

BASIC DETAILS:

Subject:	ENGLISH III		
Id.:	32506		
Programme:	GRADUADO EN EDUCACIÓN INFANTIL/INFANT EDUCATION. 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:		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 using the text book, some class time will be spent on looking into particular educational topics in more depth. Different activities and assessment tools have been designed to help students prepare to write their Final Year Project in English if they so choose.

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.
	P19	Find quality improvement models that can be applied to educational establishments.

PRE-REQUISITES:

This course is an advanced level English course and therefore it is highly recommended that students have **a solid 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. Furthermore, Students who need extra practice are urged to take advantage of courses offered by the ILM at USJ; this includes the B2 CertAcles preparation course for any students who do not yet have a B2 certificate.

SUBJECT PROGRAMME:

Observations:

The following program is provisional and may change depending on various factors. Students must pay close attention to the "Novedades" forum on the PDU where any changes will be announced, and weekly assignments will be posted.

Subject contents:

1 - Introduction to English III
2 - Personality and work
2.1 - "We are family"
2.2 - "A job for life?"
2.3 - Educational topic 1: Tracking in schools
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 - Educational topic 2: excerpts from "Nice White Parents"
5 - Describing sounds, books and films
5.1 - "An open book"
5.2 - "The sound of silence"
5.3 - Educational topic 3: Bilingualism in schools
6 - Time and money
6.1 - "No time for anything"
6.2 - "Not for profit?"
6.3 - Educational topic 4: "The view from Room 205" and testing
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:

Since classes will be held in English and rely on a communicative approach, students are expected to be active and participate in class consistently. Students will regularly work individually, in pairs or in small groups according to the needs of the class.

Since there is a large amount of material to cover, students will be required to work outside of class on a weekly basis to complete activities and assignments. 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.

In order to gauge student progress throughout the term, the lecturer will regularly check work and give feedback. Furthermore, there will be two "progress tests" in class, though these will not count towards the final grade.

This class is part of an innovation project called "Del libro a la tiza," which is being carried out in one of the subjects in all of the fourth-year specialties in the Degrees in Infant and Primary Education. The project's activities will be conducted throughout the entire semester and information and instructions will be made available on the PDU throughout the term.

Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	15
	Other theory activities	15
	Practical exercises	10
	Practical work, exercises, problem-solving etc.	15
	Debates	5
	Coursework presentations	4
	Tutorials	0
Individual study	Tutorials	3
	Individual study	12
	Individual coursework preparation	11
	Project 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/
Chalk Beat	https://www.chalkbeat.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/
More resources will be available on the PDU	
NYT education	https://www.nytimes.com/section/education
Oxford Advanced Learner's Dictionary	https://www.oxfordlearnersdictionaries.com/

* Guía Docente sujeta a modificaciones