual study:	86
Main teaching language:	Inglés	Secondary teaching language:	Castellano
Lecturer:	WOZNIAK , MONIKA (T)	Email:	mwozniak@usj.es

PRESENTATION:

The English III course is focused 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 focusing specifically on grammar, vocabulary and pronunciation, with special attention paid to those areas of the English language which concern primary school teaching.

Emphasis is given to autonomous learning and continuous evaluation, so students are also given the necessary tools to continue their language learning through self-study and constant feedback on their progress. Apart from progress tests and assignments, students will be expected to complete self-study tasks at home to prepare for further work in class and ensure each student learns the maximum from the course. Class attendance is compulsory, so any absences must be justified with a medical certificate or other written evidence following university rules.

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.
	G06	Capacity for oral or written interpersonal communication in Spanish to different audiences and using suitable means.
	G08	Capacity to absorb social and humanistic concepts within a rounded university education which allows the development of ethical values such as solidarity, interculturality, equality, commitment, respect, diversity, integrity, etc.
	G09	Capacity to formulate social transformation proposals, considered ethically, based on democracy and basic rights.
	G11	Capacity to establish and fulfil the most suitable quality criteria and to employ work methods and strategies oriented towards continuous improvement.
Specific programme competences	E13	Foster group work and individual work and effort.
	E15	Know how to tackle multicultural school situations.
	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.
	E70	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.
	E71	Capacity to interact with native speakers with sufficient fluency and ease that the communication occurs with minimal effort on the part of either speaker.
	E72	Capacity to work as a Primary School English Teacher using the CLIL (Content and Language Integrated Learning) method.
E73	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 curriculum areas of Primary Education, the interdisciplinary relationship between them, evaluation criteria and the body of didactic knowledge for the teaching and learning procedures, respectively.
	P02	Define, plan and assess teaching and learning processes, both individually and in collaboration with other teachers and professionals at the school.
	P03	Effectively address language learning situations in multicultural and multilingual situations.
	P07	Stimulate and value the effort, persistence and personal discipline of the pupils.
	P08	Know the organisation of primary schools and the variety of activities of which they are comprised.
	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.
Learning outcomes	P16	Acquire the habits and skills to learn alone or with others and foster this among the pupils.
	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:

The essential prerequisite for this course is to have at least a B2 level of English to be able to cope with the level of this subject (C1). The lecturer will provide guidance and advice to any students who require extra practice, so it is also highly recommended to take advantage of tutorial hours regarding extra resources and materials you can use to help you reach the required level.

SUBJECT PROGRAMME:

Subject contents:

1 - Introduction to English III
1.1 - What is linguistics?
1.2 - Developments in linguistics
2 - What is English?
2.1 - Spoken English
2.2 - Personality and work
2.3 - Changing language
2.4 - Dictionaries and language learning
3 - Family and Childhood
3.1 - The past
3.2 - Abstract nouns
4 - Relationships
4.1 - 'get'
4.2 - Words and phrases of foreign origin
5 - History and Films
5.1 - Discourse markers
5.2 - Conflict and warfare
6 - Sounds and Books
6.1 - Speculation and deduction
6.2 - Sounds and the human voice
6.3 - Inversion
6.4 - Describing books and films
6.5 - Translators
7 - Time and Money
7.1 - Distancing

7.2 - Expressions with 'time'
7.3 - Unreal uses of past tenses
7.4 - Money
7.5 - US and UK accents
8 - Education
8.1 - Innovation and goals
8.2 - Discourse markers in writing

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 contents before class as homework to prepare for further work and practice in the classroom. Feedback on students' progress will be provided in class or in tutorials when necessary.

Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	4
	Practical exercises	20
	Practical work, exercises, problem-solving etc.	24
	Debates	2
	Coursework presentations	2
	Films, videos, documentaries etc.	2
	Participation in seminars, conferences etc.	2
	Assessment activities	8
Individual study	Tutorials	5
	Individual study	22
	Individual coursework preparation	22
	Group coursework preparation	5
	Research work	10
	Compulsory reading	6
	Recommended reading	8
	Portfolio	8
Total hours:		150

ASSESSMENT SCHEME:

Calculation of final mark:

Written tests:	20 %
Individual coursework:	15 %
Final exam:	30 %
Oral exam:	30 %
Self-study tasks:	5 %
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. English File Third Edition Advanced, Multipack A. Oxford: Oxford University Press, 2015.

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/