

BASIC DETAILS:

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| Subject: | ENGLISH I | | |
| Id.: | 32475 | | |
| Programme: | GRADUADO EN EDUCACIÓN INFANTIL. PLAN 2015 (BOE 17/08/2015) | | |
| Module: | APRENDIZAJE DE LENGUAS Y LECTOESCRITURA | | |
| Subject type: | MATERIA BASICA | | |
| Year: | 1 | Teaching period: | Annual |
| Credits: | 9 | Total hours: | 225 |
| Classroom activities: | 96 | Individual study: | 129 |
| Main teaching language: | Inglés | Secondary teaching language: | Castellano |
| Lecturer: | | Email: | |

PRESENTATION:

The subject takes into consideration the knowledge and competences Early Child school teachers will need in order to use English effectively by focusing on the key skills and issues involved in learning and teaching English in the 21st century. Throughout the course students will play the role of learner and teacher with the aim of improving their English skills, learning about teaching through English and applying the knowledge acquired. During the first semester, students will work intensively on improving their English skills (listening, speaking, reading and writing), which will help them with the demands of other subjects taught through English. Students will also start training for the First Certificate exam (FCE) so that they can progressively learn about the exam and practise doing different parts. During the second semester, while students will continue working on their English skills and training for FCE, the focus will also be on the teaching of English as an additional language: what it takes to learn your first language and additional languages; teaching methodologies and approaches; how to teach listening, speaking, reading and writing to young learners; how to develop a lesson plan and how to assess young learners.

PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

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| 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. |
| 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 | R01 | Communicate in a foreign language (English) in the spoken and written forms. |

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| outcomes | R02 | Know the different registers and use of English. |
| | R03 | Design educational material from children's literature and audiovisual and written press material in English. |
| | R04 | Develop a unit of didactic material for a foreign language (competences, content, procedures, assessment). |
| | R05 | Be aware of the general orientation and organisation of foreign languages at the primary level. |
| | R06 | Assess the foreign language (English) learning strategies. |

PRE-REQUISITES:

Having a B1 level is a pre-requisite for this degree programme and the course will start at an initial B2 level. If you have a low B1 level, it is your responsibility to reach the level required through independent study and language support courses, either at the Instituto de Lenguas Modernas or other centres. The Instituto de Lenguas Modernas provides language support classes for those students who have not reached the required B1 level. Please speak to your lecturer regarding how you can enrol in these courses.

For some of you participating and using English in class may be a challenge. However, if you make an effort to participate using the English you have, your speaking skills will start to improve.

It is also highly recommended to take advantage of academic tutorial sessions regarding other resources and materials you can use to help you reach the required level.

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:

Owing to the circumstances related to Co-vid 19, some changes may be made to the syllabus. Your lecturer will inform you of any changes or modifications.

Subject contents:

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| 1 - Let's start and let's talk |
| 1.1 - Getting to know your classmates |
| 1.2 - Vocabulary, reading and grammar |
| 1.3 - Writing and listening |
| 2 - UNIT 1 FIGHTING FIT |
| 2.1 - Health and fitness related vocabulary |
| 2.2 - Grammar, speaking and listening |
| 2.3 - FCE training |
| 3 - UNIT 2 KEEPING IN TOUCH |
| 3.1 - Social Media and friendship |
| 3.2 - grammar and vocabulary tasks |
| 3.3 - FCE training |

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| 4 - UNT 3 BEYOND THE CLASSROOM |
| 4.1 - Education |
| 4.2 - Grammar, vocabulary and speaking |
| 4.3 - FCE training |
| 4.4 - Education in Toronto |
| 5 - UNIT 4 A TRIP TO REMEMBER |
| 5.1 - Holidays and travel |
| 5.2 - Vocabulary, listening and grammar |
| 5.3 - FCE training |
| 5.4 - Writing |
| 6 - UNIT 5 GRAB SOME CULTURE |
| 6.1 - Reading, grammar and speaking |
| 6.2 - FCE training |
| 7 - FCE Training |
| 7.1 - Listening |
| 7.2 - Speaking |
| 8 - Introduction to Teaching English as an Additional Language |
| 8.1 - Languages: Acquisition and Learning |
| 8.2 - How we learn languages |
| 9 - UNIT 6 CLOSER TO NATURE/TEACHING METHODOLOGIES AND APPROACHES |
| 9.1 - Vocabulary, grammar and speaking |
| 9.2 - Teaching methodologies and approaches |
| 9.3 - FCE training |
| 10 - UNIT 6 CLOSER TO NATURE/Describing young learners and instructional scaffolding |
| 10.1 - FCE training |
| 10.2 - Describing young learners and scaffolding |
| 11 - UNIT 7 WHAT'S IN YOUR FOOD?/In the language classroom |
| 11.1 - Vocabulary, grammar and FCE training |
| 11.2 - Classroom language |
| 11.3 - Movement, games and chants with young learners |
| 12 - UNIT 7 WHAT'S IN YOUR FOOD?/Language teaching with young learners |
| 12.1 - FCE training |
| 12.2 - Vocabulary, speaking and grammar |
| 12.3 - Getting young learners to notice language |
| 13 - UNIT 8 LIVING MADE EASY/Teaching listening to young learners |
| 13.1 - FCE training |
| 13.2 - Listening, grammar and vocabulary |
| 13.3 - How to teach listening to young learners |
| 14 - UNIT 8 LIVING MADE EASY/Teaching speaking to young learners |
| 14.1 - FCE training |
| 14.2 - Vocabulary, grammar and speaking |
| 14.3 - How to teach speaking to young learners |
| 15 - Teaching Reading to young learners/UNIT 9 THE GREAT OUTDOORS |
| 15.1 - How to teach reading to young learners |
| 15.2 - FCE training |
| 15.3 - Vocabulary and speaking |
| 16 - Teaching Writing to young learners/UNIT 9 THE GREAT OUTDOORS |
| 16.1 - How to teach writing to young learners |
| 16.2 - Grammar, listening and vocabulary |
| 17 - Topics and Themes (Lesson Planning)/UNIT 10 TO THE LIMIT |
| 17.1 - How to plan a lesson |
| 17.2 - Listening and grammar |
| 17.3 - FCE training |
| 18 - Topics and Themes (Lesson Planning)/UNIT 10 TO THE LIMIT |
| 18.1 - Developing stages of a lesson plan |
| 18.2 - Vocabulary, grammar and writing |
| 19 - Assessing Young Learners and giving feedback |
| 19.1 - Formative and summative assessment |

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| 19.2 - Types of assessment tasks |
| 19.3 - Creating assessment tasks |
| 19.4 - How to give feedback |
| 20 - Assessing Young Learners and giving feedback |
| 20.1 - Evaluating assessment tasks |
| 20.2 - Presenting an assessment task |

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:

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.

Student work load:

| Teaching mode | Teaching methods | Estimated hours |
|-----------------------------|---|-----------------|
| Classroom activities | Master classes | 20 |
| | Practical exercises | 11 |
| | Practical work, exercises, problem-solving etc. | 30 |
| | Debates | 5 |
| | Coursework presentations | 14 |
| | Films, videos, documentaries etc. | 5 |
| | Assessment activities | 8 |
| Individual study | Tutoriales | 3 |
| | Tutorials | 3 |
| | Individual study | 30 |
| | Individual coursework preparation | 24 |
| | Group coursework preparation | 22 |
| | Project work | 8 |
| | Research work | 8 |
| | Compulsory reading | 9 |
| Recommended reading | 5 | |
| Portfolio | 20 | |
| Total hours: | | 225 |

ASSESSMENT SCHEME:

Calculation of final mark:

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|------------------------|--------------|
| Written tests: | 10 % |
| Individual coursework: | 20 % |
| Group coursework: | 20 % |
| Final exam: | 30 % |
| 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:

All students must buy this book preferably in digital format: COSGROVE, Anthony, Deborah Hobbs, Claire Wijayatilake. Open World B2 First (digital student's book). Cambridge University Press.

HARMER, Jeremy. Essential Teacher Knowledge: Core Concepts in English Language Teaching. Harlow: Pearson Education Ltd., 2012.

Recommended bibliography:

LARSEN-FREEMAN, Diane. Techniques and Principles in Language Teaching, 2nd ed. Oxford: Oxford University Press, 2000.

RICHARDS, Jack, C., David Bohlke. Creating Effective Lesson Plans. Cambridge: Cambridge University Press, 2011.

UR, Penny. A Course in Language Teaching: Practice of Theory (Cambridge Teacher Training and Development). Cambridge: Cambridge University Press, 2012.

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

CAMERON, Lynne, Penny McKey. Bringing Creative Teaching into the Young Learners' Classroom. Oxford: Oxford University Press, 2010.

IOANNOU-GEORGIU, Sophie, Paulo Pavlos. Assessing Young Learners. Oxford: Oxford University Press, 2003.

Recommended websites:

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| British Council Learning English | http://learnenglish.britishcouncil.org/en/ |
| British Council Teaching English | http://www.teachingenglish.org.uk/ |
| Improving English skills | https://www.englishcentral.com |
| Practising for B2 | http://www.flo-joe.com/fce/students/ |
| Listening exercises | http://www.ello.org/months/tasktown.htm |
| BBC Learning English | http://www.bbc.co.uk/learningenglish |
| For learning and teaching English | http://www.isabelperez.com/ |
| Spanish-English Dictionary | http://www.linguee.es/ |

* Guía Docente sujeta a modificaciones