

**COURSE DATA****Data Subject**

Code	33664
Name	Foreign language II: english
Cycle	Grade
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Faculty of Teacher Training	4	First term

Subject-matter

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	15 - Foreign language specialist (English)	Optional

Coordination

Name	Department
ALCANTUD DIAZ, MARIA	80 - Language and Literature Education

SUMMARY

The main objective of the subject Foreign Language II is the revision of the discursive, functional, phonetic, phonological, spelling, grammatical, lexico-semantic and socio-cultural contents of the English language. The focus and implementation of these objectives will be theoretical-practical and oriented to the teaching and learning of the foreign language (English) in Primary Education, thus entering the area of knowledge of English for Specific Purposes (ESP). The students must reach a communicative knowledge of the English language sufficient to handle the five language skills effectively and thus be able to pass them on to their future students. To achieve this goal, group communication activities of comprehension, production, and written expression in real contexts will be carried out.

On the one hand, the students will have to achieve a communicative knowledge of the English language corresponding to the B2 + (Vantage) approaching as far as possible to level C1 (Effective operational domain) according to the Common European Framework of Reference for Language Learning). On the other hand, they will have to relate this knowledge to the skills and competences of the 21st century, that is, "new skills that enable the new citizens to perform effective work, both in the social and leisure time (Dede, 2007; Kalantzis and Cope, 2008). [...] to respond to the social and economic needs of students and society in the 21st century. "This new education program is promoted by UNESCO as the only United



Nations organization with a mandate to cover all aspects of education. In fact, UNESCO manages the World Education Agenda 2030 within the framework of the Sustainable Development Goal 4. To achieve these objectives, communicative activities of understanding, production and written expression in real contexts will be carried out within the framework of the Literacy Approach through Genres' in interactive dialog groups. These groups will promote inclusive education and replicability in Primary Education of all the activities carried out during the face-to-face sessions

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Nivel B2 o superior de competencia en lengua inglesa. Conocimientos previos adquiridos en la asignatura Lengua Extranjera para Maestros (inglés).

No se han especificado restricciones de matrícula con otras asignaturas del plan de estudios.

OUTCOMES

1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.



- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Teach a foreign language in primary education.
- Design, assess and implement content and language integrated learning (CLIL) projects.
- Support pre-primary school teachers in the task of encouraging a first approach to a foreign language.
- Be able to understand and produce both formal and non-formal oral and written messages in a foreign language.
- Consolidate and learn basic concepts and terminology for describing the foreign language system in terms of phonology, morphology, syntax, semantics, pragmatics and discourse.
- Self-regulate the learning process and develop learning strategies within and outside the academic context.
- Get to know the most relevant aspects of the foreign culture: geography, history, literature, social institutions, lifestyles and traditions.
- Know how to act as a mediator between mother and foreign languages and cultures.
- Be able to properly interpret the cultural implications of the various uses of the foreign language.
- Know the official foreign language curriculum.
- Analyse the relationship between linguistics and foreign language teaching.
- Know and analyse the theories of acquisition, teaching methods and learning strategies of foreign languages.
- Know the specificity of learning a foreign language in a school setting.
- Develop skills for teaching and learning communicative competence in a foreign language.

LEARNING OUTCOMES

After the completion of this subject, the student should be able to:

OA1. Communicate effectively at a level close to C1 in oral and written production in different communicative contexts.

OA2. Clearly identify and know how to explain the theoretical and practical aspects of phonology, grammar, semantics, syntax and pragmatics of the English language.

OA3. Be sensitive to the linguistic, discursive, interpersonal and socio-cultural aspects of the foreign language (English) in all its linguistic varieties.



OA4. Know how to apply ICT tools, such as Apps, video creation and editing tools, creation and editing of works and presentations, creation of questionnaires and activities, communication, collaborative work, searches, etc.

OA5. Design and carry out group projects.

OA6. Design and manage individual projects, presentations and essays in an academic environment.

OA7. Produce and read creative written texts, which will require reading, understanding, producing and processing oral and written texts, both simple and complex, conceptually and linguistically.

DESCRIPTION OF CONTENTS

1. Unit 1. Punctuating clauses and Pronouncing words

- Functional content: Functional contents related to the expression of knowledge, opinion, belief and conjecture.

- Phonological, spelling & phonetic content:

Graphemes that may cause difficulties: pronunciation of the vowels as they are followed by consonant unvoiced or voiced. The end linking /r/. Pronunciation of adjectives ending in -ed. Multiple stressed words.

Punctuation marks: quotation marks, bars, script, punctuation in abbreviations, acronyms and symbols.

- Grammar content: The simple sentence:

Ways of expressing impersonality.

Ways of expressing an order: imperative with and without subject, emphatic with do or just, let, with the modal verbs (must, will, shall), with to be to and with abbreviated sentences without verbs.

- Lexical-semantic content:

Human and social relations: social life, social problems, marginalization, demands, peace and conflict.

Education for Development, Sustainable Development Goals (SDG).

Neutral language.

Intermediation & plurilingualism (CEFR).

- Sociocultural and sociolinguistic content: Celebrations in the World I. Intercultural Issues.

2. Unit 2. Learning to write, reading to Learn

- Discursive content: Interaction and transaction patterns of oral language. Spoken vs. written language.

- Functional content: Functional contents related to the expression of the offer, intention, will and decision.

- Phonological, spelling & phonetic content:

Pronunciation of the loans of foreign words.

The most important differences between Br & Am English: pronunciation and syntactic & orthographic differences. Stress shift. Words that support double pronunciation

- Grammar content: Ways of expressing an exclamation: with what, how, so, such, with interrogative sentences, etc.



Systemic Functional Grammar VS Traditional Grammar: Noun phrase, Adjectival phrase, Verbal phrase, Adverbial phrase & Prepositional phrase.

- Lexical-semantic content:

The media: press, radio, internet television.

Formal and informal language. Academic writing.

- Sociocultural and sociolinguistic content: Celebrations in the World II

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3. Unit 3. Report I

- Discursive content: Textual cohesion: Topic: lexical selection, syntactic structures and relevant content, internal organization of the text: beginning of the speech: thematic development; thematic expansion: sequencing, modelling and contrast, thematic change, digression and theme recovery: report.

- Grammar content:

- The simple sentence: subject shift,

- It anticipatory.

- Fronting.

- Lexical-semantic content:

Geographical, physical and climate: flora and fauna, climate and weather, geographic features. Environmental problems and natural disasters. Recycling.

- Sociocultural and sociolinguistic content:

Life conditions. Housing: access. Basic social services.

Shopping: stores, establishments, prices, payment methods, and consumption habits.

Travel: accommodation and transport.

Celebrations in the World III.

4. Unit 4. Fictional narrative.

- Discursive content: Fictional narrative.

- Grammar content:

The compound sentence: extrapolation of the elements of the sentence.

Subordinate clauses with non-personal verb forms.

Adjective phrase II.

- Lexical-semantic content: Academic life. Daily aspects of education: educational institutions and centres, studies and degrees, examinations and qualifications, Future perspectives.

- Sociocultural and sociolinguistic content: Educational systems in the UK, the USA & other English speaking countries. Celebrations in the World IV.

5. Unit 5. Digital Storytelling.

- Functional content: Functional contents to express attitudes and feelings in certain situations.

- Grammar content:

Conditional sentences with should, were / were to, will / would (if you will / would come tomorrow, we could / could play cards).

Mixed conditionals; Rhetorical and indirect.



- Lexical-semantic content: vocabulary in scripts.
- Sociocultural and sociolinguistic contents: Celebrations in the World V

6. Unit 6. Creative poetry

- Functional content: Communication strategies: expression strategies, comprehension strategies and interaction strategies. Hesitation strategies. To establish or maintain social contact and express attitudes and feelings towards others: joy, sadness, empathy, etc. The recipient doing something or not.
- Grammar content:
 - Word formation,
 - Modal verbs revision.
 - Clauses of purpose.
 - Creative poetry and grammar
- Lexical-semantic content: emotions
- Sociocultural and sociolinguistic content: Celebrations in the World VI

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	90,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

In order to achieve the objectives of this subject, an active and participatory methodology will be used so that the teaching staff builds the sequence of the knowledge to be acquired and the reflections about them with the participation of the students, and based on the knowledge that the student has about the matter. The teaching staff will transmit the contents, guide and support the students, generating the conditions so that they could actively and experimentally build their own knowledge. This implies a more solid pedagogical use of digital environments for the 21st century society. As a core work methodology, we will work within the framework of the Genre-based Literacy Approach, (namely, Report, Fictional Narrative, Script and Digital Storytelling), Flipped Classroom, International Skype tandem collaborative Work, interactive and dialogic working groups, and other practice-oriented activities that complete the theoretical content and promote communication and participation between the students and the faculty. At the same time, it is important to highlight the importance of the materials used in the classroom to achieve the objectives of the subject, both individual and those that are carried out with other students. The office hours, seminars and other guided activities will be of great importance when solving problems or directing jobs. There will also be the possibility of tutoring through the use of computer means: electronic mail, virtual classroom, ... etc. Attendance and active participation in the theoretical-practical classes are essential.



The academic practice in this subject is structured in the following levels:

In-person activities (40% of total work volume)

- Theoretical-practical classes (30%)

Theoretical-practical classes in which the contents of the subject will be worked and debated. In addition, some activities will be carried out using different teaching resources: lectures, seminars, workshops, work groups, etc. The orientations and materials necessary for the development of these activities will be provided to students either in face-to-face sessions, either through the reprography service or from the virtual classroom.

- Group work (5%)

The accomplishment of works has as aim to emphasize the importance of the cooperative learning and to reinforce the individual. The defence of these works can be individual or collective and can be faced with the whole group in the classroom or in tutorials and seminars with reduced audiences.

- Tutorials (5%)

Individual and group tutoring will serve to coordinate students in individual and group tasks, and to evaluate individual and / or group progress.

Non-face-to-face activities (60% of total work volume)

- Independent study and work (60%)

The model of the teacher as a researcher in the classroom focuses on the individual activity of the student in the formulation of relevant questions and in the search, analysis, elaboration and subsequent communication of information. In this sense, individual and other cooperative works will be considered, all oriented, supervised and evaluated by the teachers.

EVALUATION

Evaluation will be global, continuous and formative. It will have into consideration students' learning process, both, individually and in group. At the end of the semester students should be able to:

- Prove an appropriate level of acquisition of the specific abilities and knowledge of the subject.
- Master methodologies, techniques and other abilities associated with the grade.
- Show an adequate attitude towards the subject and respect towards their partners, class attendance and participation, interest and perseverance to make progress, and be able to work in groups.
- Have a level of linguistic and communicative competence, orally and in writing, related to (as close as possible) to the C1 level of English according to the Common European Framework of Reference for Languages.



The acquisition of these abilities will be evaluated through the following assessment criteria:

- Class participation and presentation of oral and/or written activities.
- Oral and/or written individual exams.

The evaluation will have as main components:

1. An initial or prospective assessment, both oral and written, to determine students' previous knowledge and expectations and to empirically check the improvement of competencies related to oral and written comprehension and production.
2. For the final evaluation, the following will be carried out:
 - a) An oral production exam (speaking) that will occupy 20% of the final grade,
 - b) A written exam (use of English and writing) and a listening comprehension (listening) that will occupy 40% of the final grade.
 - c) There will also be a joint project (Digital Storytelling) that will occupy 25% of the evaluation, all through group techniques to achieve the proposed objectives.
 - d) Finally, 15% of the final grade will be directed to participation in classroom activities, one of which will be an academic report related to the International Skype Tandem activity, which will represent 10% of this note.

During the development of the course, different oral and written activities will be carried out periodically as a complement to the contents developed in class, which will be taken into account in the final evaluation.

All proposed activities will be developed in English.

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ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available

1. Volumen de trabajo y planificación temporal de la docencia

Se mantiene la carga de trabajo del alumnado que marca el número de créditos y se distribuye entre las diversas actividades de la misma manera que marcaba inicialmente la guía docente.

Se mantienen los horarios (días y horas) de las sesiones presenciales con alternancia presencial semanal de los dos subgrupos que compondrán el curso (subgrupo A presencialidad semanas pares, subgrupo B semanas impares). Las horas de trabajo que los subgrupos deberán afrontar de manera no presencial, estos contarán con materiales de trabajo para una duración equivalente a las 4 horas semanales estipuladas.

2. Metodología docente

Se trabajará con portafolio digital como contenido de los resultados del aprendizaje que se irá alojando en el Aula Virtual.

Tanto en las sesiones presenciales como las no presenciales se siguen metodologías sinérgicas de Aprendizaje funcional (aprendizaje activo), a saber:

Para la parte práctica de la asignatura:

Aprendizaje basado en competencias, Aprendizaje comunicativo, Aprendizaje basado en la multiliteracidad por medio de la pedagogía de los géneros, Gamificación, Aprendizaje basado en tareas, Aprendizaje basado en proyectos, Estudios de caso y Aprendizaje Cooperativo. Asimismo, se utilizará el programa de aprendizaje autónomo CELSIP (Communicative English Language Skills Improvement Programme).

Para la parte teórica de la asignatura:

Se seguirá la metodología Flipped classroom, modelo PIM con transmisión hipertextual de la información a aprender y petición de realización de tareas preparatorias y e feedback sobre sus dificultades. La información hipertextual estará alojada en el aula virtual ordenada por fechas en carpetas. Estos materiales serán: Power points locutados, enlaces a podcasts y vídeos, audiolibros, cuestionarios online, la



plataforma Padlet de Trabajo colaborativo. También se utilizarán APPs de respuesta personal en tiempo real (como Kahoot, Socrative, Mentimeter o Plickers). También se utilizarà el sistema Flipped classroom PEPEOLA: Preparación y Estudio Previo por Evaluación Automática, por medio de Quizz con corrección automàtica.

El sistema de tutorías se mantiene Las tutorías se harán de manera virtual por medio de Blackboard collaborate o correo electrónico (que serà contestado en máximo 48 horas salvo casos excepcionales)

3. Evaluación

La evaluación será holística: formativa y sumativa, con pruebas de evaluación mediante proyectos:

- 25%: Portafolio digital grupal evaluado por medio de una rúbrica creada a tal fin.
- 20%: Prueba de evaluación oral realizado por medio de Blackboard Collaborate o presencial, dependiendo de las circunstancias sanitarias.
- 25%: Linguistic Landscape Project: grammar in context (grupal) evaluado por medio de una rúbrica creada a tal fin y el resultado de los cuestionarios online.
- 20%: Prueba objetiva tipo test presencial o por aula virtual, dependiendo de las condiciones sanitarias.
- 10%: Asistencia, participación, realización de las tareas previas a las Flipped Classroom.