

COURSE PROGRAM
Academic year: 2020-2021

Identification and characteristics of the course			
Code	501653 (FE) 501698 / 502877 (FFP) 502045 (CUSA)	ECTS Credits	6
Course name (Spanish)	Inglés para Primaria II		
Course name (English)	English for Primary Education II		
Degree programs	Degree in Primary Education		
Faculty/School	Faculty of Education (FE, Badajoz) Teacher Training College (FFP, Cáceres) University Centre of Santa Ana (CUSA, Almendralejo)		
Semester	7	Type of Course	Optative
Module	Didactic-disciplinary		
Subject	Teaching and Learning of Foreign Languages		
Professors			
Name	Office	Email	Web Page
María Carmen Galván Malagón	Vicedecanato R. I. (F.Educación)	mccgalvan@unex.es	
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Subject Area	English Philology		
Department	English Philology		
Coordinating Lecturer	M ^a del Carmen Galván Malagón		
Competencies			
Basic and general competencies			
CG1 - To know the organization of Primary Schools and the diversity of actions involved in their functioning. To perform tutorial and guidance functions with students and their families, attending to the special educational needs. To assume that teaching must continue to be perfected and adapted to scientific, pedagogical and social changes throughout one's life.			
CG2 To design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and staff of the centre.			
CG4 - To design and regulate learning spaces in diverse contexts which attend to gender 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.			
CG11 To know and apply information and communication technologies in the classroom. Selectively distinguish audiovisual.			
CB1 -That students demonstrate knowledge and understanding in a field of study that builds upon general Secondary Education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects from the avant-garde of their field of study.			

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

Transversal competencies

CT1 - That students can communicate information, ideas, problems and solutions 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 Reference for Languages

CT1.2. To use ICT as an essential tool for intellectual work, information, learning and communication.

CT1.3. To manage and use social and interpersonal skills in the relationships with others and work cooperatively in multidisciplinary groups.

CT2.2 - Learning to promote the acquisition of habits concerning independence, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, and symbolic and heuristic play.

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.

Specific competencies

CE51 - To speak and write in a foreign language.

CE69-To know the linguistic, psycholinguistic and methodological foundations of language learning and be able to assess its development and communicative competence.

CE70- To acquire full communicative competence as well as a good linguistic (phonetic, phonological, grammatical and pragmatic) and sociocultural knowledge of the foreign language being taught.

CE71 – To plan what will be taught and assessed and select, design and develop teaching strategies, activities and classroom materials.

CE72 - To design activities so that all students can achieve oral communication in the new language, establishing individual plans for those students who need it.

Contents

Course outline

To use standard English, both receptive and productively, with fluency, according to habitual situations and those typical of educative environments, using a wide lexical and grammatical repertoire.

Course description

Unit 1. Children and games

Reading, Listening, Spoken interaction and Writing skills: Personal qualities and characteristics. Learning through games.

Use of Language I

Pronunciation: Showing enthusiasm

Description of practical activities: Activities and oral presentations in class, related to Part 1

Unit 2: Education and Work

Reading, Listening, Spoken interaction and Writing skills: From the university to the real world (getting a job). Social exchanges.

Use of Language II

Pronunciation: Word stress patterns

Description of practical activities: Activities and oral presentations in class, related to Part 2

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Unit 3: Places
 Reading, Listening, Spoken interaction and Writing skills: From my hometown to the wide world. The school.
 Use of Language III
 Pronunciation: Intonation
Description of practical activities: Activities and oral presentations in class, related to Part 3

Unit 4: Stories
 Reading, Listening, Spoken interaction and Writing skills: The story of my life. Stories for Primary school children.
 Use of Language IV
 Pronunciation: Using emphatic stress
Description of practical activities: Activities and oral presentations in class, related to Part 4

Unit 5: Global culture
 Reading, Listening, Spoken interaction and Writing skills: The open world.
 Use of Language V
 Pronunciation: Phonetic Alphabet
Description of practical activities: Activities and oral presentations in class, related to Part 5

Educational activities

Student workload in hours by lesson			Practical activities				Monitoring activity	Homework
Lesson	Total	Lecture	PCH	LAB	OR D	SEM	TP	EP
1	30	6				6	1,5	16,5
2	30	6				6	1,5	16,5
3	30	6				6	1,5	16,5
4	29	5				6	1,5	16,5
5	29	5				6	1,5	16,5
Assessment	2	2						
TOTAL	150	30				30	7,5	82,5

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 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. 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).
2. Reading of bibliographical material.
3. Viewing of audiovisual materials (documentaries, films, etc) and discussion.
4. Autonomous work presented orally in class.
5. Exams. This activity aims to assess the learning outcomes of students in relation to objectives and competencies in the course syllabus.
6. Analysis and discussion of bibliographical and audiovisual materials.

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7. Debate and discussion on topics related to the course.
8. Guide, decision-taking and answering questions made by students.
9. Monitoring of personal work. Monitoring of individual or group work. Individual and group guidance.

Learning outcomes

Acquisition and mastering of theoretical content, showing good analysis skills.

Capacity to analyse and summarize, take decisions, solve problems, organize and plan teaching, and adapt to different situations in the classroom.

Clarity in oral presentations.

Regular attendance to class, with a good attitude in participation, effort and involvement.

Assessment systems

Assessment criteria:

1. Positive attitude.
2. Application of theoretical content and practical matters and originality in carrying out the task.
3. Capacity to analyse and summarize, take decisions, solve problems, organize and plan teaching, and adapt to different situations in the classroom.
4. Clarity in oral and written presentations.
5. Regular attendance to class, with a good attitude in participation, effort and involvement.

B. Summative assessment. According to Article 4.6 of the DOE of 12/12/2016), 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.

Continuous assessment

- 60% written test on theoretical/practical course content and 40% practical work.

Global test

- 70% written test on theoretical/practical course content and 30% written and or oral test on practical work.

To average the final mark, students must have reached, at least 50% of the final mark in each of its parts (written exam and portfolio work).

According to university assessment norms at the UEX, fraudulent means undertaken in any evaluation will result in a grade of zero and in failing the course.

The current evaluation system, found in RD 1125/2003, Article 5, will be applied. Student evaluation will be graded on a numeric scale of 0-10, in decimals, with the corresponding marks description: 0-4.9: Fail (SS), 5.0-6.9: Pass (AP), 7.0-8.9: Well-done (NT), 9.0-10: Excellent (SB). Honors will be given from 9.0. No more than 5% of the number of students

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enrolled can be given honors, except when the course has less than 20 students, in which case only one honors distinction can be given.

Bibliography (basic and complementary)

Basic bibliography

Lathan-Koenig, C. & Oxenden, C. English File Intermediate. Third Edition. OUP, 2017.

Eastwood, J. Oxford Learner's Grammar. Oxford University Press, 2005.

Hancock, M. and McDonald, A. English Result Intermediate. Oxford University Press. Parrot, M. Grammar for English Language Teachers. C.U.P. 2000.

Murphy, R. English Grammar in Use. C.U.P. 1993.

Swan, M. Practical English Usage. O.U.P. 1995.

F. H. Burnett. The Secret Garden. Wordsworth Children's Classics.

Complementary Bibliography

Cameron, L. & McKay, P. (2010). Bringing creative teaching into the young learner classroom. Into the classroom, (Oxford University Press).

Mary Slattery & Jane Willis (2001). English for Primary teachers. (Oxford University Press).

James O'Driscoll (2009). Britain for learners of English. (Oxford University Press).

El alumno dispondrá, además, de material de apoyo (fotocopias, videos, enlaces Web, material visual y de audio) y material para la profundización y práctica de contenidos de cada tema.

Other resources and complementary educational materials

Dictionaries

Oxford Advanced Learners Dictionary

Longman Dictionary of Contemporary English

Harraps Advanced Dictionary

Collins Cobuild Dictionary for Advanced Learners of English

Audio Resources

<https://librivox.org/>

Phonetics

http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/sounds/https://elt.oup.com/student/englishfile/elementary/c_pronunciation/?cc=global&sellanguage=en

Online Dictionaries

<http://www.dictionary.com>

<http://www.wordreference.com>

<http://www.onelook.com>

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