



Universidad
de Alcalá

GUÍA DOCENTE

LENGUA EXTRANJERA IV:
DESTREZAS DE EXPRESIÓN ORAL
Y ESCRITA
FOREIGN LANGUAGE IV: SKILLS IN
WRITTEN AND ORAL EXPRESSION

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

Curso Académico 2021/2022
4º Curso / 1^{er} Cuatrimestre

Name of the subject:	Lengua extranjera IV: destrezas de expresión oral y escrita/ Foreign Language IV: skills in written and oral expression
Code:	430039
Degree where taught:	Grado en Magisterio de Educación Primaria
Department and Knowledge Area:	Filología Moderna Filología Inglesa
Type:	Optional
ECTS load:	6
Course and semester:	4th year, 1st semester
Professor:	Manuel Rábano Llamas
Tutoring hours:	To be announced in September
Language of delivery:	English

1. PRESENTATION

Primary teachers must have a thorough knowledge of English and the capacity to teach this language to children aged from 6 to 12. Following this premise, in Lengua Extranjera IV: Destrezas de Expresión Oral y Escrita students will acquire the proficiency required to teach English at Primary level. Accordingly, students will work towards a command of the language skills -reading, writing, listening and speaking- and increase their ability to teach English successfully in the Primary classroom. It should be noted that special emphasis will be placed on the speaking. Furthermore, students will be required to produce written texts to show their ability to compare analyse and reflect.

2. COMPETENCES

General competences

1. Ability to work autonomously.
2. Ability to plan and control their time.
3. Skills in the use of information and communications technologies.
4. Ability to be critical and self-critical.
5. Ability to communicate in a foreign language.
6. Ability to work in a team.
7. Ability to evaluate and maintain the quality of work produced.

Specific Competences:

1. To demonstrate the ability to understand, both orally and in writing, texts related to the teaching practice at primary levels.
2. To understand and use texts related with teaching methods presented in books, educational journals or articles.
3. To use strategies needed for oral expression in different contexts and especially in the teaching practice.
4. To become aware of the English Phonetics and the way they are taught in the primary schools.
5. To be able to exchange and check information in class to work in group projects.
6. To develop higher writing skills.

3. CONTENTS

The subject develops the following contents to enable the students to improve the oral and the written skills. Those contents are organized in the table below.

Contents	Hours
Phonetics and the sounds of English	15 hours
The sphere of Primary School	9 hours
Literacy and reading	6 hours
Working with school materials	9 hours
Addressing the classroom	6 hours

4. TEACHING AND LEARNING METHODS

4.1. Credits distribution

The student workload will be distributed among class-contact sessions, online self-learning monitored through *Blackboard* and individual student work.

Class-contact hours:	48
Self-study hours:	102
Total:	150

4.2. Learning activities, materials and resources

Class sessions	<p>Students will develop the four skills in a primary teaching context thanks to a communicative approach and “learning by doing” methods emphasizing students’ involvement and use of the English language in all kinds of communicative situations.</p> <p>The classes will involve lectures, videos, microteaching performances and presentations of assignments and discussions. Small group work and discussions will be a major part of this course.</p>
Workshops	<p>In the workshops, the oral skills will be developed by practical activities such as analysing didactic materials, selecting teaching methods or creating specific resources.</p>
Tutorials	<p>Students can attend group or individual tutorials as and when necessary providing a more personal, individual attention to their learning and where they will receive guidance to advance in their oral skills to enhance the teaching-learning processes in a primary context.</p>
Individual student work	<p>Students will work on the development of their skills, as well as be responsible for remedial work in their problem areas independently of the teacher, but with his/her guidance.</p>

Materials and resources

Rábano, M.F. & García, S. (eds.) (2015) *Inglés para el Grado en Magisterio de Educación Infantil. Aspectos básicos, propuestas y actividades*. Colección Textos Universitarios. Universidad de Alcalá.

Estebas, E. (2013). *Teach Yourself English Pronunciation: An Interactive Course for Spanish Speakers* (3ª Ed.). La Coruña: Netbiblo/Madrid: UNED.

5. ASSESSMENT

Assessment criteria:

The following criteria will be used in assessing student work:

- Understanding of the course contents including the general and specific competences listed above.
- Ability to apply the course contents to classroom situations and specific materials and planning.
- Ability to work productively in a team.
- Ability to reason and critically evaluate examples of teaching, plans and materials.
- Ability to use English as a learning and communication tool at the B2 level or higher.
- Ability to identify resources for personal learning and the learning of future students.

Grading criteria:

The following criteria will be used in grading student work:

- **Sobresaliente MH/ Outstanding (MH):**

The student stands out for having an outstanding grasp of the aims and contents of the course. All assessment criteria have been achieved at an exceptionally high level. Performance on all the tasks shows that the student has read and thought at a level well beyond what is expected in the module. The student attends class sessions and is always well-prepared for discussion. He or she obtains outstanding results in tasks / exams.

- **Sobresaliente/ Excellent (SB):**

Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved at a very high standard and an exceptionally high level. Performance on all the tasks shows all or most of the appropriate characteristics expected for this type of work. Students attend class sessions and are practically always well-prepared for discussion, with almost no absences. They obtain excellent results in tasks/ exams.

- **Notable/ Good (N):** Students display a good grasp of the aims and contents of the module. All assessment criteria have been met and many have been achieved at a good or very good standard. Performance in all the tasks shows a good knowledge of the syllabus contents. Students attend class sessions, with few absences, and have done most of the preparation for them. They have a good foundation in the prescribed readings and build on ideas put forward in lectures and seminars. They obtain good results on tasks/ exams.

- **Aprobado/ Satisfactory (A):**

Students show an acceptable grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Performance on all the tasks shows some of the appropriate characteristics in relation to content, illustration, organisation and expression. Students are present in class sessions, with few absences, and occasionally contribute to discussions. They obtain acceptable results in tasks/ exams.

- **Suspenso/ Fail (S):**

Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Performance on a number of the tasks shows limited understanding of essential concepts and/or minimal research. Students have multiple absences or they are not prepared or make comments of little of relevance. Their results on tasks/ exams are insufficient considering the requirements of the course.

Grading procedure:

Evaluation will be continuous and, therefore, it is necessary for students to attend 85% of the class sessions. The final mark will take into account the following activities:

- Class participation and reflective activities such as debates, discussions and e-portfolios: 35%
- Preparation of assignments such as lesson plans, materials and microteaching sessions: 40%
- An oral presentation: 25%

If students miss more than 3 classes, they will receive a failing grade in January and will need to take a complete final exam covering the entire subject in June. For this reason, anyone who is unable to follow the continuous assessment procedure should make a formal petition to be evaluated through a **final exam** covering all of the course contents. In order to do so, a written request including the reasons for the request must be made 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 how to complete the course.

The **final exam** in January for students exempted from continuous evaluation and for the **June exam** period will be the same. It will consist of a theoretical and practical test of the subject with a value of 100% that will include an oral test (25%) about exercises covering the competences listed above.

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. BIBLIOGRAPHY

General English bibliography

Oxenden, C. & Latham-Koenig, C. 2020. *English File 4th Edition Advanced. Student's Book*. Oxford: Oxford University Press.

TEFL bibliography

Brumfit, C. 1991. *Teaching English to Children*. London: Collins ELT.

Brown, K. & Hood, S. 1995. *Writing Matters: Writing Skills and Strategies for Students of English*. Cambridge: CUP

Byrne, D. 1995. *Teaching Oral English*. Harlow: Longman.

Byrne, D. 1992. *Techniques for Classroom Interaction*. London: Longman.

Cameron, L. 2001. *Teaching Languages to Young Learners*. Cambridge: CUP.

Estaire, S. & Zanon, J. 1994. *Planning Classwork: A Task-Based Approach*. Oxford: Heinemann.

Folse, K. S., Muchmore-Vokoun, A., and Solomon, E. V. 2010. *Great Writing 4: From Great Paragraphs to Great Essays*. Boston: Heinle Cengage Learning.

Harmer, J. 1995. *The Practice of English Language Teaching*. London: Longman

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Lindstromberg, S. 1997. *The Standby Book: Activities for the Language Classroom*. Cambridge: CUP

Moon, J. 2000. *Children Learning English*. Oxford: Macmillan Heinemann.

Nunan, D. 1989. *Designing tasks for the Communicative Classroom*. Cambridge: CUP.

Nunan, D (ed.). 2003. *Practical English Language Teaching*. New York: McGraw Hill.

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- Slatery, M., Willis, J. 2001. *English For Primary Teachers*. Oxford: OUP.
- Swales, John M. and Christine B. Feak. 2007. *Academic Writing for Graduate Students* 2nd ed. Ann Arbor: Univ. of Michigan Press.
- Tomalin, B & Stempleski, S. 1996. *Cultural Awareness*. Oxford: OUP Underwood, M. 1996. *Teaching Listening*. London: Longman.
- Ur, P. 1996. *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP
- Vale, David and Feunteun, Anne. 1998. *Enseñanza de inglés para niños: Guía de formación para el profesorado*. Madrid: CUP
- Wallace, C. 1993. *Reading*. Oxford. OUP.

7.- DISPOSICIÓN ADICIONAL- 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.