



Universidad
de Alcalá

GUÍA DOCENTE

**LENGUA EXTRANJERA
PARA EDUCACIÓN INFANTIL IV:
AMPLIACIÓN DE LA LENGUA INGLESA**

**FOREIGN LANGUAGE
FOR EARLY CHILDHOOD EDUCATION IV:
EXTENSION OF ENGLISH LANGUAGE**

**Grado en Magisterio de Educación Infantil
Universidad de Alcalá**

**Curso Académico 2021/2022
4º Curso – 1º Cuatrimestre**

GUÍA DOCENTE - Syllabus

Nombre de la asignatura:	Lengua extranjera para educación infantil IV: Ampliación de la lengua inglesa / Foreign Language for Early Childhood Education IV: Extension of English Language
Código:	420053
Titulación en la que se imparte:	Grado en Magisterio de Educación Infantil
Departamento y Área de Conocimiento:	Filología Moderna – Filología Inglesa
Carácter:	Optativa
Créditos ECTS:	6
Curso y cuatrimestre:	4º curso, 1º cuatrimestre
Profesorado:	Carmen Santamaría García
Horario de Tutoría:	Se comunicará en septiembre
Idioma en el que se imparte:	Inglés

INTRODUCTION - Overview

Foreign Language for Early Childhood Education IV is an optional subject taught in the first semester of the fourth year of the Degree in Early Childhood Education. The objective of this course is to improve students' receptive and productive language skills. This will be done using a communicative approach to enable them to consolidate and expand their communicative competence. Part of the course will be devoted to learner autonomy for language learning.

1. PRESENTACIÓN - Introduction

Foreign Language for Early Childhood Education IV focuses on improvement of the language skills of reading, writing, listening, speaking and interaction along with consolidation and expansion of grammar and vocabulary in English. Students will also be oriented towards a practical application of the English language for their future professional careers by practicing useful communicative functions in this context. All of this will be done using a communicative approach in the classroom. A major component of this course will be the development of an awareness of language learning strategies and autonomy in language learning.

Prerequisites and Recommendations

A B2.1 level of English on the Common European Framework of Reference for Languages (CEFR) is expected of the students at the beginning of the course in order

for them to be able to reach a B2.2 level at the end of the course. The classes will be conducted in English. Spanish will be used when a comparison with Spanish is required.

2. COMPETENCIAS - Competences

General competences:

1. Improved ability in reading, speaking, listening and writing in English
2. Ability to communicate ideas and express oneself correctly orally and in writing
3. Development of skills to search for information
4. Awareness of language learning strategies for increased learner autonomy
5. Increased capacity for teamwork
6. Understanding of information and communication technologies for language learning.

Specific competences:

1. Ability to participate in a conversation with a certain fluidity and spontaneity. Capacity to take an active part in debates developed in everyday situations explaining and defending points of view.
2. Ability to understand speeches and lectures related to education.
3. Ability to present clear and detailed texts orally and in writing on a wide range of topics related to personal interests. Capacity to write essays or reports conveying information or proposing reasons that support or refute a specific point of view.
4. Ability to reflect on one's level in English with a view towards being able to search for ways of improving in the future.

3. CONTENIDOS - Content

Temas - Topics	Total de horas – Total hours
The semester will be divided into a variety of units to practice the target language. Each unit will cover aspects of grammar vocabulary, listening, reading, speaking and writing as well as information on language learning strategies and learner autonomy.	Each unit will be covered in 9-12 hours of class.

4. METODOLOGÍAS DE ENSEÑANZA-APRENDIZAJE. ACTIVIDADES FORMATIVAS – Learning and teaching methodology and activities

4.1. Distribución de créditos – Division of credits

Number of class hours:	48 class + 2 tutorials (50 hours)
Number of independent study hours:	100
Total hours:	150

4.2. Estrategias metodológicas, materiales y recursos didácticos – Methodology, Materials and learning resources

Class hours	Strategies for language learning; explanations of grammar, vocabulary and pragmatics of the English language; practice of skills work as a group or in small groups; discussion and presentations of students' work.
Tutorials	Orientation and supervision of the different activities assigned for class and regarding language learning in general.
Independent study	Preparation of exercises and assignments, review of grammar and vocabulary, use of English in real contexts via Internet; research to find information and materials for the learning of English beyond the classroom.

The professor will provide readings and other activities for working with the English language throughout the semester. These will be made available through Blackboard. Students are responsible for downloading and printing or purchasing the materials prior to each class.

Students should also consult the textbook and other references provided at the end of this course guide.

5. EVALUACIÓN: Procedimientos, criterios de evaluación y de calificación – Assessment: Procedure, assessment and grading criteria

Assessment procedure:

Students will be evaluated on a series of exercises throughout the semester (**continuous assessment**). For this reason, they must attend 85% of the classes and tutorials. Those students who do not comply with these requirements or who do so unsatisfactorily will receive a mark of “fail” at the end of the semester. They will need to take a complete final exam in June.

Students will be evaluated taking into account the following aspects of the course:

- Active participation in classes and tutorials.
- Completion of grammar and vocabulary exercises and quizzes, as well as ability demonstrated on listening, reading, speaking and writing activities.
- Completion of activities involving reflection on their language learning.
- Completion of quizzes and/or written exams involving listening, reading and writing.
- Completion of an oral interview with the teacher about some of the topics studied throughout the course if oral ability cannot be determined for any reason during the class sessions.

Students who are unable to follow the continuous assessment procedure can make a formal petition to be evaluated through a **final exam** covering all of the course contents. In order to do so, students must make a formal request in writing including their reasons for their request to the Dean of the Faculty of Education during the first two weeks of the semester. These students should also contact the professor at the start of the semester in order to receive additional information on the course.

Assessment criteria:

The final grade for **continuous assessment** students will be distributed as follows:

- Active participation in class and tutorials and activities related to reflection on their learning: 20 %
- A variety of activities completed during the semester, each of which is worth 15% or less for a total of 60%
- Quizzes and/or exam: 20%

Students must obtain a passing mark on all of these sections and on the four communicative skills in order to receive a passing final mark.

The final exam in January for students exempted from continuous evaluation and for the June exam period will consist of several parts including listening, reading, writing, speaking, grammar and vocabulary.

Grading criteria:

To pass the course, students must demonstrate that they have a good command of the English language (level B2.2). This entails 1) knowing the vocabulary presented in

class; 2) mastery of the grammatical aspects and communicative functions appropriate to the communicative purpose; 3) ability to express themselves correctly orally and in writing and to understand oral and written texts.

Sobresaliente/Excellent:

- Students stand out for having an excellent command of the English language that allows them to communicate fluently and naturally. Likewise, they make an excellent defense of their points of view on concrete and abstract subjects, indicating the advantages and disadvantages of the different options. Their level of participation in class is very high and their contributions are significant and appropriate according to the context. These students also demonstrate excellent comprehension and production of complex texts in English.

Notable/Good:

- Students demonstrate a satisfactory command of the English language that allows them to communicate fluently, although they sometimes have difficulties with coherence and / or grammatical correctness. In the same way, they satisfactorily express their points of view on concrete and abstract subjects, although they explain the advantages and disadvantages of the different options in a general way. The level of participation in class activities is high. These students also demonstrate a high level of comprehension and production of complex texts in English.

Aprobado/Satisfactory:

- Students demonstrate that their command of the English language is acceptable but they communicate in a way that involves hesitations and somewhat unnatural language including language mistakes. Likewise, they present their points of view, although they may not discuss the advantages and disadvantages of the different options. The level of participation in class is acceptable but not so active. Students also demonstrate an acceptable level of comprehension and production of complex texts.

Suspenso/Fail:

- Students have serious difficulty communicating fluently and naturally and show that they have not reached the required B2.2 level. Also, they defend their points of view on concrete as well as abstract subjects in a very limited way. They may show a lack of interest and participation in class activities or do not submit assignments on time. These students have a low level of comprehension and production of complex tasks in English and sometimes have fossilized (repeated) errors that do not correspond to the B2 level.

Important note: Plagiarism will not be tolerated. This means that ideas taken from other sources must be adequately acknowledged. Any form of plagiarism detected will result in a mark of zero for that assignment. Repeated instances of plagiarism may lead to a failing mark for the entire course. Students are encouraged to discuss any questions with the professor.

6. BIBLIOGRAFÍA - Bibliography

Textbook:

Perspectives, Upper-Intermediate Student's Book. (National Geographic Learning).
Cengage.

Authors: Barber et alia.

Use of accompanying workbook will be essential for self-study. The online version is sold together with the students' book for saving money. Use this reference:
ISBN 9781337808101

Additional references:

Hancock, M. (2012). *English Pronunciation in Use, Self-study and Classroom Use Intermediate*. Cambridge: Cambridge University Press.

Hewings, M. (2007). *English Pronunciation in Use, Self-study and Classroom Use Advanced*. Cambridge: Cambridge University Press.

Hornby, A. (2010). *Oxford Advanced Learner's Dictionary* (8th Edition). Oxford: Oxford University Press.

McCarthy, M. and O'Dell, F. (2005). *English Collocations in Use*. Cambridge: Cambridge University Press.

Mann, M. & Taylore-Knowles, S. (2003). *Skills for First Certificate: Writing*. Oxford: MacMillan.

Murphy, R. (2007). *English Grammar in Use* (third edition with answers and CD-ROM). Cambridge: Cambridge University Press.

Parrott, M. (2010). *Grammar for English teachers*, 2nd ed. Cambridge: Cambridge University Press.

Websites:

Dictionaries:

<http://www.wordreference.com/>

<http://www.oxfordadvancedlearnersdictionary.com>

News:

<http://www.guardian.co.uk/>

<http://www.bbc.co.uk/>

<http://www.npr.org/>

<https://www.nytimes.com/>

Learning and teaching English:

<http://learnenglish.britishcouncil.org/en/>

<https://www.teachingenglish.org.uk/>
<https://www.cambridgeenglish.org/teaching-english/resources-for-teachers/>
<http://daily-english-activities.blogspot.com/>
<http://www.teachertrainingvideos.com/>

7. Disposición adicional:

La Universidad de Alcalá garantiza a sus estudiantes que, si por exigencias sanitarias las autoridades competentes impidieran la presencialidad total o parcial de la actividad docente, los planes docentes alcanzarían sus objetivos a través de una metodología de enseñanza-aprendizaje y evaluación en formato online, que retornaría a la modalidad presencial en cuanto cesaran dichos impedimentos.

The University of Alcalá guarantees that, if due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.