

26611 - English language in primary education I

Información del Plan Docente

Academic Year	2016/17
Academic center	107 - Facultad de Educación 202 - Facultad de Ciencias Humanas y de la Educación 301 - Facultad de Ciencias Sociales y Humanas
Degree	299 - Degree in Primary School Education 300 - Degree in Primary School Education 298 - Degree in Primary School Education
ECTS	6.0
Course	1
Period	Second semester
Subject Type	Basic Education
Module	---

1. Basic info

1.1. Recommendations to take this course

The student will be required to adopt an active role to take part in the different activities (oral comprehension and interaction, reading and writing) that will take place in and out of class. For this reason, it is highly advisable to have an intermediate level of competence before taking the course.

1.2. Activities and key dates for the course

Activities and key dates will be made known to students on Moodle or through a written document handed out when the course starts. Final exam dates are available at the site of each of the three Faculties where the Degree in Primary Education is taught.

2. Initiation

2.1. Learning outcomes that define the subject

- 1: Understand intermediate level written texts about specific topics in Primary Education (such as the ones listed in the following section) and about other, general interest topics that may also be relevant to the Primary Education teacher.
- 2: Understand the general idea and the details of intermediate level oral texts
- 3: Express themselves and interact with other speakers of English about both specific and general interest topics
- 4: Produce coherent, well-structured written texts that follow certain given genre conventions, in an appropriate register and taking into account the particular communicative situation
- 5: Identifies, describes and evaluates classroom practices, procedures, techniques and methodological resources; acquires habits and skills for autonomous and cooperative learning; and develops tools for self-assessment and reflection on their own learning.

2.2. Introduction

The main objective of the course is for learners to develop communicative competence, consolidating an intermediate level, with special attention to those aspects in which learners' prior knowledge may be scarce or deficient (such as

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phonetics or the development of metalinguistic and metapragmatic awareness), at the same time as learners reflect on classroom procedures, learning processes and strategies for a more effective learning and future teaching of the foreign language.

Contents:

Learning activities will turn around the following specific topics of interest for the Primary teacher, among others:

- Education today
- Children and their world
- Technologies and education
- Interculturality and education

3.Context and competences

3.1.Goals

Since the main objective of the course is that learners should develop communicative competence in English, at the same time as they reflect on their own learning process, expected learning outcomes are both the development of oral and written skills and of the learners' capacity to describe and evaluate classroom practices and procedures.

3.2.Context and meaning of the subject in the degree

This course responds to the necessity of the Primary Education teacher to communicate effectively both in oral and written form in English. This competence in the foreign language is a key tool for the learners' future continuous professional development.

On the other hand, this course will help learners to acquire and develop skills that will allow them to reflect both on their own process of learning of the foreign language and on classroom dynamics and practices, with a view to contributing to their professional development.

Finally, the communicative, content-based approach to the learning of the foreign language will facilitate a significant exchange of ideas and opinions on Education (adopting an intercultural perspective), which will have a positive effect on general competence development of the future teacher.

3.3.Competences

- 1: Interact in oral and written form in the target language
- 2: Effectively deal with varied learning situations in multicultural and multilingual contexts
- 3: Reflect on classroom practices and procedures for effective teaching and learning; develop attitudes and skills for both autonomous and cooperative learning with a view to applying such skills in their future teaching situations.
- 4: Take ownership of their own learning
- 5: Effectively work in teams, adopting different roles when necessary
- 6: Use and apply ICT for their own learning, for communication and for knowledge sharing in varied contexts
- 7: Manage their own continuous professional development and encourage quality education

3.4.Importance of learning outcomes

Future teachers will acquire and develop the knowledge and skills required to communicate in the foreign language, and to share knowledge with their peers of various cultures and countries

Future teachers will be able to make use of materials and resources of their professional interest in the foreign language
Society demands a high level of communicative competence in the foreign language so that teachers can contribute to their potential learners' development of communicative competence by teaching content subjects in the foreign language.

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4.Evaluation

1: Assessment will take the form of two tests, a written test and an oral test, each one containing several activities (see below), which will be focused on the following skills (note percentages in brackets):

Listening comprehension activities (20%)

Writing activities (20%)

Use of English activities (20%)

Oral test: Oral interaction activities (20%). Note that, since it is an individual test, it is scheduled on a different time and place.

Reflection on classroom practices will be addressed in both, oral and written, tests.

1. Written test:

a. Reading comprehension activities (20%)

b. Listening comprehension activities (20%)

c. Writing activities (20%)

d. Use of English activities (20%)

2. Oral test: Oral interaction activities (20%). Note that, since it is an individual test, it is scheduled on a different time and place.

Evaluation criteria

For reflection on classroom practice, students will be required to identify, describe and evaluate different procedures, techniques and resources.

In oral and written comprehension activities, students will be required to understand both the general idea and the details of texts on general interest topics and specific topics of interest for future EFL teachers, in varied communicative situations.

In writing activities and in oral interaction activities, students will be required to produce messages on general interest topics and specific topics, with accuracy and a certain degree of creativity and complexity, and adapted to the particular communicative context.

In the Use of English activities, students will be required to demonstrate their competence in the foreign language at a consolidated intermediate level.

Assessment criteria and requirements to pass the subject

Given the instrumental character of a foreign language, the following hurdle requirements are mandatory:

A mark of at least 60% in the sum of all the activities is required for passing, on condition that the student gets a mark of at least 50% in the Use of English section and in each of the four skills listed above.

If students do not get a 50% mark in the Use of English section and in each of the four skills listed above, or a 60% mark in the sum of all the activities, they will be given a fail mark. When one of the two tests, the written test or the oral test, gets a 60% mark in June, it is not necessary to re-sit this test in September.

To calculate the final mark the following formula will be used:

If N is the mark out of 10 in the sum of the oral and written text, and CF is the final mark, the latter is calculated with this formula:

- If N is lower than 6, $CF = N \cdot 5/6$

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- If N is higher than or equal to 6, $CF = (N-6) \cdot 5/4 + 5$

Overall test and second call

In September the tests and the hurdle requirements will be the same as in June, but the students will only have to re-sit the test they failed. The marks of the test they passed will be kept.

Fifth and sixth retake

In fifth and sixth retake, the tests and the hurdle requirements will be the same as in all previous retakes, but the tests will be assessed by an examining board.

5.Activities and resources

5.1.General methodological presentation

Communicative language teaching and learning principles that aim at communicative competence development from a multiple perspective, taking into account: discourse, grammatical, pragmatic, strategic and intercultural competences, and from a learner-centered approach, focusing on the learner's development of responsibility for their own learning process.

5.2.Learning activities

5.3.Program

1. Written and oral practice through skill integration and use of the foreign language in learning tasks
2. Identification of the formal aspects of the language through reflective activities
3. In-class intensive reading and out-of-class extensive reading
4. Use of audio-visual materials for understanding and focus on language from a grammatical, pragmatic and discursive perspective
5. Use of listening tests for understanding and analysis
6. Oral activities for identification and discrimination of segmentals and suprasegmentals; controlled and guided practice oral production activities for the improvement of pronunciation with a view to ensuring the students' oral intelligibility.
7. Activities that integrate reading and writing for the identification and accurate use of discourse markers and structure
8. Role-plays and simulation activities
9. Debates and oral presentations
10. Writing as product through the use of models; writing as cognitive process; collaborative writing
11. Online activities
12. Creative writing activities (stories, rhymes, poems)
13. Self- and peer- assessment activities through checklists
14. Participation in cooperative groups where members take specific roles and responsibilities

5.4.Planning and scheduling

Class sessions
Submission of assignments
Exams

5.5.Bibliography and recommended resources

<http://psfunizar7.unizar.es/br13/eBuscar.php?tipo=a>