

COURSE PROGRAM

Academic Year: 2021-2022

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 (FFP, Cáceres) University Centre of Santa Ana (CUSA, Almendralejo)		
Semester	4 th	Type of course	Compulsory
Module	Didactic-disciplinary		
Matter	Teaching and Learning of Foreign Languages		
Lecturer/s			
Name	Office	E-mail	Web page
Galván Malagón, M ^a del Carmen	2.8 (FE)	mcgalvan@unex.es	
Macarro Asensio, Rosa (Grupo 2)	3.2-I (FFP)	rmacarro@unex.es	
Maeseneire Peter de	Despacho Letra I. (CUSA)	peterdemaeseneire@unex.es	
Morera Bañas, Isabel	2.10 (FE)	isamore@unex.es	
Porcar Saravia, Carlos	A.21 (Anexo FE)	cporcar@unex.es	
Tosina Fernández Luis	133 (FFP)	tosina@unex.es	
Valls Barreda, Silvia José	3.11 (FFP)	silviavb@unex.es	
Subject Area	English Philology		
Department	English Philology		
Coordinating Lecturer	M ^a 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.

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<p>equality, to equity and to respect for human rights which satisfy the values of citizenship formation.</p> <p>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.</p> <p>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.</p> <p>CB4 - That students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>
<p>Cross-curricular Competencies (CT)</p> <p>CT1 - To be able to communicate information, ideas, problems and solution to both specialist and non-specialist audiences.</p> <p>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.</p> <p>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.</p> <p>CT2.2 - To efficiently use a variety of resources, techniques and learning strategies to ensure autonomous, continuous and responsible lifelong learning.</p> <p>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.</p> <p>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.</p> <p>CT3.5 - To promote and encourage the values of a culture of peace.</p> <p>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.</p>
<p>Specific Competencies (CE)</p> <p>CE51 – Ability to communicate orally and in writing in a foreign language.</p>
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
<p>Introduction to the language used in the classroom in Primary level.</p> <p>Name of lesson 1: Starting your lessons in English</p> <p>Contents of lesson 1: LANGUAGE FOCUS Greetings and forms of address Checking attendance Ways of starting lessons</p> <p>Description of the practical activities of lesson 1: Analysis, comprehension and oral production activities related to contents in lesson 1.</p> <p>Name of lesson 2: Organising your classroom</p> <p>Contents of lesson 2:</p>

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<p>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.</p> <p>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.</p>
<p>Learning English (textbook: English File 4th Edition Pre –intermediate)</p>
<p>Unit 1: A Are you? Can you? Do you? Did you? Grammar: word order in questions Vocabulary: common verb phrases, spelling and numbers Pronunciation: vowel sounds, the alphabet</p> <p>B The perfect date? Grammar: present simple Vocabulary: describing people; appearance and personality Pronunciation: final –s/ -es</p> <p>C The Remake Project Grammar: present continuous Vocabulary: clothes, prepositions of place Pronunciation: /ə/ and /ɜ:/ Descripción de las actividades prácticas del tema: Actividades de análisis, comprensión y producción oral de los contenidos relacionados con el tema 1. Exposiciones orales en clase.</p>
<p>Unit 2: A OMG! Where's my passport? Grammar: past simple, regular and irregular verbs Vocabulary: Holidays Pronunciation: regular verbs; -ed endings</p> <p>B That's me in the picture! Grammar: past continuous Vocabulary: prepositions of time and place: at, in, on Pronunciation: weak forms: was, were</p> <p>C One dark October evening Grammar: Time sequencers and connectors Vocabulary: verb phrases Pronunciation: word stress Descripción de las actividades prácticas del tema: Actividades de análisis, comprensión y producción oral de los contenidos relacionados con el tema 2</p>
<p>Unit 3: A Trip Aside Grammar: be going to (plans and predictions) Vocabulary: airports Pronunciation: the letter g</p>

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<p>B Put it in your calendar! Grammar: present continuous (future arrangements) Vocabulary: verbs * prepositions e. g. arrive in Pronunciation: linking</p> <p>C Word games Grammar: defining relative clauses Vocabulary: paraphrasing Pronunciation: silent e</p> <p>Descripción de las actividades prácticas del tema: Actividades de análisis, comprensión y producción oral de los contenidos relacionados con el tema 3. Exposiciones orales en clase.</p>
<p>Unit 4: A Who does what? Grammar: Present perfect * yet, just, already Vocabulary: housework, make or do? Pronunciation: the letters y and j</p> <p>B In your basket Grammar: present perfect or past simple? Vocabulary: shopping Pronunciation: c and ch</p> <p>C Great Weekend Grammar: something, anything, nothing, etc Vocabulary: adjectives ending -ed and -ing Pronunciation: /e/, /au/, and /ʌ/ Descripción de las actividades prácticas del tema: Actividades de análisis, comprensión y producción oral de los contenidos relacionados con el tema 4</p>
<p>Unit 5: A I want it NOW! Grammar: comparatives adjectives and adverbs Vocabulary: types of numbers Pronunciation: /ð/</p> <p>B Twelve lost wallets Grammar: superlatives (+ ever + present perfect) Vocabulary: describing a town or city Pronunciation: sentence stress Descripción de las actividades prácticas del tema: Actividades de análisis, comprensión y producción oral de los contenidos relacionados con el tema 5</p>
<p>Unit 6: A Think positive -or negative? Grammar: will/won't (predictions) Vocabulary: opposite verbs Pronunciation: 'll, won't</p> <p>B I'll always love you Grammar: will/ won't/shall (other uses) Vocabulary: verb + back Pronunciation: word stress: two syllable verbs.</p> <p>C The meaning of dreaming Grammar: review of verb forms : present, past, and future Vocabulary: modifiers Pronunciation: the letters ea Descripción de las actividades prácticas del tema: Actividades de análisis, comprensión y</p>

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producción oral de los contenidos relacionados con el tema 6. Exposiciones orales en clase.

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*

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The evaluation of this subject is regulated by the Official Degree and Master Degree Evaluation Regulations of the University of Extremadura (DOE 212, November 3, 2020).

The student can choose to take a global final test that evaluates all the contents of the subject. The student will choose the type of evaluation during the first quarter of the course period of the first semester. When a student does not make his/her decision through the procedure established by the faculty, it will be understood that he/she opts for continuous evaluation.

A. Continuous 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.

To pass the course it is necessary to pass all parts and pass the final exam.

B. Global Final 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 Final 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.

To pass the course it is necessary to pass all parts and pass the final exam.

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Bibliography (basic and complementary)	
Basic bibliography	
<ul style="list-style-type: none"> - 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-Koenig, C., Oxenden C., & Seligson P. (2012). English File Pre-intermediate (3rd edition) (Oxford University Press). - Lewis, G. & Mol, H. Grammar for young learners. Resources books for teachers, (Oxford U.P. 2009) <ul style="list-style-type: none"> - Murphy, R. English Grammar in Use. Edición 4. (Cambridge University Press). - Swan, M. Practical English Usage. Edición 3. (Oxford University Press). 	
Complementary Bibliography	
<ul style="list-style-type: none"> - 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	
<ul style="list-style-type: none"> - 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	

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