

Academic Year/course: 2022/23

26687 - English in Primary Education III

Syllabus Information

Academic Year: 2022/23

Subject: 26687 - English in Primary Education III

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

ECTS: 6.0

Year: 4

Semester: First semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

As the main aim of this course focuses on students' improvement of their communicative competence in English, both in writing and speaking, with a special emphasis on academic written and oral English, as well as on the professional competences the future teachers need to develop for their future practice, the learning outcomes have been set according to these aspects. In the same line, the course assessment will measure the students' competence in the four main language skills: speaking, writing, reading and listening (within a B2+-C1 level).

The acquisition of the course learning outcomes aims to provide learners with the skills and competences seeks to contribute to the achievement of the following United Nations 2030 Agenda Sustainable Development Goals (SDGs) (<https://www.un.org/sustainabledevelopment/>):

Goal 1: No poverty

1.B Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions

Goal 4: Quality education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

Goal 5: Gender equality

5.1 End all forms of discrimination against all women and girls everywhere

5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decisionmaking in political, economic and public life

5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

Goal 10: Reduced inequalities

10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

Goal 16: Peace, justice and strong institutions

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children

16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels

16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime

16.b Promote and enforce non-discriminatory laws and policies for sustainable development

1.2. Context and importance of this course in the degree

If competence in English has become essential for any graduate, this is even more so for the future Primary English teacher. Thus, this course is vital for any student that wants to graduate in the English Speciality because it will provide him/her with the necessary tools to understand and analyse written and oral texts in English, which will be useful to reflect on cultural and professional aspects as well as to be able to communicate in oral and written form with a high degree of precision.

1.3. Recommendations to take this course

Students are recommended to attend all the lessons and participate in all the activities proposed, which will correspond, at least, to a B2 level according to the CEFRL. Similarly, students are advised to make the most of all the resources and opportunities that may arise to practise the language both in and outside the classroom. In any case, it is highly important that students take this subject once they have passed the subjects English in Primary Education I and II.

Due to the shortfalls that have been identified in the level of the students enrolled in this course in previous years, this subject is aimed at improving the general level of competence in English, drawing from the premise that students are recommended to take this subject once they have reached a B2 level. Although there exists the possibility of failing the diverse subjects of the English speciality owing to a low level of competence in the English subject, the language requirements become even more important for the subject of English in Primary Education III.

2. Learning goals

2.1. Competences

1. Express oral and written English (EC 52).

2 Deal effectively with situations concerning the learning languages in multilingual and multicultural contexts. The promotion of reading and the critical remark of texts of the various scientific domains and cultural rights contained in the school curriculum. Express themselves in verbal and written form with correction and dominate the use of different techniques of expression in the different areas of knowledge (CG 3).

3 Search, manage, process, analyze and communicate information effectively, critically and creatively (14 CT).

4 Acquire literary education and know children's literature (EC 45).

5 Analyse and incorporate in a critical manner the most relevant issues to the current society that affect family and school education: educational and social impact of the audiovisual languages; changes in gender inter-generational relationships; multiculturalism and interculturality; discrimination and social inclusion and sustainable development (EC 23).

2.2. Learning goals

At the end of the course learners should be able to:

1 Understand the gist and the details of a variety of complex texts, including the understanding of both inferences as well as text register and structure. Students should also be able to guess the meanings of unknown words and recognize writer's intentions.

2 Write clear and coherent texts in English. These should be well structured and detailed texts about complex current affairs. Students are expected to emphasize certain text features, express elaborate viewpoints bearing in mind the audience and show a good command of linking, cohesive and planning devices.

3 Show extensive lexical resources and have a good command of grammar accuracy.

4 Interact successfully with different speakers, showing good pronunciation skills, enough fluency and natural speech.

5 Understand the gist and the details of a variety of oral texts, including different accents and regional varieties from native and non-native speakers about abstract and complex issues (provided students are familiar with them).

2.3. Importance of learning goals

In an increasingly internationalised educational context, achieving the objectives of this subject will allow the students to participate in forums and international programmes, both during their training and in their future professional careers. The competences acquired will be of great help for accessing the labour market, in addition to marking the guidelines for further training while learning this foreign language throughout their life.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Assessment activities and their load on the final mark and assessment criteria for each test

The following evaluation activities will be used to test attainment of the objectives proposed:

Type A

Achievement assessment:

Student will submit different activities throughout the semester. These activities might include activities which will be presented in class, including:

- Speaking: 10 % - Discipline-specific speaking tasks (teacher talk and management tasks, oral academic tasks such as discussions or presentations, job-seeking oral tasks / functions: persuasion, opinion and argumentation, narration, description, reporting)
- Writing: 10 % - Discipline-specific written tasks (professional and academic texts both formal and informal / functions: persuasion, opinion and argumentation, narration, description, reporting)
- Reading: 10 % - Reading comprehension tasks on the sub-topics presented above to do in class - Individual/Pair/Group work (jigsaw reading, multiple choice, true/false, short answers, insert text?..) - Different formats and authentic texts (books, journals, websites, blogs, English textbooks, manuals?)
- Listening: 10 % - Listening comprehension tasks to assess different listening microskills (understanding general ideas and detailed information, making inferences, guessing meaning from context, etc.)
- Use of English and Vocabulary: Se medirá en algunos ejercicios realizados en clase y a través del resto de destrezas, principalmente las de writing y speaking

Proficiency Assessment

Final written exam (50%). The load of each part of the exam in the final mark will be as follows:

- Speaking: Oral exam
- Writing: Producción escrita de algunos de los textos trabajados en clase
- Reading: Reading comprehension tasks (jigsaw reading, multiple choice, true/false, short answers, insert text?..)
- Listening: Listening exercises (multiple choice, true/false, short answers, summary?..)
- Use of English and Vocabulary: Cloze Test

The final test will correspond to assessment Type B.

T y p e B
Students opting for evaluation Type B will be evaluated exclusively through a global written test (oral and written) which will partially correspond, in form and dates, to Type B final test. The percentages of each part of the test are as follows:

- Speaking: 20 %
- Writing: 20 %
- Reading: 20 %
- Listening: 20 %
- Use of English and Vocabulary: 20 %

The test for students opting for evaluation Type B will include a larger number of questions which will seek to guarantee that studies have reached a level of proficiency and achievement which is similar to that of their partners opting for Type A assessment.

All students are entitled to opt for Type B assessment even when they have already been assessed through Type A assessment. If the final mark is higher than the means of this mark and the mark obtained the mark obtained in the Type A tests taken throughout the semester, students will be entitled to obtain the final exam mark.

Assessment criteria

Assessment activities will assess the following:
- Oral production/interaction: fluency, grammatical accuracy and pragmatic aspects, phonetic correctness and intonation, lexical variety and appropriacy, use of appropriate genre conventions, use of adequate communication strategies.
- Written production: cohesion and coherence (clear, organized ideas), structural and lexical variety, spelling, grammar and lexical accuracy, use of appropriate genre conventions, self-correcting ability.
- Listening comprehension: ability to extract global ideas and understand details of recorded text, ability to make correct inferences about a speaker's attitude, recognition of segmental and suprasegmental features in the speech chain.

- Reading comprehension: ability to synthesize the main ideas in a text, ability to make inferences for understanding, ability to find specific information, ability to use the context for deducing meanings of unfamiliar vocabulary or expressions and critical capability to analyse text so as to make a value judgment.

Assessment criteria and requirements to pass the course
In order to pass the course, students must obtain a final mark equal to or more than 60% of the total score. Moreover, students must obtain an equal to or more than 50% mark in each of the individual parts. The final grade will result from the means of the marks obtained in the achievement assessment and proficiency achievement tests. In order to be entitled for this means, students must achieve 50% of the mark in at least 4 of the 5 skills in the proficiency assessment tests provided the minimum grade is 40%.

If any of these requirements are not met, the student has not met the minimum level of proficiency required and, therefore, the student has not passed the subject.

The student must show the achievement of the learning outcomes set for the course through the following assessment activities:

Type A

Achievement Assessment (50%)

- Speaking: 10 % - Discipline-specific speaking tasks (teacher talk & management tasks, oral academic tasks such as discussions or presentations, job-seeking oral tasks / functions: persuasion, opinion & argumentation, narration, description, reporting)
- Writing: 10 % - Discipline-specific written tasks (professional and academic texts both formal and informal / functions: persuasion, opinion & argumentation, narration, description, reporting)
- Reading: 10 % - Reading comprehension tasks on the sub-topics presented above to do in class - Individual/Pair/Group work (jigsaw reading, multiple choice, true/false, short answers, insert text?..) - Different formats and authentic texts (books, journals, websites, blogs, English textbooks, manuals?)
- Listening: 10 % - Listening comprehension tasks to assess different listening microskills (understanding general ideas and detailed information, making inferences, guessing meaning from context, etc.)
- Use of English and Vocabulary: 10 % - Se medirá en algunos ejercicios realizados en clase y a través del resto de destrezas, principalmente las de writing y speaking

Proficiency Assessment (50%)

- Speaking: 20 %
- Writing: 20 %
- Reading: 20 %
- Listening: 20 %
- Use of English and Vocabulary: 20 %
- Since evaluation of oral expression /interaction involves special time-space conditions, it is the responsibility of each lecturer to determine the format and date(s) for this test to be held, and to inform the students with time, through the usual means.

Type B

Students opting for Type B assessment will only be assessed through a final exam (oral and written), which will have the following percentages:

- Speaking: 20 %
- Writing: 20 %
- Reading: 20 %
- Listening: 20 %
- Use of English and Vocabulary: 20 %

Second call

The content and percentages of the second call test are the same as those of the overall test in Procedure B.

Only the marks achieved during this call will count, in other words, the separate parts passed in the first call will not be taken into account.

Fifth and sixth call

In the fifth and sixth call the tests, percentages and minimal requirements are the same as in the standard calls. The tests will be assessed by the assigned Board.

Total or partial plagiarism in any of the assessment activities will lead to a failing mark (the minimum mark will be assigned), together with the corresponding disciplinary measures adopting by the Comisión de Garantía.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The methodology followed in this course is oriented towards the achievement of the learning objectives:

The learning process of this subject follows the principles of the communicative approach, which help students develop their communicative competence in discourse, grammatical, pragmatic, strategic, and intercultural contexts. Planned learning tasks focus on active student participation. Moreover, methodologies linked to Project-based learning, collaborative and cooperative learning, and autonomous and reflexive learning will be promoted.

4.2. Learning tasks

The course will employ the following tasks:

1. Analysis of formal aspects in oral and written texts, and their different use and meaning within a given context through observation, reflection and problem-solving activities.
2. Extensive and autonomous reading of long texts (including literary ones) and intensive reading of shorter texts, by implementing the capacity for synthesis and critical analysis.
3. Listening and video-viewing activities with comprehension, parsing, and pragmatic and discourse analysis tasks.
4. Communicative activities (simulations, debates, etc.).
5. Searching for information on the internet or in libraries about cultural aspects related to the syllabus.
6. Implementing the writing process, peer editing and auto correction, which includes the revision of the students' own texts and those of their classmates through the use of rubrics and checklists.
7. Practice online resources for promoting autonomous learning.
8. Problem-solving activities through diverse onsite activities
9. Project-based learning

4.3. Syllabus

The course will address the following topics:

1. Learning (stages in education, cross-curricular topics, multiple intelligences, learning to learn, learning a second language?)
2. Mass media (social networks, blogs, news channels, TV series, advertising, media manipulation?.)
3. Living abroad (society and culture in English-speaking countries, working abroad, culture shock, travelling?.)
4. Children around the World (early education around the world, children's stories, developed and developing countries, values and storytelling?)

4.4. Course planning and calendar

Schedule of onsite sessions and of essays submission:

The schedule of mid-term exams and essays submission will be announced by the teacher, either on the ADD or in a document that will be provided to students at the beginning of the semester.

Further information concerning the timetable, classroom, office hours, assessment dates and other details regarding this course will be provided on the first day of class or please refer to the Faculty of Education website (<https://educacion.unizar.es/grado-primaria/grado-en-magisterio-en-educacion-primaria>).

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26611>