

BASIC DETAILS:

Subject:	EDUCATIONAL MATERIALS IN FOREIGN LANGUAGE		
Id.:	32508		
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:	72	Individual study:	78
Main teaching language:	Inglés	Secondary teaching language:	Castellano
Lecturer:		Email:	

PRESENTATION:

This subject aims to provide students with the skills to develop, evaluate and adapt materials for the learning and teaching of English. Students will learn how to select materials in a critical way while they will be able to create theirs using a wide range of tools. Throughout the course, students will get familiar with diverse resources which will be necessary for their teaching both in Infant and Primary Education. This subject is part of the specialization *Mención Lengua Extranjera*.

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.
Learning outcomes	R01	Identify sources to obtain foreign language resources and materials.
	R01	Identify sources to obtain foreign language resources and materials.
	R02	Critically assess the current foreign language resources and materials.
	R02	Critically assess the current foreign language resources and materials.
	R03	Know how to include the chosen resources and materials in the curriculum.
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	R04	Create simple foreign language materials applicable to classroom needs.
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PRE-REQUISITES:

Having a B2 level is highly recommended to be able to cope with the course requirements. Even so, students should commit themselves to improving their level of English. Besides, an active and participative attitude is expected during the sessions.

SUBJECT PROGRAMME:

Observations:

The subject is organized in three blocks, each of them divided in different units.

- Block I: Materials Development
- Block II: The Textbook
- Block III: Developing Materials for Young Learners

The sessions will be organized in a way that combines theory and practice, although the approach will be mainly practical.

Subject contents:

1 - BLOCK I: MATERIALS DEVELOPMENT
1.1 - Pedagogic Approaches
1.2 - Topic Issues
1.3 - Materials Evaluation vs Material Analysis

1.4 - Adapting Materials
1.5 - Where to Start
1.6 - Practical Aspects
2 - BLOCK II: THE TEXTBOOK
2.1 - Selecting a Textbook
2.2 - Beyond the Textbook
3 - BLOCK III: DEVELOPING MATERIALS FOR YOUNG LEARNERS
3.1 - Using Stories
3.2 - Using Songs, Chants and Nursery Rhymes
3.3 - Using Drama
3.4 - Using Games
3.5 - ICT Materials
3.6 - Using Phonics
3.7 - Using Films and Videos
3.8 - Teaching the Four Skills: Speaking and Writing
3.9 - Teaching the Four Skills: Listening and Reading
3.10 - Theme-based Teaching and Learning
3.11 - Task-based Teaching and Learning

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:

A wide range of teaching and learning methodologies will be used in this course. The sessions will be based mainly on both the constructivist and the communicative approach, so students will be required to participate actively in order to construct their learning and opinions on the variety of topics discussed.

Different active methodologies will be also present during the course such as Cooperative Learning (by means of cooperative grouping) or the use of a varied range of applications and ICTs. As the subject will be taught through English, a CLIL approach will be implemented in the teaching of the course.

Students will be encouraged to attend any activities outside the classroom which may be of interest to them such as Learning Space sessions, workshops, talks or visits to schools.

Students will also be expected to attend tutorials. The lecturer will inform students about tutorial times. Students will be asked to make a previous appointment by email with their lecturer (mjgonzalezf@usj.es).

As regards independent study, students will be expected to complete all independent study tasks mentioned in this syllabus. All students are required to upload their assessment tasks on the PDU before the submission deadline. The assessment criteria will be explained later in this syllabus.

Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	15
	Practical work, exercises, problem-solving etc.	18
	Debates	1
	Coursework presentations	5
	Films, videos, documentaries etc.	2
	Workshops	5
	Participation in seminars, conferences etc.	4

	Other practical activities	6
	Assessment activities	5
	Extra-curricular activities (visits, conferences, etc.)	4
	Written assignments	4
	Oral defense	3
Individual study	Tutorials	2
	Individual study	20
	Individual coursework preparation	12
	Group coursework preparation	6
	Project work	4
	Research work	4
	Compulsory reading	4
	Recommended reading	4
	Portfolio	20
	Extra-curricular activities (visits, conferences, etc.)	2
	Total hours:	150

ASSESSMENT SCHEME:

Calculation of final mark:

Final exam:	20 %
Oral defense:	30 %
Portfolio:	50 %
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:

CAMERON, Lynne. Teaching Languages to Young Learners. Cambridge: Cambridge University Press, 2001.
TOMLINSON, Brian and MASUHARA, Hitomi. The Complete Guide to the Theory and Practice of Materials Development for Language Learning. Oxford: Wiley Blackwell, 2018.

Recommended bibliography:

CAMERON, Lynne and MCKAY, Penny. Bringing Creative Teaching into the Young Learner Classroom. Oxford: Oxford University Press, 2010.
CLANDFIELD, Lindsay and HUGHES, John. ETpedia Materials Writing: 500 Ideas for Creating English Language Materials. xxxxxx Pavilion Publishing and Media Ltd, 2017.
GRAHAM, Carolyn. Creating Chants and Songs. Oxford: Oxford University Press, 2008.
HEDGE, Tricia. Teaching and Learning in the Language Classroom. Oxford: Oxford University Press, 2000.
LARSEN-FREEMAN, Diane and ANDERSON, Marti. Techniques and Principles in Language Teaching. Oxford University Press España, 2011.
MCGRATH, Ian. Materials Evaluation and Design for Language Teaching. Edinburgh: Edinburgh University Press, 2016.
MISHAN, Freda and TIMMIS, Ivor. Materials Development for TESOL. Edinburgh: Edinburgh University Press, 2015.
MOON, Jayne. Children Learning English. Oxford: Macmillan, 2005.
PUCHTA, Herbert. & ELLIOTT, Karen. Activities for Very Young Learners Book with Online Resources (Cambridge Handbooks for Language Teachers) Cambridge: Cambridge University Press, 2017.
READ, Carol. 500 Activities for the Primary Classroom. London: Macmillan, 2007.
SLATTERY, Mary and WILLIS, Jane. English for Primary Teachers: A Handbook of Activities and Classroom Language. Oxford: Oxford University Press, 2016.
WRIGHT, Andrew. Storytelling with Children. Oxford: Oxford University Press, 2008.

Recommended websites:

BBC Bitesize	https://www.bbc.com/bitesize
Cambridge English Online. Flashcard Maker	http://www.cambridgeenglishonline.com/Flashcard_maker/
Displays	http://displays.tpet.co.uk/#/home
Learn English Kids. British Council	https://learnenglishkids.britishcouncil.org/es
On the Same Page	https://onthesamepageelt.wordpress.com/
One Stop English	http://www.onestopenglish.com/
Teaching Kids. British Council	https://www.teachingenglish.org.uk/teaching-kids

* Guía Docente sujeta a modificaciones