

## COURSE PROGRAM

Academic year: 2024-2025

Identification and characteristics of the course			
Code	502877 FFP (Bilingüe)	ECTS Credits	6
Course name (Spanish)	Inglés para Primaria II		
Course name (English)	English for Primary Education II		
Degree programs	Grado en Educación Primaria		
Faculty/School	Facultad de Educación (Badajoz) Facultad de Formación del Profesorado (Cáceres) Centro Universitario Santa Ana		
Semester	7	Type of course	Optative
Module	Specialities		
Matter	Speciality in Foreign Languages		
Lecturer/s			
Name	Office	E-mail	Web page
Fernández Portero, Ignacio	1501-2-15(FFP)	ignaciofp@unex.es	
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Subject Area	English Philology		
Department	English Philology		
Coordinating Lecturer	Fernández Portero, Ignacio: Coordinator (FFP)		
Competencies			
<p><b>Basic and general competencies</b></p> <p>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.</p> <p>CG2 - To design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and staff of the centre.</p> <p>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.</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>CG11 - To know and apply information and communication technologies in the classroom. Selectively distinguish audiovisual.</p> <p>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.</p>			

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 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 Reference for Languages.

CT1.3. To use ICT as an essential tool for intellectual work, information, learning and communication.

CT1.4. 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, psicolinguistic 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

**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	PC H	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
<b>Assessment</b>	2	2						
<b>TOTAL</b>	<b>150</b>	<b>30</b>				<b>30</b>	<b>7,5</b>	<b>82,5</b>

L: Lectures (85 students)

HI: Hospital internships (7 students)

LAB: Laboratory or field practices (15 students)

COM: Computer room or language laboratory practices (20 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.
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

As indicated in the Assessment Regulations, the following procedure is MANDATORY:

"The choice of the global assessment modality corresponds to the students, who will be able to carry it out, during the deadlines established further on in this same article, for each of the calls (ordinary and extraordinary) of each subject. To this end, the teaching staff will manage these requests through a specific space created for this purpose on the Virtual Campus. In the absence of an express request by the student, the modality assigned will be that of continuous assessment. The choice of the global assessment modality implies the waiver of the right to continue assessing the remaining activities of the continuous assessment modality and the grade obtained up to that moment in any of those that have already taken place. The deadlines for choosing the global modality will be as follows: For subjects taught in the first semester, during the first quarter of the teaching period. For subjects taught in the second semester, during the first quarter of the teaching period or until the last day of the extended enrolment period if it ends after that period.

#### Assessment criteria:

1. Application of theoretical content and practical matters and originality in carrying out the task.
2. Capacity to analyse and summarize, take decisions, solve problems, organize and plan teaching, and adapt to different situations in the classroom.
3. Clarity in oral presentations.

#### **CONTINUOUS ASSESSMENT**

- **60% of the final grade** will correspond to a final written test with theoretical-practical questions on the contents of the subject.
- **40% of the final grade** will correspond to continuous assessment through practical work; preparation of written documents; defence of the different assignments; presentation of tasks and activities; technical quality of the documents, among others, which the student carries out in class in a practical and compulsory manner on certain aspects of the programme and class attendance.

In order to obtain the final average mark, it will be necessary to have achieved at least 50% of the mark in each of the parts (written test and continuous assessment).

As established in article 4.6 of the Regulations on the assessment of learning outcomes and competences acquired by students in official degrees at the University of Extremadura (DOE of

03/11/2020), an alternative global test may be carried out, so that passing this test means passing the subject. The choice between the continuous assessment system or the assessment system with a single comprehensive final exam is up to the student during the first three weeks of each semester. The student shall inform the lecturer in writing, through the procedure established by each centre, of the type of assessment chosen during the first three weeks of each semester. If a student fails to do so, it will be understood that he/she chooses continuous assessment. Once the type of assessment has been chosen, the student will not be able to change it in the ordinary call of that semester and will abide by the assessment regulations for the extraordinary call.

### **Global test**

The **GLOBAL EXAM** will consist of the following:

- Written exam with theoretical-practical questions on the contents of the course (70% of the final grade).
- Written and/or oral exam on the contents of the practical work (30% of the final grade).

In order to obtain the final average mark for this global test, it will be necessary to have achieved at least 50% of the mark in each of the two parts.

In accordance with the Evaluation Regulations in force at the UEX, fraudulent performance in any evaluation test will result in a failing grade of "0". The grading system in force at any given time will be applied; currently, the one that appears in RD 1125/2003, article 5. The results obtained by the student in each of the subjects of the syllabus will be graded according to the numerical scale from 0 to 10.

The mention of Matrícula de Honor may be awarded to students who have obtained a grade equal to or higher than 9.0. Their number may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one Honours Degree may be awarded.

## **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.

James, Henry. Washington Square. Wordsworth 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).

Students will also be provided with support material (photocopies, videos, web links, visual/audio resources) to study in depth and practice the contents of each lesson.

## **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](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>

<https://www.linguee.com/>