



## Information about the subject

**Degree:** Bachelor of Arts Degree in Primary School Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1162024 **Name:** Oral expression and Anglo-Saxon cultures

**Credits:** 6,00 **ECTS Year:** 4 **Semester:** 2

**Module:** Qualifying Program of Teaching English as a Second Language (TESL)

**Subject Matter:** Oral and Written Communication **Type:** Elective

**Field of knowledge:** Social and legal sciences

**Department:** -

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** English

**Lecturer/-s:**



## Module organization

### Qualifying Program of Teaching English as a Second Language (TESL)

| Subject Matter                 | ECTS  | Subject   | ECTS | Year/semester |
|--------------------------------|-------|---|------|---------------|
| Knowledge of English           | 12,00 | English grammar: English morpho-syntax and semantics (advanced) | 6,00 | 3, 4/2        |
|                                |       | English phonetics and phonology (Advanced)                      | 6,00 | 3, 4/1        |
| Didactics and Literature       | 6,00  | Teaching of ESL and children's literature                       | 6,00 | 4/2           |
| Oral and Written Communication | 12,00 | Advanced English writing  | 6,00 | 0, 4/2        |
|                                |       | Oral expression and Anglo-Saxon cultures                        | 6,00 | 4/2           |

## Recommended knowledge

Although an official certificate is not required, it is highly recommended that students have a B1 level in English, or higher.

## 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 analyze and adapt the material used in the English classrooms to optimize the teaching and learning of production and receptive skills.
- R2 Students apply the knowledge of the different skills and make use of different pedagogical resources in practical sessions.
- R3 Students produce well-organized oral texts that are appropriate for the interlocutor and their communicative purpose based on the contents tackled in the course.



## 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 |
| 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 |
| CG10     | Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative 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 |
| ELEX1    | To listen to and understand spoken English.   |           |   |   | X |
| ELEX2    | To interact in discussions and play a number of roles. To listen to, read and view with understanding, accuracy and critical appreciation a wide range of fiction and non-fiction texts from print, non-print and electronic sources. |           |   |   | X |
| ELEX3    | To communicate clearly, structuring and organizing their speech and adapting it to different situations.  |           |   |   | X |



ELEX4 To speak, write and make presentations in internationally acceptable English that is grammatical, fluent and appropriate for purpose, audience, context and culture. At higher levels of proficiency, pupils will speak and write for academic purposes and creative expression, using language that is inventive and imaginative

X

ELEX6 To interact effectively with people from their own or different cultures.

X



## Assessment system for the acquisition of competencies and grading system

### In-class teaching

| Assessed learning outcomes | Granted percentage | Assessment method   |
|----------------------------|--------------------|---|
| R1                         | 10,00%             | Solution of practical cases: Execution tests, real and/or simulated tasks.  |
| R1, R2, R3                 | 60,00%             | 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                     | 10,00%             | Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.  |
| R1, R2                     | 10,00%             | Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).    |
| R1, R2, R3                 | 10,00%             | Projects. Development and/or design works.  |

### Observations

The final assessment will consist of an individual oral presentation by the student, on a previously assigned and/or agreed topic, in which they will need to meet Learning Outcomes R1, R2 and R3 of the subject, that is: produce a well-organised text suitable for the interlocutor and their communicative purpose (R1), express themselves with correction, Fluency (cy and spontaneity which allows them to interact, react, question or repeat the previous iteration, to ensure mutual understanding (R2), and be able to use appropriate classroom language for teacher-student interactions and lead an ESL class for both infant and primary students (R3).

**SINGLE EVALUATION:** A student who cannot attend classes may request to take a summative evaluation that will be worth 100% of the final grade of the subject. In order to be eligible for this evaluation, the student must request authorization from the teacher of the subject and provide the relevant documentation within four weeks from the start date of the course

### Online teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|-------------------|
|----------------------------|--------------------|-------------------|



|            |        |  |
|------------|--------|--|
| R1         | 10,00% | Solution of practical cases: Performance tests of real and/or simulated tasks.   |
| R1, R2, R3 | 60,00% | 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     | 10,00% | Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.   |
| R1, R2     | 10,00% | Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).           |
| R1, R2, R3 | 10,00% | Projects. Development and/or design works.   |

## Observations

The final assessment will consist of an individual oral presentation by the student, on a previously assigned and/or agreed topic, in which they will need to meet Learning Outcomes R1, R2 and R3 of the subject, that is: produce a well-organised text suitable for the interlocutor and their communicative purpose (R1), express themselves with correction, Fluency (cy and spontaneity which allows them to interact, react, question or repeat the previous iteration, to ensure mutual understanding (R2), and be able to use appropriate classroom language for teacher-student interactions and lead an ESL class for both infant and primary students (R3).

**SINGLE EVALUATION:** A student who cannot follow classes synchronously or asynchronously may request to take a summative evaluation that will be worth 100% of the final grade of the subject. In order to be eligible for this evaluation, the student must request authorization from the teacher of the subject and provide the relevant documentation within four weeks from the start date of the course



## 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     |
| M2  | Case Study                     |
| M4  | Learning Contracts             |
| M6  | Problem-based Learning         |
| M7  | Cooperative/Collaborative Work |
| M9  | Group and Individual Tutoring  |
| M10 | Individual Tutoring            |
| M11 | Participatory Master Class     |
| M12 | Case Study                     |
| M16 | Learning Contracts             |



- M17 Problem-based Learning
- M18 Cooperative/Collaborative Work
- M19 Individual Tutoring
- M20 Group and Individual Tutoring







## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

|                               | LEARNING OUTCOMES | HOURS        | ECTS        |
|-------------------------------|-------------------|--------------|-------------|
| Group Work Presentation<br>M7 | R1, R3            | 8,00         | 0,32        |
| Theoretical Class<br>M1       | R1, R2            | 20,00        | 0,80        |
| Practical Class<br>M2, M6     |                   | 20,00        | 0,80        |
| Seminar<br>M2, M7, M9         | R1, R2            | 3,00         | 0,12        |
| Tutoring<br>M9, M10           |                   | 2,00         | 0,08        |
| Evaluation<br>M6, M7          | R2, R3            | 2,00         | 0,08        |
| <b>TOTAL</b>                  |                   | <b>55,00</b> | <b>2,20</b> |

### LEARNING ACTIVITIES OF AUTONOMOUS WORK

|                           | LEARNING OUTCOMES | HOURS        | ECTS        |
|---------------------------|-------------------|--------------|-------------|
| Group work<br>M6, M7      | R2                | 40,00        | 1,60        |
| Individual work<br>M6, M7 | R1                | 55,00        | 2,20        |
| <b>TOTAL</b>              |                   | <b>95,00</b> | <b>3,80</b> |



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

|  | LEARNING OUTCOMES | HOURS        | ECTS        |
|--|-------------------|--------------|-------------|
| Theoretical class (e-learning mode)<br>M11         | R1, R2            | 20,00        | 0,80        |
| Practical class (e-learning mode)<br>M12, M17, M18 |                   | 30,00        | 1,20        |
| Seminar (e-learning mode)<br>M12, M17, M18         | R1, R2            | 8,00         | 0,32        |
| Individual tutoring (e-learning mode)<br>M19       |                   | 4,00         | 0,16        |
| Evaluation (e-learning mode)<br>M17, M18           | R2, R3            | 4,00         | 0,16        |
| <b>TOTAL</b>                                       |                   | <b>66,00</b> | <b>2,64</b> |

### ASYNCHRONOUS LEARNING ACTIVITIES

|  | LEARNING OUTCOMES | HOURS        | ECTS        |
|--|-------------------|--------------|-------------|
| Individual work Activities (e-learning mode)<br>M12, M17 | R1, R2            | 60,00        | 2,40        |
| Group Work (e-learning mode)<br>M12, M17, M18            |                   | 10,00        | 0,40        |
| Discussion Forums (e-learning mode)<br>M11, M12          |                   | 4,00         | 0,16        |
| Asynchronous Tutoring (e-learning mode)<br>M19, M20      | R3                | 10,00        | 0,40        |
| <b>TOTAL</b>   |                   | <b>84,00</b> | <b>3,36</b> |



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block                             | Contents   |
|---|--|
| 1. CLASSROOM LANGUAGE & LANGUAGE LEARNING | <p>The content of this unit will be selected from the following possible topics:</p> <ol style="list-style-type: none"><li>1.1. TEFL methodologies (inc. TPR, Desuggestopedia, Audio-Lingual method, Grammar-Translation, Direct method)</li><li>1.2 Chunks, dialogs and drills</li><li>1.3 Gamification and game-based learning</li><li>1.4 Child language acquisition and bilingualism</li><li>1.5 Child-directed speech</li><li>1.6 Useful phrases for teachers</li><li>1.7 Developing children's speaking skills</li><li>1.8 Developing children's listening skills</li><li>1.9 Listen and colour/arrange/do/draw</li><li>1.10 Telling stories to children</li></ol> |
| 2. AMERICAN AND/OR BRITISH CULTURE        | <p>The content of this unit will be selected from the following possible topics:</p> <ol style="list-style-type: none"><li>2.1. What is culture?</li><li>2.2 Children's literature</li><li>2.3 Using music in the classroom</li><li>2.4 Children's television</li><li>2.5 Festivities</li><li>2.6 Art and artists</li><li>2.7 Historical events</li><li>2.8 Famous people</li><li>2.9 Places of interest</li><li>2.10 Methodological approaches to teaching culture</li></ol>  |



## Temporary organization of learning:

| Block of content                          | Number of sessions | Hours |
|---|--------------------|-------|
| 1. CLASSROOM LANGUAGE & LANGUAGE LEARNING | 20,00              | 40,00 |
| 2. AMERICAN AND/OR BRITISH CULTURE        | 7,50               | 15,00 |



## References

### **Recommended reading:**

CARROLL, J. et al. (2018). Understanding British Values in Primary Schools. Sage.

SMITH, J. (2012). Exploring British Culture - Multi-level Activities about Life in the UK. Cambridge University Press.

WILLIAMS, J. (2013). Academic Encounters. 2nd Edition. American Studies 2. Reading and Writing. Cambridge University Press.

### **Supplementary reading:**

DANCZÁKNÉ GORDOS, A. (2009). Education of British Culture According to the Project Method: Using Project Method in the Hungarian Primary Schools. VDM Verlag.

HORRIE, C. & HILLMAN, R. (2020). The National Archives History Toolkit for Primary Schools. Bloomsbury.

MCDOWALL, D. (1991). An illustrated History of Britain. Longman. MORAN, M. (2006). Victorian Literature and Culture (Introductions to British Literature and Culture). Continuum.

OAKLAND, J. (2019). British Civilization: An Introduction. Routledge.

O'DRISCOLL, J. (2009). Britain - For Learners of English. Oxford: Oxford University ELT.

PATERSON, M. (2008). A Brief History of Life in Victorian Britain (Brief Histories). Robinson.

WILLIAMS, I.R. (2019). The Big Book of the UK: Facts, Folklore and Fascinations from around the United Kingdom. Penguin.