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 2019/2020
4º Curso / 1er Cuatrimestre

Nombre de la asignatura:	**Lengua extranjera IV: destrezas de expresión oral y escrita** **Foreign Language IV: skills in written and oral expression**
Código:	**430039**
Titulación en la que se imparte:	**Grado en Magisterio de Educación Primaria**
Departamento y Área de Conocimiento:	**Filología Moderna** **Filología Inglesa**
Carácter:	**Optativa**
Créditos ECTS:	**6**
Curso y cuatrimestre:	**4º Curso/ 1er Cuatrimestre**
Profesorado:	Eva Jechimer
Horario de Tutoría:	**Jueves de 10:00-11:30**
Idioma en el que se imparte:	Inglés

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 and listening skills. Furthermore, students will be required to produce written texts to show their ability to compare analyse and reflect.

2. COMPETETENCES

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	9 hours
The sphere of Primary School	9 hours
Storytelling	6 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:	45 class sessions, tutorials and workshops
Self-study hours:	102
Total:	150

4.2. Learning activities, materials and resources

Class sessions	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.
Workshops	In the workshops, the oral skills will be developed by practical activities such as analysing didactic materials, selecting teaching methods or creating specific resources.
Tutorials	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.
Individual student work	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.

5. ASSESSMENT: Procedures, assessment and marking criteria

Assessment procedures

In the first two weeks of the course, the students will decide which kind of assessment they are going to choose between continuous assessment (1) or final assessment (2). The description and criteria of both processes are described below.

First option: Continuous assessment

Assessment will be continuous, so regular work, participation and attendance will be compulsory. The subject will be assessed using different evaluation methods to help every student to learn and evolve accordingly. Students following the continuous assessment will be evaluated through:

1. Class attendance and participation.
2. Oral and written exercises and projects.

The final mark is the result of the following elements:

- ✓ **40%** => Contents acquisition will be assessed by:

  - 20% Individual Assignments/Projects (out of the classes). These exercises will help students to improve their written skills.

  - 20%: Analysis/proposals/comparisons/reflections (in the classes). These exercises will help students to improve their oral skills.

- ✓ **40%** => Workshops or assignments (end of the term activity). Students will carry out two workshops **(1º= 20%, 2º= 20%)** about the content presented in class. All the information about topics, formats or deadlines will be communicated in class along the term.

Students cannot complete the proposed tasks if they do not research and use bibliography and web references to accomplish the above mentioned tasks.

- ✓ **20%** => Participation & attendance.

In continuous assessment, the final mark percentages related to class activities and participation cannot be replaced by any other assignment therefore if the student do not fulfil the tasks or do not deliver them on time, they will receive a "No evaluado". Students who fail the continuous evaluation will be asked to take the re-sit exam in the second period in June. Furthermore, students are responsible for completing assignments on time. Late work will not be accepted, unless the instructor determines that a late assignment is justified.

Continuous assessment criteria

1. On the content developed along the classes and tutorials, student:

   - Understands the concepts and main ideas of every block of content.
   - Integrates and applies the learnt contents.
   - Solves the difficulties in an efficient way.
   - Puts thinking skills into practice.
   - Writes texts correctly and accordingly to the tasks.

2. On the participation in the classes and tutorials, student:

   - Asks questions to the teacher or his/her classmates.
   - Answers teacher or his/her classmates' questions.
   - Plays a significant role in the small group tasks.

3. On the written tasks, student's handouts will be:

   - Cutting-edge and imaginative.
   - Theories learnt during the degree and in the subject should be included.
   - Clear and logically well organized.
   - Correct spelling and correct word choice.
   - Correct grammar and punctuation.
   - Correct and neat presentation.

Second option: Final assessment

Should a student, for some reason, not be able to follow continuous assessment, he/she will have to ask for permission in writing to the Dean of the Faculty during the first two weeks of course to be evaluated in the subject through final assessment, which will consist in an exam that contains the following elements:

   - Written part (B2-C1 level): 35%
   - Speaking part (B2-C1 level): 35%
   - Questions about the contents of the subject: 30%

Grading criteria for both continuous and final evaluation

Excellent (Sobresaliente):
   - Excellent command of the content presented in the subject.
   - Original texts creation and imaginative generation of activities.

Fair (Notable):
   - Good command of the content presented in the subject.
   - Good texts creation and generation of activities.

Poor (Aprobado):
   - Poor command of the content presented in the subject.
   - Poor texts creation and generation of activities.

Fail (Suspenso):
   - Limited command of the content presented in the subject.
   - Limited texts creation and generation of activities.

6. BIBLIOGRAPHY

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TEFL bibliography

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