



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: English Language

Type of learning: Classroom-based learning / Online

Languages in which it is taught: English

Lecturer/-s:

OEEXTON Pablo Daniel Soltice Berenguer (**Responsible Lecturer**)

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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	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

EVALUATION:

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 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%). All parts are mandatory



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

USE OF AI: TO BE INCLUDED IN THE TEACHING GUIDE:

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.)

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.
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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	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 M7	R1, R3	8,00	0,32
Theoretical Class M1	R1, R2	20,00	0,80
Practical Class M2, M6	R2	20,00	0,80
Seminar M2, M7, M9	R1, R2	3,00	0,12
Tutoring M9, M10	R1	2,00	0,08
Evaluation M6, M7	R2, R3	2,00	0,08
TOTAL		55,00	2,20

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M6, M7	R2	40,00	1,60
Individual work M6, M7	R1	55,00	2,20
TOTAL		95,00	3,80



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

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

ASYNCHRONOUS LEARNING ACTIVITIES

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



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> <ul 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> <ul 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 & 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.