

BASIC DETAILS:

Subject:	EDUCATIONAL MATERIALS IN FOREIGN LANGUAGE		
Id.:	32559		
Programme:	GRADUADO EN EDUCACIÓN PRIMARIA. 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:	GONZALEZ FERNANDEZ, M ^a JOSE (T)	Email:	mjgonzalezf@usj.es

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.
	G06	Capacity for oral or written interpersonal communication in Spanish to different audiences and using suitable means.
	G08	Capacity to absorb social and humanistic concepts within a rounded university education which allows the development of ethical values such as solidarity, interculturality, equality, commitment, respect, diversity, integrity, etc.
	G09	Capacity to formulate social transformation proposals, considered ethically, based on democracy and basic rights.
	G11	Capacity to establish and fulfil the most suitable quality criteria and to employ work methods and strategies oriented towards continuous improvement.
Specific programme competences	E13	Foster group work and individual work and effort.
	E15	Know how to tackle multicultural school situations.
	E50	Be aware of the difficulties in learning the official languages for pupils from other countries.
	E51	Address language learning situations in multilingual situations.
	E52	Communicate in a foreign language in the spoken and written form.
	E70	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.
	E71	Capacity to interact with native speakers with sufficient fluency and ease that the communication occurs with minimal effort on the part of either speaker.
	E72	Capacity to work as a Primary School English Teacher using the CLIL (Content and Language Integrated Learning) method.
E73	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 curriculum areas of Primary Education, the interdisciplinary relationship between them, evaluation criteria and the body of didactic knowledge for the teaching and learning procedures, respectively.
	P02	Define, plan and assess teaching and learning processes, both individually and in collaboration with other teachers and professionals at the school.
	P03	Effectively address language learning situations in multicultural and multilingual situations.
	P07	Stimulate and value the effort, persistence and personal discipline of the pupils.
	P08	Know the organisation of primary schools and the variety of activities of which they are comprised.

	P10	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P12	Take on the educational side of teaching and foment democratic education for an active citizenry.
	P16	Acquire the habits and skills to learn alone or with others and foster this among the pupils.
Learning outcomes	R01	Identify sources to obtain 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.
	R04	Create simple foreign language materials applicable to classroom needs.

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, regardless the type of instruction (in-class or distance learning).

SUBJECT PROGRAMME:

Observations:

The subject is organised 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 planned in a way which combines theory and practice, although the approach will be mainly practical. Students will be expected to cooperate and work either together or individually in the creation of materials and resources.

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 - Introduction
3.2 - Using Drama
3.3 - Using Films and Videos
3.4 - Using Stories
3.5 - Using ICT Materials
3.6 - Using Songs, Chants and Nursery Rhymes
3.7 - Teaching the Four Skills: Speaking and Writing
3.8 - Using Phonics
3.9 - Teaching the Four Skills: Listening and Reading
3.10 - Theme-based Teaching and Learning

3.11 - Using Games
3.12 - 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. Students are expected to maintain their participation during the online sessions by turning on their cameras and microphones.

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 take part in any activities which may be of interests for the subject.

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). Online tutorials will be available by using Teams.

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. This applies to the date and time stated by the lecturer. Otherwise, the assignments will not be accepted. The assessment criteria will be explained later in this syllabus.

Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	18
	Other theory activities	6
	Practical exercises	4
	Practical work, exercises, problem-solving etc.	2
	Debates	4
	Coursework presentations	4
	Films, videos, documentaries etc.	4
	Workshops	4
	Other practical activities	4
	Assessment activities	3
	Extra-curricular activities (visits, conferences, etc.)	2
	Written assignments	4
	Oral defense	3
	Tutorials	2
Individual study	Individual study	20
	Individual coursework preparation	25
	Group coursework preparation	4
	Project work	3
	Research work	2
	Compulsory reading	4
	Recommended reading	4

	Portfolio	22
	Extra-curricular activities (visits, conferences, etc.)	2
	Total hours:	150

ASSESSMENT SCHEME:

Calculation of final mark:

Final exam:	30 %
Oral defense:	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:

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/
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