

## COURSE PROGRAM

**Academic Year: 2020/2021**

Identification and characteristics of the course			
Code	501626 FE 501675 FFP 502044 CUSA	ECTS Credits	6
Course name (English)	<b>English Teaching and Learning in Primary Education</b>		
Course name (Spanish)	<b>Enseñanza-Aprendizaje del Inglés en Educación Primaria</b>		
Degree programs	B. A. in Primary Education		
Faculty/School	Teacher Training College and Education College		
Semester	5º	Type of course	Educational-disciplinary
Module			
Matter	Languages Teaching and Learning		
Lecturer/s			
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Dra. M <sup>a</sup> Adela García Gómez (FFP)	3.2-C	<a href="mailto:adelagcia@unex.es">adelagcia@unex.es</a>	
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Laura Fielden Burns		<a href="mailto:lvfielden@unex.es">lvfielden@unex.es</a>	
Subject Area	Didáctica de la Lengua y la Literatura		
Department	Didáctica de las Ciencias Sociales, de las Lenguas y de las Literaturas		
Coordinating Lecturer (If more than one)	Pablo Romero Alegría		
Competencies*			
Basic and general competences			
1.CB1 –Students have to prove possessing and understanding knowledges in a study area coming from general secondary educationand that is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge coming from the forefront of his field of study.			
2.CB2 –Students have to know applying their knowledge to their job or vocation in a professional manner and to possess the skills that are usually demonstrated through the elaboration and defence of arguments and the problems solving within their field of study.			
3.CB3 - To have the ability to gather and interpret relevant data (usually within their field of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.			
4. CB4 - To be able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.			

\* The sections concerning competencies, course outline, educational activities, teaching methodologies, learning outcomes and assessment systems must conform to that included in the ANECA verified document of the degree program.

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5. CB5 - To develop those learning skills necessary to undertake further studies with a high degree of autonomy.
6. CG1 - To know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and the didactic knowledge corpus around the respective teaching and learning procedures.
7. CG2 - To design, plan and evaluate teaching-learning processes, both individually and in collaboration with other teachers and professionals of the Centre.
8. CG10 - To reflect on classroom practices in order to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and to promote it among students.
9. CG11 - To know and apply information and communication technologies in the classroom. To discern selectively audiovisual information that contributes to learning, civic education and cultural wealth.
<b>Transversal competencies</b>
10. CT1 –To know how to transmit information, ideas, problems and solutions to a specialist and non-specialist public.
11. CT1.2 –To present ideas, problems and solutions publicly in a structured and logical way, orally and in writing, in one or more foreign languages following the B1 level based on the Common European Framework of Reference for Languages.
12. CT1.3 –To use the new information technologies as an intellectual work tool and as a basic element to obtain information, learn and communicate.
13. CT1.4 –To handle and use social and interpersonal skills during the relationship with other people and to work in multidisciplinary groups in a cooperative way.
14. CT2.1–To know how to apply the necessary learning skills to start future studies with a high level of autonomy.
15. CT2.2 –To use a set of resources, techniques and learning strategies in an efficient way, to ensure an autonomous, responsible and permanent learning throughout the lifelong.
16. CT2.3 –Updating the knowledge in the socio-educational field throughout research and knowing to analyze future trends.
17. CT2.4 –To maintain an innovation and creative attitude in the exercise of the profession.
CT3.3 –To be aware of the right to equal treatment and opportunities between women and men and to implement measures which remove the obstacles make genuine the real equality between men and women and promote the gender equality.
CT3.4 - To be aware of the right to equal opportunities of handicapped persons and to implement measures to prevent or compensate a handicapped person disadvantages to fully participate in the political, economic, cultural and social life.
<b>Specific competencies</b>
18. CE45 –To know languages and literatures school curriculum.
19. CE50 –To face languages learning situations in multilingual contexts.
20. CE51 –To express orally and in writing in a foreign language.
21. CE52 –To develop and assess curriculum contents through suitable didactic resources and to promote the necessary competences in the students (language).
<b>Contents</b>
<b>Course outline*</b>
The subject will be oriented towards the development of professional competences. The contents of this subject will provide students with the necessary knowledge of English to qualify for the teaching of English as a foreign language in Primary Education.
Lectures will be conducted in English. Thus, students should have an intermediate level of English, a B1 (according to the European Framework of Reference).

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<b>Content brief description</b>	
Linguistic psychological and methodological basis for English teaching and learning. Didactic strategies and resources for the teaching and learning of English communicative skills. Training in teaching skills leading to learning experiences construction. English teaching and learning assessment in Primary Education. English curriculum in Primary Education. Programme: general aims and content blocks, methodological planning, resources use and didactic units assessment. To use an oral and written standard English (B1 level) in a receptive and productive way in daily situations concerning with Primary Education classroom.	
<p>Name of lesson 1: <b>Teaching English to young learners.</b></p> <p>Contents of lesson 1:</p> <p>1.1. Individual characteristics or differences of Primary school children.</p> <p>1.2. Psycho-affective evolution.</p> <p>1.3. The Multiple Intelligence Theory applied to foreign language teaching.</p> <p>Description of the practical activities of lesson 1: Raise awareness of the personal learning experience and on personal conceptions about language, teaching and learning languages, and the teaching of foreign languages to children.</p>	
<p>Name of lesson 2: <b>Lesson Developing oral communication skills (listening and speaking).</b></p> <p>Contents of lesson 2: 2.1. Teaching and Learning Techniques and Activities</p> <p>Description of the practical activities of lesson 2: Analyse and prepare techniques, strategies, materials and resources for the development of oral communication skills. Songs, rhymes and games for the FL classroom will be performed, discussed and analysed to determine their effectiveness.</p>	
<p>Name of lesson 3: <b>Developing written communication skills (reading and writing).</b></p> <p>Contents of lesson 3: 3.1. Teaching and Learning Techniques and Activities.</p> <p>Description of the practical activities of lesson 3: Analyse and prepare techniques, strategies, materials and resources for the development of written communication skills. Songs, rhymes and games for the FL classroom will be performed, discussed and analysed to determine their effectiveness.</p>	
<p>Name of lesson 4: <b>Selecting and creating resources (Songs, games, stories, textbooks and technology...).</b></p> <p>Contents of lesson 4: 4.1. Practice application tasks.</p> <p>Description of the practical activities of lesson 4: Analyse and create different resources for various teaching levels (songs, stories, games, textbooks, digital boards.... Teaching activities and materials will be analysed as well.</p>	
<p>Name of lesson 5: <b>The Foreign Languages Curriculum in Primary Education.</b></p> <p>Contents of lesson 5: 5.1. Guidelines for lesson planning and assessment.</p> <p>5.2. Practice application tasks.</p> <p>Description of the practical activities of lesson 5: Analyse and prepare lesson plannings and assessments for various teaching levels. Teaching activities and materials will be analysed as well.</p>	
<b>Educational activities *</b>	

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Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	23h.	5h.				3h.		15h
2	44h.	15h.				4h.		25h
3	44h.	15h.				4h.		25h
4	16h.	4h.				2h.		10h
5	21h.	4h.				2h.		15h
<b>Assessment</b> Written test	2h.	2h.						
<b>TOTAL</b>	<b>150h</b>	<b>45h.</b>				<b>15h.</b>		<b>90h.</b>

L:Lectures (100 students)

HI: Hospital internships (7 students)

LAB:Laboratory or field practices (15 students)

COM:Computerroom or language laboratory practices (30 students)

SEM:Problem classes or seminars or case studies (40 students)

SGT:Scheduled group tutorials (educational monitoring, ECTS type tutorials)

PS:Personal study, individual or group work and reading of bibliography

### Teaching Methodologies\*

1. Oral presentation. Classroom lectures. High grouplessons leading to the different concepts and procedures presentation relating to the subject and helping by bibliography and audiovisual materials.

2. Discussion and debate. Verbal presentation is combined with discussion activities and questions to be answered by the students so that they can build new concepts based on known concepts (related to other subjects already studied or to other topics of the program there are important interrelations with).

3. Bibliographic resources discussed reading.

4. Visualization of audiovisual materials (documentaries, films, etc.) and discussion and debate about them.

5. Presentation of the works carried out autonomously. This activity is programmed so that the students can present the works and materials elaborated in an autonomous way.

6. To take a test. This activity aims to assess the learning outcomes of students in relation to the objectives or competencies that arise in the teaching plan of the subjects that make up a field of study.

8. Experiences and practical applications. This activity, together with the previous one, is aimed at the simulation and practice of strategies and techniques presented by specialists and professionals (presentation of psycho-pedagogical reports, different kinds of curricular adaptations, and analysis of social contexts), discussion and analysis of scientific and technical documentaries.

12. Projects design. The aim of this activity is to guide and coordinate several aspects of the project (objective work definition, bibliography selection, structure, etc.) in an autonomous way, individual or in small groups.

13. Guiding, decision-making and learner doubts solving. To follow-up the distance learner work. Monitoring of individual or small groups work. Individual and group guiding.

14. Reading of documents previous to the teacher oral presentation.

15. Subject study and exam preparation.

16. Searching and viewing of bibliography material for projects.

### Learning outcomes \*

\*\* Indicate the total number of evaluation hours of this subject.

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- Knowledge of all the material explained in the course, both in its theoretical and practical aspects
- The management of the bibliographic sources recommended for each topic and in the realization of the works, as well as the presence and participation of the students in class, will be valued.
- The student has to write and express himself correctly. Spelling and expression errors in the writing of the test and in the several works will be subject to penalty, and may be sufficient to fail the subject.

### Assessment systems \*

This subject assessment includes two main sections:

1. Written exam: Objective and / or development test, which constitutes 60% of the final mark. In this test the competences and the theoretical knowledge acquired by the student will be evaluated.
2. Continuous evaluation: portfolios; observation of student involvement and participation in seminars and engagement in tutorials; production of diaries and other written documents; defence of different works; presentation of tasks and activities; technical quality of written documents, among others. These practical training activities will constitute 40% of the final mark and are broken down as follows:
  - a) Valuation of the preparation and compulsory presentations in class of a Lesson Planning (20%). This activity will NOT be recoverable, so it is **COMPULSORY** for all students who take this subject. The professor will publish at the beginning of the course the date (s) of the Lesson Planning presentation.
  - b) Activities and / or tasks that the student performs in a practical and compulsory way in seminars regarding different matters of the program, attendance at class and attitude and participation or engagement of the student in all tasks and / or activities proposed in class (20%).

It is essential that the student obtains a minimum score of 3 points out of 6 in the written exam and 2 points out of 4 in the practical part (seminars and Lesson planning). Both parts will be joined to obtain the final mark of the subject

#### **Final global alternative test,**

this test will consist of the following sections:

1. Written exam: objective and / or development test, which constitutes 60% of the final grade. In this test the competences and the theoretical knowledge acquired by the student will be evaluated
2. Practical part: It is a practical test that will include questions or

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aspects raised in the sessions of face-to-face seminars. Such test will consist of preparing written documents, tasks and / or activities. The technical quality of these documents that the student makes on the day of the exam (20%) will be evaluated.

The remaining 20% of the mark corresponds to the preparation and presentation of the lesson planning that will be carried out on the date published by the professor at the beginning of the course.

It is essential that the student obtain a minimum score of 4 points out of 8 in the written exam and 1 point out of 2 in the Lesson planning. Both parts will be joined to obtain the final grade of the subject.

The student has to choose one or another modality of examination in the first three weeks of the beginning of the subject (1st semester). The student will inform in writing about the type of assessment chosen according to the established procedure in each educational and training Centre. If the student doesn't present this communication, it will be understood that he / she opts for the continuous evaluation. Once the type of evaluation has been chosen, the student will not be able to change in the ordinary call of that semester and will follow the evaluation norm for the extraordinary call.

### Bibliography (basic and complementary)

#### Recommended textbooks:

Slattery, M. & J. Willis (2001): *English for Primary Teachers*, Oxford: Oxford University Press (Facultad de Educación, Badajoz y Cáceres)

Brewster, J. et. alt.: (1991), *The Primary English Teacher's Guide*, London, Penguin (Facultad de Formación del Profesorado, Cáceres)

#### BASIC BIBLIOGRAPHY

Alburquerque, r.: (1990): *En el Aula de Inglés*, Alburquerque et alt., Longman.

Alcaraz, e. et alt.: (1993): *Enseñanza y aprendizaje de las lenguas modernas*. Madrid, Ediciones Rialp.

Cameron, L. (2001): *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

Bestard Monroig, J.y Pérez Martín, C.: (1992) *La Didáctica de la Lengua Inglesa.*, Madrid, Síntesis.

Brewster, J. et. alt.: (1991), *The Primary English Teacher's Guide*, London, Penguin

Davies, P. & E. Pearse. (2000): *Success in English Teaching*. Oxford: Oxford University Press.

Dupré, B.(2009): *50 big ideas you really need to know*. London: Quercus

Hamer, J. (2003): ***How To Teach English: An Introduction To The Practice Of English***

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Hedge, T. (2000): *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Larsen-Freeman, D. (2000): *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

Madrid, D. y McLaren, N, (eds.) (2004): *TEFL in Primary Education*. Granada: Editorial Universidad de Granada.

Martínez, J. D. (Ed.). *Oral Communication in the EFL Classroom*, Sevilla: Ediciones Alfar.

Richards, J. C. & Ch. Lockhart (1998): *Estrategias de Reflexión sobre la Enseñanza de Idiomas*. Cambridge: Cambridge University Press.

Slattery, M. & J. Willis (2001): *English for Primary Teachers*, Oxford: Oxford University Press.

Ur, P. (1996): *A Course In Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

Veiz, J. M., Guillén, C. y Alario, C. (2002): *Didáctica de la Lengua Extranjera en la Educación Infantil y Primaria*. Madrid: Síntesis.

Williams, M. y R. L. Burden. (1999): *Psicología para Profesores de Idiomas. Enfoque del Constructivismo Social*. Cambridge: Cambridge University Press.

#### COMPLEMENTARY BIBLIOGRAPHY

Consejo de Europa (2001): *Marco Común Europeo para las Lenguas: Aprendizaje, Enseñanza, Evaluación*. Estrasburgo.

Brumfit, C.: (1991), "Introduction", en *Teaching English to Children*. Brumfit, C, et. alt. eds., London, Nelson, edición de 1994.

Brumfit, C. et. alt., (eds.): (1991), *Teaching English to Children*, Londres, Nelson edición de 1994.

Candlin, C.N.: (1990), "Hacia la enseñanza de lenguas basada en tareas" en *Comunicación, Lenguaje y Educación*, 7/8, pp.33-53.

Dunn, O.: (1983), *Beginning English with Young Children*, London: Macmillan.

Estaire, S. y Zanón, J.: (1990), "El diseño de unidades didácticas en L2 mediante tareas: Principios y desarrollo", en *Comunicación, Lenguaje y Educación*, 7/8, pp.55-90.

Halliwell, S. (1992) : *Teaching English in Primary school*. Longman.

Hancock, M.: (1995) *Pronunciation Games*. CUP.

Hancock, M.: (1999) *Teaching Grammar through Songs*. CUP

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Martínez, J. D. (Ed.). *Errors in the Second Language Classroom: Corrective Feedback*, Málaga: Ediciones Aljibe.

Martínez, J. D. & M<sup>a</sup> Magdalena López (Eds.). *Activities and Resources for Bilingual Classrooms*, Sevilla: Ediciones Alfar.

Martínez, J. D. (Ed.) (2012). *Teaching and Learning English through Bilingual Education*, Newcastle Upon Tyne: Cambridge Scholars Publishing.

### Other resources and complementary educational materials

#### WEBGRAPHY

[LearnEnglish Kids | British Council](#)

[¡SABEL PEREZ 'S WEB archivo](#)

[LA MANSIÓN DEL INGLÉS archivo](#)

[Esl-galaxy.com archivo](#)

[Printables and more... archivo](#)

[Interactive games for children archivo](#)

[Web de recursos multimedia online archivo](#)

[Teaching English to spanish children](#)

[Music for teaching English to children](#)

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