

BASIC DETAILS:

Subject:	ENGLISH III		
Id.:	32506		
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:	64	Individual study:	86
Main teaching language:	Inglés	Secondary teaching language:	Castellano
Lecturer:		Email:	

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.
	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
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.
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	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. 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:

Observations:

Although the course will use a range of materials, it is largely based on the English File Third Edition, Mulipack A. Any additional materials will be available on the PDU.

Subject contents:

1 - Introduction to English III: What is linguistics?

2 - What is English?: spoken English, personality and work, changing language, dictionaries

3 - Family and Childhood: the past, abstract nouns

4 - Relationships: get, words and phrases of foreign origin
5 - History and Films: discourse markers, conflict and warfare
6 - Sounds and Books: speculation and deduction, sounds and the human voice, inversion, describing books and films, translators
7 - Time and Money: distancing, expressions with 'time', unreal uses of past tenses, money, US and UK accents
8 - Education: innovation, goals, 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&sellLanguage=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/

* Guía Docente sujeta a modificaciones