



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1412024 **Name:** Oral expression and Anglo-Saxon cultures

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

Module: Mention in English Teaching (Qualifying Program of Teaching English as Second Language-TESL)

Subject Matter: Mention in English Teaching (Qualifying Program of Teaching English as Second Language-TESL) **Type:** Elective

Department: English Language

Type of learning: Classroom-based learning

Languages in which it is taught: English

Lecturer/-s:

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Module organization

Mention in English Teaching (Qualifying Program of Teaching English as

Subject Matter	ECTS	Subject	ECTS	Year/semester
Mention in English Teaching (Qualifying Program of Teaching English as Second Language-TESL)	30,00	Advanced English writing	6,00	4/2
		English grammar: English morpho-syntax and semantics (Advanced)	6,00	3, 4/2
		English phonetics and phonology (Advanced)	6,00	3/2
		Oral expression and Anglo-Saxon cultures	6,00	4/2
		Teaching ESL and children's literature	6,00	3/2

Recommended knowledge

Although official certification is not required, it is recommended that students of this subject have a B1 level of 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 produce well-organised oral texts that are appropriate for the interlocutor and their communicative purpose.
- 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.
- R3 The students are able to use teacher-student classroom language and can conduct a class of ESL for either nursery or primary pupils.



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
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.				X
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.				X
G4	To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them.				X
G10	To act as a counselor for parents in relation to family education in the 0-6 period and to master social skills in dealing and relating with the family of each student and with the families as a whole.	X			
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.				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

Assessed learning outcomes	Granted percentage	Assessment method
R1	10,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R2	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1, R3	40,00%	Non-final written exams: individual or group directed work.
R1, R2, R3	20,00%	Summative final or continuous oral exam
R1, R2, R3	20,00%	Summative final or continuous oral exam

Observations

EVALUATION:

The final assessment will consist of an individual oral presentation by the student, on a previously assigned and/or agreed topic in which the student shall fulfill the requirements of the subject's Learning Outcomes (R1, R2 and R3): that is, to produce a well-organised oral text that is appropriate for the interlocutor and their communicative purpose (R1), perform with correctness, fluency and spontaneity that allows the student to maintain interaction, being able to react, question or repeat the previous statements to ensure mutual understanding (R2), and be able to use teacher-student classroom language and conduct a class of ESL for either nursery or primary pupils (R3).

SINGLE EVALUATION:

A student who is unable to attend any of the classes or whose attendance is below 80% will take a single, summative assessment that is worth 100% of the final grade for the subject. This assessment will consist of the following parts: portfolio of recorded oral presentations (30% of the overall mark); one in person oral presentation (30%); written exam (40%). Each of these parts is



mandatory and students must pass all three of them to pass the course. The tasks in the summative assessment fulfil the requirements of R1, R2 and R3.

USE OF ARTIFICIAL INTELLIGENCE (AI):

Students **may** use AI to:

- Resolve doubts about tasks- Assist learning (alternative explanations or self-assessment exercises)- Search for alternative resources and references for study

Students **may not** use AI to:

- Record or transcribe, in whole or in part, any activity carried out in the classroom in order to obtain summaries or notes made by AI- Generate text for inclusion in assessed tasks- Present work generated by AI as their own- Provide AI with statements, exercises or assessment tests to obtain automatic answers- Revise and improve the written expression of texts that students have written themselves

Citation and acknowledgment criteria:

- In any assessed tasks, students must indicate where AI has been used, which type of AI was used and what it was used for (such as, consulting information sources, style analysis, expansion of knowledge, etc.)

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 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M3 CASE STUDIES
- M4 APPRENTICESHIP CONTRACTS
- M5 WORK AT SEMINARS
- M6 PROBLEM-BASED LEARNING
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING
- M10 COOPERATIVE AND COLLABORATIVE WORK



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1	R1, R2	25,00	1,00
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2, M3	R1, R3	25,00	1,00
Supervised monographic sessions with shared participation M5	R3	15,00	0,60
Presentation in plenary. Application of interdisciplinary knowledge M9	R1, R2	10,00	0,40
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M2, M10	R1, R2, R3	10,00	0,40
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2	R1, R3	15,00	0,60
TOTAL		100,00	4,00



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M6, M7	R1	25,00	1,00
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M3, M9, M10	R1, R2, R3	25,00	1,00
TOTAL		50,00	2,00



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. CLASSROOM LANGUAGE AND LANGUAGE LEARNING	<p>The content of this unit will be selected from the following possible topics:</p> <ol style="list-style-type: none">1.1. TEFL methodologies (inc. TPR, Desuggestopedia, Audio-Lingual method, Grammar-Translation, Direct method)1.2 Chunks, dialogs and drills1.3 Gamification and game-based learning1.4 Child language acquisition and bilingualism1.5 Child-directed speech1.6 Useful phrases for teachers1.7 Developing children's speaking skills1.8 Developing children's listening skills1.9 Listen and colour/arrange/do/draw1.10 Telling stories to children
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">2.1. What is culture?2.2 Children's literature2.3 Using music in the classroom2.4 Children's television2.5 Festivities2.6 Art and artists2.7 Historical events2.8 Famous people2.9 Places of interest2.10 Methodological approaches to teaching culture



Temporary organization of learning:

Block of content	Number of sessions	Hours
1. CLASSROOM LANGUAGE AND LANGUAGE LEARNING	25,00	50,00
2. AMERICAN AND/OR BRITISH CULTURE	25,00	50,00



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.