BASIC DETAILS:

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:**	Anual
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 Childhood 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 main focus will 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:

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.
	E52	Be able to initiate a first look at a foreign language.
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 outcomes	R01	Communicate in a foreign language (English) in the spoken and written forms.
	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 inital 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:

Subject contents:

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
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 - UNIT 6 CLOSER TO NATURE/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 - Teaching listening to young learners
13.1 - How to teach listening to young learners
13.2 - Types of listening tasks
13.3 - Planning a listening task
14 - Teaching speaking to young learners
14.1 - How to teach speaking to young learners
14.2 - Strategies to foster spoken interaction in the classroom
14.3 - Planning speaking tasks
15 - Teaching Reading to young learners
15.1 - An introduction to Phonics
15.2 - Using children's literature
15.3 - Planning a reading task
16 - Teaching Writing to young learners
16.1 - Types of writing tasks
16.2 - Planning writing tasks
17 - Lesson Planning
17.1 - How to plan a lesson
18 - Lesson Planning
18.1 - Developing stages of a lesson plan
19 - Assessing Young Learners and giving feedback
19.1 - Formative and summative assessment
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 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
	Tutoriales	3
Individual study	Tutorials	3
	Individual study	30
	Individual coursework preparation	24
	Group cousework 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:

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 course book before the course starts: Lewis, S., and Vincent, D. (2019). Open World B2 First Self-study Pack (Student's Book with answers and Workbook with answers and Class Audio) Paquete de productos – Edición estudiante. 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-GEORGIOU, Sophie, Paulo Pavlos. Assessing Young Learners. Oxford: Oxford University Press, 2003.

Recommended websites:

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.elllo.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/
Practise your English	https://www.cambridgeenglish.org/learning-english/activities-for-learners/?level=independent

* Guía Docente sujeta a modificaciones