



Universidad  
de Alcalá

# GUÍA DOCENTE

## LENGUA EXTRANJERA II: INGLÉS FOREIGN LANGUAGE II: ENGLISH

**Double Degree in Pre-Primary and  
Primary Education Teaching**

**Universidad de Alcalá**

**Curso Académico 2021/2022**

## 3º Curso – 2º Cuatrimestre

### GUÍA DOCENTE

Name of the subject:	Lengua extranjera II: Inglés / Foreign Language II: English
Code:	430010
Degree where taught:	Doble Grado en Magisterio de Educación Infantil y Primaria
Department and Knowledge Area:	Filología Moderna – Filología Inglesa
Type:	Compulsory
ECTS load:	6
Course and semester:	3rd year, 2nd semester
Professor:	Emma Conde Puente Isabel María Sánchez Arriaza
Tutoring hours:	To be determined according to the schedule of the subject
Language of delivery:	English

#### 1. PRESENTATION

Every teacher of Pre-Primary and Primary Education must have sufficient knowledge of the English language to, in addition to managing the five linguistic skills effectively (speaking, conversing, understanding, writing and reading), be able to teach such language to boys and girls between the ages of 3 and 12 years old. The subject Foreign Language II: English, conceived as the continuation of Foreign Language I: English, has as its main objective that the student, future teacher, becomes aware of the importance of having an adequate level of communication in English to perform this function. For this, communicative competence will be worked through the development of its various sub-competences, with special emphasis on the acquisition of strategies related to speaking and listening skills.

#### 2. COMPETENCES

##### Generic Competences:

- Comprehensive reading ability, analysis and synthesis.
- Development of skills to seek information.
- Initiative in the capacity of argumentation with the support of textbooks and other references provided in the class.
- Ability to communicate ideas and express oneself correctly orally and in writing.

- Strength of the ability of autonomous learning and teamwork.
- Being familiar and knowing how to use information and communication technologies in teaching-learning contexts of foreign languages.

**Specific competences:**

- Ability to express oneself with relative ease, with a good command of elementary vocabulary and a reasonable correction on most topics relevant to daily life and the teaching profession.
- Ability to perform narrations or simple descriptions with reasonable fluency, through a linear sequence of elements linked in a cohesive and linear way.
- Ability to exchange, check and confirm information using a basic repertoire of language and strategies to help maintain a conversation.
- Ability to understand specific oral or written information on everyday topics or the teaching profession, identifying both the general message and the specific details as long as the speech is articulated clearly and in standard language.
- Ability to identify and understand the most significant differences that exist between the customs, uses, attitudes, values and beliefs that prevail in the English-speaking countries.

### 3. CONTENTS

Blocks of contents	Hours
Grammar Practical English Writing Vocabulary Pronunciation	<ul style="list-style-type: none"> <li>• 12 hours</li> </ul>
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## 4. TEACHING-LEARNING METHODOLOGIES. EDUCATIONAL ACTIVITIES

### 4.1. Credit distribution

Number of in-class teaching hours:	48 hours
Number of the student's self-regulated learning hours:	100
Total of hours:	150

### 4.2. Methodological strategies, materials and didactic resources

Classes in small groups	Development of the five skills applied to the specific context of the acquisition of an appropriate foreign language level by the student.
Group tutoring	Reflection on the philosophy that provides the framework for the activities that take place in the classroom.
Autonomous work	The student's responsibility and autonomy in the construction of their own learning will be enhanced through activities related to the acquisition of communicative competence in the English language.

### Materials and resources

- Fitikides, T. J. (2002) *Common Mistakes in English with Exercises*. Essex: Longman.
- Oxenden, C., Latham-Koenig, C. y Seligson, P. (2012) *New English File: Upper Intermediate. Student's Book and Workbook*. Oxford: Oxford University Press.
- McCarthy, Michael (1997) *English Vocabulary in Use Upper-Intermediate*. Cambridge: Cambridge University Press.
- CD ROM y audio CD
- Material en línea:  
<https://elt.oup.com/student/englishfile/upperint3/?cc=global&selLanguage=en>

## 5. Assessment

Assessment criteria:

The students will have to show the capacity to:

- Express oneself with relative ease, a good command of the vocabulary and reasonable correction on the topics discussed in class.
- Write narrative, descriptive or academic texts on topics relevant to daily life and the teaching profession.
- Exchange, check and confirm information using a linguistic repertoire and appropriate strategies to help maintain a conversation.
- Understand specific oral or written information on various topics identifying both the general message and the specific details.
- Obtain an adequate pronunciation and a practical knowledge of the basic phonemes of the English language.

#### Grading criteria:

The final grade of the students will be based on the following criteria:

##### Outstanding (Sobresaliente):

- The students will demonstrate an excellent command of the English language that allows them to communicate with relative ease and fluency. Likewise, they participate in a very satisfactory way in conversations on topics relevant to daily life and the teaching profession. Your level of participation in class is very high. The students also demonstrate an excellent understanding and production of texts in English related to daily life and teaching practice.

##### Merit (Notable):

- Students will demonstrate a satisfactory command of the English language that allows them to communicate with relative ease and fluency, although they sometimes have coherence problems. Likewise, they can participate satisfactorily in conversations on topics relevant to daily life and the teaching profession. Your level of participation in class activities is high. The students also demonstrate a high level of understanding and production of texts in English related to daily life and teaching practice.

##### Pass (Aprobado):

-Students demonstrate that their command of the English language is basic, which does not allow them to communicate with relative ease and fluency. Likewise, they participate in an acceptable manner in conversations on topics relevant to daily life and the teaching profession. Your level of participation in class activities is medium. Students also demonstrate an

acceptable level of comprehension and production of texts in English related to daily life and teaching practice.

Fail (Suspenso):

- Students have serious problems communicating with relative ease and fluency. They also have difficulty in participating in conversations on topics relevant to daily life and the teaching profession. They show a great lack of interest and participation in class activities. The students also have a low level of understanding and production of texts in English related to daily life and teaching practice.

The final grade for the subject for **continuous assessment** students will be granted as follows:

- Active participation in small group classes and group tutorials: 10%
- Tests, exercises and written work related to the subject of study: 30%
- Written exam (grammar, vocabulary, oral and written comprehension): 40%
- Oral test: 20%

Students who have been granted the **final evaluation** must pass, a test of the subject with a value of 100% that will include grammar, oral comprehension, oral production, written comprehension and written production. The same criteria will be applied for the **extraordinary call**.

**Assessment procedures:**

The main evaluation procedure in this subject will be the continuous evaluation. In this sense, students must attend compulsorily 85% of the classes in small groups and group tutorials. Likewise, they must complete all the activities that are requested, both in small group classes and in group tutorials. They must also take a written exam and an oral test. Those students who do not comply with these requirements will be considered not presented in the ordinary call, and must take the final exam in the extraordinary call. Students will be evaluated taking into account the following instruments:

- Active participation in classes in small groups and in-group tutorials.
- Completion of grammar and vocabulary exercises, as well as oral and written comprehension and expression activities.
- Completion of a written exam on the contents studied throughout the course. The exam will consist of the following parts: questions about grammatical aspects, questions about vocabulary, questions about a written text, and questions about an oral text.

- Realization of an oral test that will consist of questions about the topics developed in class.

Those students who fail to pass the subject in the ordinary call must complete the final exam in the extraordinary call. Likewise, in the event that a student considers that he / she cannot follow the continuous evaluation, he / she will be able to take advantage of the final evaluation in the ordinary call. To do this, you must request in writing to the Dean of the Faculty of Education in the first two weeks of teaching the subject, explaining the reasons that prevent him from following the continuous assessment system.

For those students who are allowed the final evaluation in the ordinary call or who have to do the final exam in the extraordinary call, the evaluation will be carried out by means of a written exam and an oral test. The written exam will consist of several parts: questions about grammatical aspects, questions about the vocabulary of the topics covered in class, questions about a written text, questions about an oral text and a written composition. The oral test will consist of questions about the topics developed in class.

## 6. SUPPLEMENTARY MATERIALS

### Dictionaries and guides:

Dale, P. (1985) *English Pronunciation for Spanish Speakers* (Vowels & Consonants). New York & London: Pearson ESL.

Engelhardt, D. (2013) *Practice Makes Perfect*. New York: McGraw-Hill.

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

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

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

Oxenden, C. y Latham-Koenig C. (2012) *New English File: Upper Intermediate Workbook*. Oxford: Oxford University Press.

### Websites:

### References

<http://thefreedictionary.com>

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

<http://www.oxfordadvancedlearnersdictionary.com>

Talks with subtitles and transcription

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

Current issues

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

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

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

English Learning and practice

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

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

<http://daily-english-activities.blogspot.com/>

Foreign Language Learning

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

<http://www.cilt.org.uk/home.aspx>

## **7. ADDITIONAL PROVISION**

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.