

## COURSE PROGRAM

Academic Year: 2022/2023

Identification and characteristics of the course			
Code	501643 (FEYP) 501689 (FFP)/502874 (B) 502050 (CUSA)	ECTS Credits	6
Course name (English)	English Didactics I		
Course name (Spanish)	Didáctica del Inglés I		
Degree programs	Degree in Primary Education		
Faculty/School	Faculty of Education and Psychology (Badajoz) Teacher Training College (Cáceres) University Centre of Santa Ana (Almendralejo)		
Semester	7º	Type of course	Optional
Module	Intensification Itinerary		
Matter	Foreign Language Intensification Itinerary		
Lecturer/s			
Name	Office	E-mail	Web page
Prof. Dr. Magdalena López Pérez (BA)	2.1	<a href="mailto:magdalenalopez@unex.es">magdalenalopez@unex.es</a>	
Prof. Dr. Laura V. Fielden Burns (CC)	3.2-7	<a href="mailto:lvfielden@unex.es">lvfielden@unex.es</a>	
María Guerrero Rico (ALM)	Teacher's Room	<a href="mailto:mariagr@unex.es">mariagr@unex.es</a>	
Subject Area	Language and Literature Didactics		
Department	Department of Social Sciences, Language and Literature		
Coordinating Lecturer (If more than one)	Dr. Magdalena López Pérez		
Competencies*			
Basic Competencies			
CB1. That students have proven to possess and understand knowledge in an area of study that stems from the base of general secondary education, and is often found at a level that, while supported by advanced textbooks, also includes some aspects which involve knowledge from the forefront of their field of study.			

\*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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CB2. That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.

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

CB5. That students have developed those necessary learning skills to undertake further studies with a high degree of autonomy.

### General Competencies

CG1. To know the curricular areas of primary education, the interdisciplinary relationship among them, the evaluation criteria and the body of didactic knowledge about their respective teaching and learning procedures.

CG2. To design, plan and evaluate teaching-learning processes, both individually and in collaboration with other teachers and professionals.

CG8. To maintain a critical and autonomous relationship with knowledge, values and social institutions (both public and private).

CG9. To assess individual and collective responsibility in the achievement of a sustainable future.

CG10. To reflect upon classroom practices so as to innovate and improve teaching practices. To acquire habits and skills for autonomous and cooperative learning and promote it among students.

CG11. To know and apply the information and communication technologies in the classroom. To selectively discern audiovisual information that contributes to learning, civic education and cultural wealth.

### Transversal Competencies

CT1.1. To present publically ideas, problems and solutions, in a logical, structured way, both orally and in writing at B1 Level, in one or more foreign languages, according to the Common European Framework of Reference for Languages (CEFR).

CT1.3. To use the new information technologies as an instrument of intellectual work and as an essential element for information, learning and communication.

CT2.1. To know how to apply the necessary learning skills to undertake further studies with a high degree of autonomy.

CT2.2. To use efficiently a set of resources, techniques and learning strategies that guarantee autonomous, responsible and continuous lifelong learning.

CT3. To acquire and express an ethical commitment in their configuration as a

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professional, a commitment that should enhance the idea of integral education, with critical and responsible attitudes; guaranteeing affective equality between men and women, equal opportunities, universal accessibility for people with disabilities and the characteristic values of a culture of peace and of democratic values.

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

CT3.3. To be aware of the right to equal treatment and opportunities between women and men and apply measures that eliminate the obstacles that hinder effective equality between women and men and promote full equality between them.

CT3.4. To be aware of the right for equal opportunities for people with disabilities and apply measures aimed at avoiding or compensating for the disadvantages of a person with disabilities to fully participate in political, economic, cultural and social living.

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

CT3.6. To reflect critically and logically on the need to eliminate all forms of discrimination, directly or indirectly, in particular racial discrimination, discrimination against women, and discrimination due to sexual orientation or disability.

**Specific Competencies  
(Foreign Language Intensification Itinerary: English)**

CE69. To know the linguistic, psycholinguistic, sociolinguistic and didactic fundamentals of learning of languages and be able to evaluate their development and communicative competence.

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

CE71. To plan what will be taught and evaluated, as well as selecting, conceiving and developing teaching strategies, types of activities and classroom materials.

CE72. To design activities aimed at achieving sufficient oral communication in the new language by all students, establishing individual plans for those students who need it.

CE73. To collaborate, design and, where appropriate, tutor cultural exchange activities with residents of other countries, showing management skills of these processes, including local, autonomous, national and international programs for the exchange of students and teaching staff.

**Contents**

**Course outline\***

Linguistic, psychological and methodological foundations of the teaching and learning of English as a foreign language. Theories of learning and methods of teaching a

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second language. How do children learn a second language?: Psycholinguistic and cognitive approaches. Individuality of learning. Diversity of learning styles. Multiple intelligences. Strategies and didactic resources for teaching-learning of communicative skills in English. Selection of materials, songs, games, stories. Training in teaching skills aimed at the construction of learning. Evaluation of the teaching-learning of English in Primary education.

The English Curriculum in primary education. Programming: General objectives and blocks of content, methodological planning, use of resources and evaluation of the didactic units. Strategies and didactic resources for the teaching-learning of communicative skills in English. Didactic use of the New Technologies in the English classroom (digital board ...). Evaluation of the teaching-learning of English in Primary Education. Action research in the foreign language classroom. Reflective teaching. Training in teaching skills aimed at learning building skills.

Use of a standard English (B2 Level of English), both receptively and productively, with a minimal fluency, depending on the usual situations and the educational environment, using a wide lexical and grammatical repertoire. Know the principles of acquisition of foreign languages, the main methods of teaching foreign languages, the use of ICT, evaluation systems and socio-cultural aspects of the English language.

### Course syllabus

#### **LESSON 1. Language and language teaching**

- 1.1. Concepts of language
- 1.2. Directions in Linguistics
- 1.3. Epistemology of Language Teaching

Description of practical activities of Lesson 1: oral presentations in class and various activities related to the contents of Lesson 1.

#### **LESSON 2. Teaching Oral Communication Skills (Listening and Speaking)**

- 2.1. Theoretical foundations and resources.

Description of practical activities of Lesson 2: oral presentations in class and various activities related to the contents of Lesson 2.

#### **LESSON 3. Teaching Written Communication Skills (Reading and Writing)**

- 3.1. Theoretical foundations and resources

Description of practical activities of Lesson 3: oral presentations in class and various activities related to the contents of Lesson 3.

#### **LESSON 4. Developing Linguistic Competence**

- 4.1. The teaching and learning of pronunciation, grammar and vocabulary (teaching activities, materials and resources)

Description of practical activities of Lesson 4: oral presentations in class and various activities related to the contents of Lesson 4.

#### **LESSON 5. Assessment**

- 5.1. Types of Assessment
- 5.2. Assessment vs. Evaluation

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- 5.3. Formal and informal assessment
- 5.4. Summative and formative assessment
- 5.5. Self-assessment

Description of practical activities of Lesson 5: oral presentations in class and various activities related to the contents of Lesson 5.

**LESSON 6. The English Curriculum in Primary Education.**

- 6.1. Recommended Methodology
- 6.2. Teaching Units: Structure and components, tasks and evaluation criteria

Description of practical activities of Lesson 6: oral presentations in class and various activities related to the contents of Lesson 6.

\* **Recommended textbook:** Tricia Hedge (2008). Teaching and Learning in the Language Classroom. Oxford: Oxford University Press.

Educational activities *								
Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	15h	2h				2h		11h
2	34h	12h				3h		19h
3	34h	12h				3h		19h
4	29h	12h				3h		14h
5	24h	3h				2h		19h
6	12h	2h				2h		8h
<b>Assessment *</b>	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: 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. Verbal exposition. Management Teaching. Large group classes aimed at exposing the different concepts and procedures associated with the subject with the help of bibliographic and audiovisual materials.
2. Discussion and debate. Verbal exposition is combined with discussion activities and questions to be answered by students so that they can build new concepts based on known concepts (related to other subjects already studied or with other program topics with which they are important interrelations).

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

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3. Commented reading of bibliographical materials.
4. Visualization of audiovisual materials (documentaries, films, etc.) and discussion and debate about them.
5. Exhibition of the projects carried out autonomously. This activity is scheduled for the students to present the work and the materials elaborated autonomously.
6. Examinations. This activity has the purpose of evaluating the results of the learning of the students in relation to the objectives or competitions that are presented in the teaching plan of the subject.
7. Analysis and discussion of bibliographic and audiovisual materials.
8. Debates and discussion on current topics related to the subject.
9. Design of projects. This activity aims to orient and coordinate different aspects of the project (delimitation of the object of work, bibliographical selection, structure, etc.) that autonomously, individually or in small groups.
10. Orientation, decision making and resolution of doubts raised by the student. Follow-up of the student's non-contact work. Follow-up of individual or small groups. Individual and group consultation and counseling.
11. Reading of documents prior to the teacher's oral presentation
12. Study of the subject and preparation of exams.
13. Search and consultation of bibliographic material for carrying out projects.
14. Realization of monographic works and projects (protocols of evaluation and intervention, adaptations of material, etc.).
15. Analysis of texts, audiovisual materials and sociological data.

#### Learning outcomes \*

- Acquisition and mastery of the theoretical contents, demonstrating the ability for critical analysis.
- Ability to analyze and synthesize, make decisions and solve problems, as well as organizing and planning the lessons and adapting to different classroom situations.
- Exposure clarity during oral presentations of monographic works.
- Regular attendance at classes, seminars and mentoring sessions with attitude of participation, effort and involvement.

#### Assessment systems \*

As indicated by the Evaluation Regulations, the following procedure is MANDATORY:

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"El estudiante comunicará al profesor por escrito el tipo de evaluación elegido en las tres primeras semanas de cada semestre, según el procedimiento que establezca cada Centro. Cuando un estudiante no realice esta comunicación, se entenderá que opta por la evaluación continua. Una vez elegido el tipo de evaluación, el estudiante no podrá cambiar en la convocaría ordinaria de ese semestre y se atenderá a la normativa de evaluación para la convocatoria extraordinaria."

"The student will inform the professor in writing the type of evaluation chosen within the first three weeks of each semester, according to the procedure established by each Center. If a student does not communicate this, it will be understood that they choose the continuous evaluation. Once the type of evaluation has been selected, the student will not be able to change it in the ordinary session of that semester and they will comply with the evaluation regulations of the extraordinary call."

\* **CONTINUOUS EVALUATION:** this will consist of two main sections:

1. **Written exam:** objective and / or development test, which constitutes 60% of the final mark. In this test, the competences and theoretical knowledge acquired by the student will be evaluated.
2. **Continuous evaluation:** portfolios, observation of the involvement and participation of the student in seminars and participation in the tutorials, elaboration of written documents, defense of different types of projects, exhibition of tasks and activities, technical quality of the documents that the student writes in class in a practical and compulsory way on certain aspects of the program and class attendance (40%).

To pass the subject, it is mandatory that the student obtains a minimum score of 3 points out of 6 in the written exam to be added to the second part of the subject.

\* **ALTERNATIVE FINAL GLOBAL TEST:** This test will consist of two sections:

1. **Written exam:** objective and / or development test, which constitutes 60% of the final mark. In this test, the competences and theoretical knowledge acquired by the student will be evaluated.
2. **Practical part:** This is a practical test that will include issues or aspects raised in face-to-face seminar sessions. This test will consist in elaborating written documents, tasks, oral presentations and / or other activities to be decided by the professor. The technical quality of the aforementioned documents will be assessed on the day of the final exam (40%).

To pass the subject, it is imperative that the student obtains a minimum score of 3 points out of 6 in the written exam to be added to the second part of the subject.

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## Bibliography (basic and complementary)

### BASIC BIBLIOGRAPHY

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- Cameron, L. (2002). Teaching Languages to Young Learners, Cambridge: Cambridge University Press.
- Davies, P. & E. Pearse. (2000). Success in English Teaching, Oxford: Oxford University Press.
- Hamer, J. (2003). How To Teach English: An Introduction To The Practice Of English Language Teaching. Harlow: Pearson Education.
- Hearn, I. & A. Garcés (2003). Didáctica del Inglés para Primaria. Madrid: Pearson Educación.
- Hedge, T. (2008). Teaching and Learning in the Language Classroom. Oxford: Oxford University Press.
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- Lindsay, C. & P. Knight (2006). Learning and Teaching English. A Course for Teachers, Oxford: Oxford University Press.
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- Martínez, J. D. (Ed.) (2008). Oral Communication in the EFL Classroom, Sevilla: Ediciones Alfar.
- Martínez, J. D. & M<sup>a</sup> Magdalena López (Eds.) (2012). Activities and Resources for Bilingual Classrooms, Sevilla: Ediciones Alfar.
- Ruiz, U. (eds) (2000). Didáctica de la Segunda Lengua en Educación Infantil y Primaria: Madrid: Síntesis Educación.
- Scrivener, J. (1994): Learning Teaching. A Guidebook for English Language Teachers, Oxford: Macmillan.
- 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.
- Varela, R. (eds) (2003). All about Teaching: A Course for Teachers of English, Madrid: Centro de Estudios Ramón Areces.
- Vez, J. M., Guillén, C. & C. Alario (2002). Didáctica de la Lengua Extranjera en la Educación Infantil y Primaria. Madrid: Síntesis.

### COMPLEMENTARY BIBLIOGRAPHY

- Consejo de Europa (2001). Marco Común Europeo de Referencia para las Lenguas: Aprendizaje, Enseñanza, Evaluación. Estrasburgo.
- Doff, A. (1991). Teach English. A Training Course for Teachers, Cambridge: Cambridge University Press.

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- James, P. (2001). Teachers in Action, Cambridge: Cambridge University Press.
- Madrid, D. & N. McLaren (eds.) (1996). A Handbook for TEFL. Alcoy: Editorial Marfil.
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- Richards, J. C. & T. S. Rodgers (2001). Approaches and Methods in Language Teaching. (2nd edition), Cambridge: Cambridge University Press.

**Other resources and complementary educational materials**

**WEBOGRAPHY**

- <http://learnenglishkids.britishcouncil.org/es/>
- <http://www.isabelperez.com/>
- <http://www.mansioningles.com/>
- <http://www.esl-galaxy.com/>
- <http://www.printablesandmore.com/>
- [www.kidsgames.org/](http://www.kidsgames.org/)
- [www.playkidsgames.com/](http://www.playkidsgames.com/)
- <http://recursostic.educacion.es/primaria/ludos/web/>
- <http://www.usingenglish.com/>
- <http://www.kidsclan.com/>
- <http://www.dominios.net/musicenglish/>

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