COURSE PROGRAM

Academic Year: 2020-2021
ENGLISH FOR PRIMARY EDUCATION I

Identification and characteristics of the course			
Code	501621 (FE) 501670/502861(FFP)(B) 502045(CUSA)	ECTS Credits	6
Course name (English)	ENGLISH FOR PRIMARY EDUCATION I		
Course name (Spanish)	INGLÉS PARA PRIMARIA I		
Degree Programs	BA in Primary Education		
Faculty/School	Faculty of Education (FE, Badajoz) Teacher Training College (FPP, Cáceres) University Centre of Santa Ana (CUSA, Almendralejo)		
Semester	4th	Type of course	Compulsory
Module	Didactic-disciplinary		
Matter	Teaching and Learning of Foreign Languages		
Lecturer/s			
Name	Office	E-mail	Web page
Castellano Risco, Irene Olga	A21 (Anexo FE)	ircastellano@unex.es	
Macarro Asensio, Rosa (Grupo 2)	3.2-I (FFP)	irmacarro@unex.es	
Maeseneire Peter de	No assigned office	peterdemaeseneire@unex.es	
Morera Bañas, Isabel	2.10 (FE)	isamore@unex.es	
Marta Martín Gilete (Group 2)	English Philology Seminar 1501-2-17 (FFP)	mmgilete@unex.es	
Porcar Saravia, Carlos	A.21 (Anexo FE)	cporcar@unex.es	
Valls Barreda, Silvia	3.11 (FFP)	silviavb@unex.es	
Subject Area	English Philology		
Department	English Philology		
Coordinating Lecturer	Mª Isabel Morera Bañas (isamore@unex.es)		
Competencies*			

Basic and General Competencies (BC & GC)

CG1 - To be familiar with the interdisciplinary nature of Primary Education curricular areas, the assessment criteria and the body of didactic knowledge required for teaching and learning processes.
CG4 - To design and regulate learning spaces in diverse contexts which attend to gender

---

* 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.

1

equality, to equity and to respect for human rights which satisfy the values of citizenship formation.

CG10 - To reflect on classroom activities to innovate and improve the teaching practice. To acquire habits and skills for cooperative and autonomous learning and promote this among the students.

CB1 - That students can professionally apply their knowledge and understanding to their work or vocation and have competencies typically demonstrated through devising and sustaining arguments and solving problems within their field of study.

CB4 - That students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

Cross-curricular Competencies (CT)

CT1 - To be able to communicate information, ideas, problems and solution to both specialist and non-specialist audiences.

CT1.1 - To publicly present ideas, problems and solutions in a logically structured way, both orally and in writing, at a C1 level of Spanish, according to the Common European Framework of References for Languages.

CT1.2 - To publicly present ideas, problems and solutions in a logically structured way, both orally and in writing, at a B1 level in one or more foreign languages, according to the Common European Framework of References for Languages.

CT2.2 - To efficiently use a variety of resources, techniques and learning strategies to ensure autonomous, continuous and responsible lifelong learning.

CT3.1 - To understand the evolving nature and plurality of current societies and develop attitudes of respect, tolerance and solidarity towards different social and cultural groups.

CT3.2 - To understand and practice the values of democratic societies such as tolerance, solidarity, justice, non-violence, freedom, responsibility and equality, and in general, use value systems like the Declaration of the Rights of Man.

CT3.5 - To promote and encourage the values of a culture of peace.

CT3.6 - To think critically and logically about the need to eliminate all forms of discrimination, direct or indirect, in particular racial, against women or derived from sexual orientation or disability.

Specific Competencies (CE)

CE51 – Ability to communicate orally and in writing in a foreign language.

Contents

Course outline*

To use standard English at B1 level, receptively and productively, both orally and in writing in everyday life situations and in the Primary Education classroom.

Course syllabus

Introduction to the language used in the classroom in Primary level.

Name of lesson 1: Starting your lessons in English
Contents of lesson 1:
LANGUAGE FOCUS
Greetings and forms of address
Checking attendance
Ways of starting lessons
Description of the practical activities of lesson 1: Analysis, comprehension and oral production activities related to contents in lesson 1.

Name of lesson 2: Organising your classroom
Contents of lesson 2:

LANGUAGE FOCUS
Everyday instructions
Organising the classroom.
Description of the practical activities of lesson 2: Analysis, comprehension and oral production activities related to contents lesson 2.

Name of lesson 3: Ending your lesson
Contents of lesson 3:
LANGUAGE FOCUS
Ending lessons
Phrases with *else*
Word quiz
Description of the practical activities of lesson 3: Analysis, comprehension and oral production activities related to contents in lesson 3.

Learning English (textbook: English File 3rd Edition Pre –intermediate)

Lesson 1:
A Where are you from?
Grammar: word order in questions
Vocabulary: common verb phrases, spelling and numbers
Pronunciation: vowel sounds, the alphabet

B Charlotte´s choice
Grammar: present simple
Vocabulary: describing people; appearance and personality
Pronunciation: final –s/ -es

C Mr and Mrs Clark and Percy
Grammar: present continuous
Vocabulary: clothes, prepositions of place
Pronunciation: /ə/ and /ɜː/
Description of the practical activities of lesson 1: Analysis, comprehension and oral production activities related to contents in lesson 1. In-class oral presentations.

Lesson 2:
A Right place, wrong person
Grammar: past simple, regular and irregular verbs
Vocabulary: Holidays
Pronunciation: regular verbs; -ed endings

B The story behind the photo
Grammar: past continuous
Vocabulary: prepositions of time and place: at, in, on
Pronunciation: sentence stress

C One dark October evening
Grammar: Time sequencers and connectors
Vocabulary: verb phrases
Pronunciation: word stress
Description of the practical activities of lesson 2: Analysis, comprehension and oral production activities related to contents in lesson 2.

Lesson 3:
A Plans and dreams
Grammar: be going to (plans and predictions)
Vocabulary: airports

Pronunciation: sentence stress and fast speech

B Let' s meet again
Grammar: present continuous (future arrangements)
Vocabulary: verbs * prepositions e. g. arrive in
Pronunciation: sounding friendly
Description of the practical activities of lesson 3: Analysis, comprehension and oral production activities related to contents in lesson 3. In-class oral presentations.

Lesson 4:
A Parent and teenagers
Grammar: Present perfect * yet, just, already
Vocabulary: housework, make or do?
Pronunciation:/j/ and /dʒ/

B Fashion and shopping
Grammar: present perfect or past simple?
Vocabulary: shopping
Pronunciation: c and ch
Description of the practical activities of lesson 4: Analysis, comprehension and oral production activities related to contents in lesson 4.

Lesson 5: (9 in the book)
B I´ve been afraid of it for years
Grammar: present perfect + for and since
Vocabulary: phobias and word related to fear
Pronunciation: sentence stress

C Born to sing
Grammar: present perfect or past simple? (2)
Vocabulary: biographies
Pronunciation: word stress /ɔː/
Description of the practical activities of lesson 5: Analysis, comprehension and oral production activities related to contents in lesson 5.

Lesson 6: (10 in the book)
The mothers of invention
Grammar: passive
Vocabulary: verbs: *invent, discover, etc*
Pronunciation: /ʃ/
Description of the practical activities of lesson 6: Analysis, comprehension and oral production activities related to contents in lesson 6. In-class oral presentations.

Educational activities*							
Student workload in hours by lesson		**Lectures**	**Practical activities**				**Monitoring activity**	**Homework**
Lesson	**Total**	**L**	**HI**	**LAB**	**COM**	**SEM**	**SGT**	**PS**
1	11	4				**3**		4
2	11	4				3		4
3	11	4				3		4
1	18	2				3		13
2	18	2				3		13
3	19	3				3		13
4	20	2				4		13
5	20	3				4		12
6	22	4				4		14
Assessment		2						
TOTAL	**150 h**	**30**						**90**

L: Lectures (100 students).
HI: Hospital internships (7 students).
LAB: Laboratory or field practices (15 students).
COM: Computer room or language laboratory practices (30 students).
SEM: Problem cases 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*

- Oral presentation. Lectures focused on the exposition of the different concepts and procedures related to the course by means of bibliographical and audio-visual materials.
- Discussion and debate. Oral exposition is combined with activities so that students can build new concepts from known concepts (in relation to previous courses or other content in the syllabus).
- Reading of bibliographical material.
- Debates and discussion on topics related to the course.
- Guidance, decision-making and resolution of the doubts raised by students. Monitoring of distance-learning work. Monitoring of individual or small-group work. One-to-one and group supervision.
- Exams. This activity aims to assess the learning outcomes of students in relation to objectives and competencies in the course syllabus.

Learning outcomes*

- Acquisition and mastery of the theoretical and practical contents, included in the present document, throughout the course.
- Capacity to deal with the recommended bibliographical references for each lesson and the carrying out of projects, as well as the regular attendance and active participation of students in class.
- Ability to write and speak with fluency and accuracy. Spelling mistakes and errors of written expression in the exam and the target projects are subject to penalization and/or a failing grade in the course.

Assessment systems*

A. **Ongoing assessment**:
   1. Portfolios; observation of the student's involvement and participation in seminars and tutorial hours; writing of compositions and other written documents; project presentations; oral exposition of homework and tasks; skillful knowledge for written documents; 3 oral presentations around 4-5 minutes each **(40%).**
   2. **Final written exam (60%):** it includes the assessment of the described contents presented in the course program. The exam will assess reading, writing and listening skills along with the grammar contents taught in the course (cloze tests, filling-the-blank exercises, grammar in context). Students must pass both portfolios and the final exam, as well as all indicated skills, to pass the course.

B. **Summative assessment.** Alternatively, there is the option of a final global test; passing the exam means passing the course. The choice between the ongoing assessment and the summative assessment is made by the students only during the first 3 weeks of the semester. Students must inform (in writing) about the decision made on the chosen assessment system, according to the determined procedure in the Centre, understanding that those students who do not inform about their decision will opt for ongoing assessment.

The global test, accordingly, will assess the 100% of the contents explained in the course program and it will include both an oral and a written test. The written part of the global test will include the same type of questions and exercises presented in the written test of the ongoing assessment system explained above in this section. The weight of the written test will be 60%. The oral test will consist of a presentation of a topic, which students will have the freedom to choose in order to present orally during 4-5 minutes (40%). Students must pass both the written and oral exam, as well as all indicated skills, to pass the course.

Bibliography (basic and complementary)

Basic bibliography

- Bland, J. (ed.) (2015). Teaching English to Young Learners, critical issues in Language teaching with 3 to 12 years old. London: Bloomsbury Academic.
- Cameron, L. & McKay, P. (2010). Bringing creative teaching into the young learner classroom. Into the classroom, (Oxford University Press).
- Halliwell, S. (1992). Teaching English in the Primary Classroom (Longman Handbooks for Language Teachers Series).
- Hancock, M. & McDonald, A. (2010). English Result Pre-Intermediate. Oxford University Press
- Latham-Koenic, C., Oxenden C., & Seligson P. (2012). Englis File Pre-intermediate (3rd edition) (Oxford University Press).
- Lewis, G. & Mol, H. Grammar for young learners. Resources books for teachers, (Oxford U.P. 2009)
- Murphy, R. English Grammar in Use. Edición 4. (Cambridge University Press). -
Swan, M. Practical English Usage. Edición 3. (Oxford University Press).

Complementary Bibliography

- Cuban, L. (2013). Inside the Black Box of Classroom Practice: Change Without Reform in American Education. Cambridge: Harvard Education Press
- Darling-Hammond, L. and others (2008). Powerful learning. What we know about teaching for understanding. San Francisco: Jossey-Bass.
- Dweck, C. (2007). Mindset: The new psychology of success. New York: Ballantine Books.
- Fullan, M. (2013). The New Pedagogy: Students and Teachers as Learning Partners. Learning landscapes. Vol. 6, No.2.
- Lindstromberg, S. (2004). Language activities for teenagers. Cambridge handbooks for language teachers, (Cambridge University Press).
- Phillips, S. (1993). Young Learners. (Resource Books for Teachers) Oxford University Press
- Pinter, Annamaria. (2009). Teaching young language learners. Oxford handbooks for language teachers
- Valls-Barreda, S. (2016). Analysis of project-based learning in a digital environment at a networked high school. Journal for Educators, Teachers and Trainers, 7(1), 27-49.

Other resources and complementary educational materials

Dictionaries
- Collins Cobuild Dictionary for Advanced Learners of English -
Longman Dictionary of Contemporary English
- Oxford Advanced Learners Dictionary

Listening Resources
https://librivox.org/
http://www.britishcouncil.org/professionals-podcast-english-listening-downloads-archive.htm
http://www.storynory.com/2009/04/08/languages-learn-english-with-stories/

Online Dictionaries
http://www.wordreference.com
http://www.onelook.com
http://www.linguee.es/

Phonetic Dictionary
http://lingorado.com/ipa/es/
(permite escuchar textos y transcribirlos fonéticamente)

Online Grammar Resources
http://www.edufind.com/
www.better-english.com