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:

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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

A B1 level of English is recommended. Students taking this course should have passed successfully English I.

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: Formative Assessment:

   Several in-class tasks, 40 points. Students will have to pass each task before the deadline with, at least 20 points total, with the following tasks:
  1. Research 2/3 academic texts on motivation + create a mind-map
  2. Gamification: Board or action game for the English class design and presentation
  3. Lesson plan with blended learning tasks + video explaining it
  4. School survey on problem - based topics or on the profile of students of the education degree + report
  5. Write a personal development planning
     Two grammar tests, 10 points.
     Participation during in-class activities, 10 points.
SECTION B: Summative Assessment
     Final exam, 40 points max. to be obtained with the following exam parts:
  1. Oral 10 points
  2. Reading 10 points
  3. Writing 10 points

4.Listening 10 points

IMPORTANT NOTE: Students must obtain a 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.

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: Formative Assessment:

Several in-class tasks, 40 points. Students will have to pass each task before the deadline with, at least 20 points total, with the following tasks:

1.Research 2/3 academic texts on motivation + create a mind-map

2.Gamification: online game(s) for the English class design and presentation

3.Lesson plan with blended learning tasks + video explaining it

4.School survey on problem - based topics or on the profile of students of the education degree + report

5.Write a personal development planning

Two grammar tests, 10 points.

Participation during in-class activities, 10 points.

SECTION B: Summative Assessment

Final exam, 40 points max. to be obtained with the following exam parts:
1. Oral 10 points
2. Reading 10 points
3. Writing 10 points
4. Listening 10 points

IMPORTANT NOTE: Students must obtain a 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.

CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

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

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 6. MOTIVATION	Task: Research 2/3 academic texts on motivation + create a mind-map
UNIT 9. CLASSROOM MANAGEMENT	Task: Gamification: Board or action game for the English class design and presentation
UNIT 7. BLENDED LEARNING	Task: Lesson plan with blended learning tasks + video explaining it
UNIT 8. TEACHING DEGREE	Task: School survey on problem - based topics or on the profile of students of the education degree + report
UNIT 10. PERSONAL DEVELOPMENT PLANNING	Task: Write a personal development planning
Personal Reflections	Essay with the personal reflections about the course
ORAL EXAM	Students will perform a oral exam in pairs or individually. This part of the exam is 10 points.

Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 6. MOTIVATION	5,00	10,00
UNIT 9. CLASSROOM MANAGEMENT	6,00	12,00
UNIT 7. BLENDED LEARNING	6,00	12,00
UNIT 8. TEACHING DEGREE	6,00	12,00
UNIT 10. PERSONAL DEVELOPMENT PLANNING	4,00	8,00
Personal Reflections	1,00	2,00
ORAL EXAM	2,00	4,00

References

Bibliografía básicaGarrote Salazar, M., Galetti Torti, E. & Gernández Agüero, M. (2018) University English Course,UAM Ediciones ISBN 978-84-8344-601-0Bibliografía complementariaCarter, 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.Diccionarios: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.Direcciones de internet/webgrafía: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/

Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

X	Microsoft Teams
	Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

X	Microsoft Teams
	Kaltura

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

| X | The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus. |

| | The following changes will be made to adapt the subject's assessment to the online teaching. |

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

X	The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

	The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: