SUBJECT TEACHING GUIDE

G1551 - Development of Oral Comprehension and Expression in English through Stories, Songs and Games
Double Degree in Teaching in Early Childhood Education and Primary Education
Degree in Early Childhood Education
Degree in Primary Education Teaching
Academic year 2022-2023

1. IDENTIFYING DATA				
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education		Type and Year	Optional. Year 3 Optional. Year 3
Faculty	School of Teacher Training			
Discipline	Subject Area: Development of Oral Comprehension and Expression in English through Stories, Songs and Games Module: Complementary or Specialised Training			
Course unit title and code	G1551 - Development of Oral Comprehension and Expression in English through Stories, Songs and Games			
Number of ECTS credits allocated	6	Term	Semester based (1)	
Web				
Language of instruction	English		Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA
Name of lecturer	ELAINE JANET DOWIE
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Other lecturers	PHILIP ENRIQUE

3.1 LEARNING OUTCOMES
- Understanding various types of oral and/or audiovisual discourse and being able to extract the relevant ideas and information.
- Understanding written texts of different types with a certain complexity of terminology, grammar and organization.
- Communicating orally fluently in specific situations which involve other people.
- Writing different styles of text with sufficient correctness in terms of lexis, grammar, structure and spelling.
- Prepare material and activities appropriate for the age of the students.

4. OBJECTIVES

Promote oral and written comprehension through the use age-appropriate materials according to the age of ESL learners.

Become familiar with customs and popular and traditional songs in English, using flash-cards, gestures, written exercises in class, stories and games.

Apply TESL principles with word games, sentence construction activities, conversation and pronunciation, short dramatic pieces, listening to and retelling tales, songs with dance and actions, all for children of Infants and primary school age.

Discover different styles of learning and how to solve problems that arise in the ESL classroom.

Understand and carry out a responsible use of audiovisual resources available in the classroom.

Carry out and present short research projects in English both individually and in a group.

6. COURSE ORGANIZATION

CONTENTS	
1	Development of fundamental English skills and materials in an interactive classroom setting.
2	Language development: practical vocabulary and basic language structures.
3	Comprehensive skills: note-taking, writing, listening and reading.
4	The use of audiovisual resources in the aforementioned area will be considered, along with the associated problems and limits a teacher has, or perceives, when trying to use these resources.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Description Introductory Presentation	Others	No	Yes	10,00
Description Listening Comprehension	Work	No	Yes	10,00
Description Reading Comprehension	Work	No	Yes	10,00
Description Portfolio	Work	No	Yes	25,00
Description Speaking - Individual Presentation	Work	No	Yes	20,00
Description Group Presentation	Work	No	Yes	25,00
TOTAL				100,00

Observations

There will be no final exam if the student passes each section with a 5.
Attendance and participatioon will be taken into consideration in the 'Speaking-Individual'
Resitting the exam will involve handing in all the different pieces of work which the students have thoughout the course .

Observations for part-time students

The procedure for part-time students who do not come to class regularly will consist of a final exam and/or the setting of extra pieces of work indicated by the teacher to be handed in on the date the Faculty sets for the final exam. Those students who are part-time but go to class regularly may follow the same evaluation process as the full-time students.

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

Young Learners, 1993, Sarah Phillips, Oxford English: Resource books for Teachers, OUP, UK.

Singing, Chanting and Telling Tales, 1992, Carolyn Graham, Prentice Hall International, New Jersey.

Music, Language and Second Language Acquisition, 2010, Ermine Buket Saglam, Lambert Academic Publishing, Germany.

English for Primary Teachers, 2001, Mary Slattery and Jane Willis, Oxford, UK.

Teaching Foreign Languages through Song, 2001, Karen M. Ludke, University of Edinburgh, UK.

Once Upon a Time, 1983, Mario Rinvolucri, Cambridge, UK.

Grammar Games, 1984, Mario Rinvolucri, Cambridge, UK.

Play Games with English (series), 1993, Colin Granger, Macmillan Publishing, UK

Music and Song, 1996, Tim Murphey, Oxford, UK.

Teaching Young Learners English, 2006, Annamaria Pinto, Oxford, UK.

La Enseñanaza del Inglés en la Educación Primaria, 1993, Susan Halliwell, Longman, UK