Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1160207 **Name:** English II

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: Language Teaching and Learning

Subject Matter: Modern Language **Type:** Compulsory

Field of knowledge: Social and Legal Science

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: English

Lecturer/-s:

Module organization

Language Teaching and Learning

Subject Matter	ECTS	Subject	ECTS	Year/semester
Linguistics	4,00	Applied Linguistics	4,00	4/1
Modern Language	12,00	English	6,00	1/2
		English II	6,00	2/1
Language and Literature and its Didactics	13,50	Literary Background for Teachers (Valencian)	4,50	3/1
		Oral and Written Language (Catalan)	4,50	1/1
		Teaching of Valencian Language and Literature	4,50	4/1
		Literary Background for Teachers (Spanish)	4,50	3/1
		Oral and Written Language (Spanish)	4,50	1/2
		Teaching of Spanish Language and Literature	4,50	3/1

Recommended knowledge

Altough official certification is not required, a B1 or higher level of English is recommended.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1   Students produce English B1 well-organized oral texts individually or in pairs/groups that are appropriate for the interlocutor and their communicative purpose in the contexts of a formal test, classroom presentations and/or media recordings.

R2   Students perform with correctness, fluency and spontaneity that allow them to maintain interaction, being able to react, question or repeat the previous statement to ensure mutual understanding in oral tests, classroom assignments and individual/group tasks according to a B1 English level.

R3   In English B1 listening tests and classroom tasks, the student understands the overall meaning, essential information, the main points and the most relevant details in clearly structured oral texts using standard language articulated at a relatively slow to medium speed and transmitted orally or by technical means, provided that the acoustic conditions are reasonably good or what was heard can be listened to again. They are able, for instance, to complete gaps in texts or tables and identify the correct answer when given choices.

R4   In B1 English reading tests and classroom tasks, students understand the overall meaning, essential information, the main points and the most relevant details in clear, well-organized texts using standard language on general and current topics, related to their own specialty, or topics of special interest to them. They are able, for instance, to complete gaps in texts, extract meaning from context, identify the correct answer when given choices or match words with similar meanings.

R5   Students produce English B1+ well-organized oral texts individually or in pairs/groups that are appropriate for the interlocutor and their communicative purpose in the contexts of a formal test, classroom presentations and/or media recordings.

R6   Students perform an interview with correctness, fluency and spontaneity that allow them to maintain interaction, being able to react, question or repeat the previous statement to ensure mutual understanding according to a B1+ English level.

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.	x			
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.	x			
CG3	Effectively address language learning scenarios in multicultural and multilingual contexts. Promote reading and critical analysis of texts from various scientific and cultural domains included in the school curriculum.	x			
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.	x			
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.	x			
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and coopoerative learning and promote it among students.			x	
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.				x

SPECIFIC		Weighting			
		1	2	3	4

CE42	Comprehend the basic principles of language and communication sciences.	x		
CE46	Know the process of learning written language and its teaching.	x		
CE47	Promote reading and encourage writing.			x
CE50	Express oneself orally and in writing in a foreign language (Level B1 of CEFR).		x	
CE51	Develop and evaluate curriculum content using appropriate didactic resources and promote the corresponding competencies in students.	x		

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3, R4, R5, R6	30,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3, R4, R5	5,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4, R5	15,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R3, R4	40,00%	Written tests: Objective tests with short and extended responses.

Observations

Section A: 50%. Formative assessment
30% Several tasks distributed among the following:
  ·Research 2/3 academic texts on motivation + create a mind-map
  ·Gamification: design of a board or action game for the English class + presentation
  ·Lesson plan with blended learning tasks + explanatory video
  ·School survey on problem-based topics or the profile of Education undergraduate students + a report
  ·Write a personal development plan
 10% - Two grammar tests during the semester
 10% - Active participation during in-class activities

Section B: 50%. Summative assessment
15% - Oral exam
35% - Written exam, with the following parts:
  ·Reading 10 points
  ·Writing   15 points

·Listening: 10 points

IMPORTANT NOTE: Students must obtain 50% in the both Sections A and B in order to pass the course.

Criteria for granting a grade of A with honors: The grade can be granted to those students who have attained a grade of 9 and have proven high proficiency in the language taking into account their linguistic competences and transversal competences. Only 1 every 20 students can be granted.

A student who is unable to attend any of the classes will be allowed to take a summative assessment that is worth 100% of the final grade for the subject. In order to qualify for this assessment, the student must ask for authorisation from the subject teacher and supply any relevant documentation within four weeks from the date when the course begins.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3, R4, R5, R6	30,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1, R2, R5, R6	10,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2, R4, R5, R6	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4, R5, R6	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).

Observations

Section A: 50%. Formative assessment

30% Several tasks distributed among the following:
·Research 2/3 academic texts on motivation + create a mind-map
·Gamification: design of a board or action game for the English class + presentation
·Lesson plan with blended learning tasks + explanatory video
·School survey on problem-based topics or the profile of Education undergraduate students + a report

·Write a personal development plan
10% - Two grammar tests during the semester
10% - Active participation during in-class activities

Section B: 50%. Summative assessment
15% - Oral exam
35% - Written exam, with the following parts:
  ·Reading 10 points
  ·Writing   15 points
  ·Listening: 10 points
IMPORTANT NOTE: Students must obtain 50% in the both Sections A and B in order to pass the course.

Criteria for granting a grade of A with honors: The grade can be granted to those students who have attained a grade of 9 and have proven high proficiency in the language taking into account their linguistic competences and transversal competences. Only 1 every 20 students can be granted.
A student who is unable to attend any of the classes will be allowed to take a summative assessment that is worth 100% of the final grade for the subject. In order to qualify for this assessment, the student must ask for authorisation from the subject teacher and supply any relevant documentation within four weeks from the date when the course begins.

CRITERIA FOR THE AWARDING OF HONOURS:
In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1   Participatory Master Class

M3	Project-based Learning
M4	Learning Contracts
M5	Seminar Work
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M13	Seminar Work
M15	Project-based Learning
M16	Learning Contracts
M18	Cooperative/Collaborative Work
M19	Individual Tutoring
M20	Group and Individual Tutoring

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IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M3, M7, M9	R1, R2, R3, R4, R5, R6	6,00	0,24
Theoretical Class M1, M3, M10	R1, R2, R3, R4, R5	9,00	0,36
Practical Class M1, M3, M7, M9	R1, R2, R3, R4, R5	25,00	1,00
Seminar M5, M9	R1, R2, R3, R4, R5	5,00	0,20
Tutoring M9, M10	R1, R2, R3, R4, R5	10,00	0,40
Evaluation M1, M3, M7, M9, M10	R1, R2, R3, R4, R5	5,00	0,20
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M3, M7, M9	R1, R2, R3, R4, R5	60,00	2,40
Individual work M3, M5, M7, M9, M10	R1, R2, R3, R4, R5	30,00	1,20
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M15, M19, M20	R1, R2, R3, R4, R5	10,00	0,40
Practical class (e-learning mode) M13, M15, M18, M19, M20	R1, R2, R3, R4, R5	25,00	1,00
Seminar (e-learning mode) M13	R1, R2, R3, R4, R5	5,00	0,20
Individual tutoring (e-learning mode) M19	R1, R2, R3, R4, R5	15,00	0,60
Evaluation (e-learning mode) M16	R1, R2, R3, R4, R5	5,00	0,20
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M11, M15, M19	R1, R2, R3, R4, R5	60,00	2,40
Group Work (e-learning mode) M11, M13, M15, M18, M20	R1, R2, R3, R4, R5	6,00	0,24
Discussion Forums (e-learning mode) M18, M20	R1, R2, R3, R4, R5	4,00	0,16
Asynchronous Tutoring (e-learning mode) M19	R1, R2, R3, R4, R5	20,00	0,80
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UNIT 1. Bibliographic Research in Education (Motivation)	Task: Research 2/3 academic texts on motivation + create a mind-map + video or oral presentation about the mind-map in class
UNIT 2. Classroom Management Techniques and Strategies	Task: Gamification: design of a board or action game for the English class + explanatory presentation
UNIT 3. New Trends and Technologies in Education (Blended Learning, Flipped Classroom and Artificial Intelligence in Education- AIEd)	Task: Lesson plan incorporating tasks using new technologies + explanatory video or in-class presentation
UNIT 4. Students' Perception and Profiling (Conducting and Using Surveys)	Task: School survey on specific perceptions or profiles + written report of the survey + oral presentation or video
UNIT 5. Planning for the Future: Creating a Professional Development Plan as a Teacher	Task: Create a personal development plan
Personal Reflections (Optional)	Lecturers can program personal reflection time about the course and its content at their convenience to complement their lectures. The personal reflection time could be devoted to any activity deemed necessary but reading and pen and paper writing are highly recomended.
ORAL EXAM	Students will take an individual oral exam. This has three parts and 15 points in total. Lecturers can devote the last 1, 2 or 3 sessions of class time to oral exams (depending on the number of students in each group). In justified cases, oral exams can be carried out at an alternative time that is mutually agreed upon between the lecturer and the student.

Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 1. Bibliographic Research in Education (Motivation)	5,00	10,00
UNIT 2. Classroom Management Techniques and Strategies	6,00	12,00
UNIT 3. New Trends and Technologies in Education (Blended Learning, Flipped Classroom and Artificial Intelligence in Education- AIEd)	6,00	12,00
UNIT 4. Students' Perception and Profiling (Conducting and Using Surveys)	6,00	12,00
UNIT 5. Planning for the Future: Creating a Professional Development Plan as a Teacher	4,00	8,00
Personal Reflections (Optional)	1,00	2,00
ORAL EXAM	2,00	4,00

References

Recommended reading: Garrote Salazar, M., Galetti Torti, E. & Gernández Agüero, M. (2018) University English Course,UAM Ediciones ISBN 978-84-8344-601-0

Supplementary reading: Carter, Ronald and McCarthy Michael. (2006). Cambridge Grammar of English: A Comprehensive Guide, Cambridge: Cambridge University Press.Coe, N., Harrison, Mark. & Paterson, Ken. (2006). Oxford Practice Grammar. Oxford: Oxford University Press.Downing, Angela and Philip Locke. (2003). A University Course in English Grammar, 3rd ed., London and New York: Routledge.Eastwood, J. (2005). Oxford Learner's Grammar. Oxford: Oxford University Press.---. (2006). Oxford Practice Grammar (Intermediate). CD-ROM with interactive 'find and correct the mistake' exercises. Oxford: Oxford University Press. Huddleston, Rodney and Geoffrey K. Pullum. (2005). A Student's Introduction to English Grammar, Cambridge, Cambridge University Press.Lobeck, Anne. (2000). Discovering Grammar, Oxford: Oxford University Press.Murphy, R. (2012). English grammar in use. UK: Cambridge University Press.Murphy, Raymond. (2008). Essential Grammar in Use. Edición en español con respuestas + CDROM. Cambridge: Cambridge University Press.Swan, M. (2002). The Good Grammar Book. Oxford: Oxford University Press.

Dictionaries: Diccionario Compact English-Spanish/Español-Inglés + CDROM. (2008). Larousse.Longman Dictionary of Contemporary English. (2003). Harlow: Longman-Pearson Education Limited.Longman Advanced (English-Spanish, Español-Inglés).(2003). Madrid: Longman-Pearson Education.Wells, J. C. (2000). Longman Pronunciation Dictionary, 2nd ed. Harlow: Longman-Pearson Education Limited.

Webpages: British Council: http://learnenglish.britishcouncil.org/enCurrent news turned into lessons: www.breakingnewsenglish.com Different kind of exercises: www.agendaweb.orgEnglish Grammar: www.edufind.com/english-grammar/english-grammar-guide/