

COURSE PROGRAM

Academic Year: 2025-2026

ENGLISH FOR PRIMARY EDUCATION I

Identification and characteristics of the course			
Code	501621 (FEYP) 501670 (FFP) 502861 (FFP_bilingüe) 502861(TTC) 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 and Psychology (FEYP) 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			
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Subject Area	English Philology		
Department	English Philology		
Coordinating Lecturer (intercenters)	Ma Isabel Morera Bañas (isamore@unex.es)		

Competencies/Learning outcomes
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 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 reflect critically and logically on the need to eliminate all forms of discrimination, directly or indirectly, in particular racial, against women, and discrimination due to sexual orientation or disability.
Specific Competencies (CE) CE51 – Ability to communicate orally and in writing in a foreign language.
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.

Contents
- Linguistic, psychological and methodological foundations of the teaching and learning of English. - Didactic strategies and resources for the teaching-learning of communicative skills in English. - Training in teaching skills aimed at building learning. - 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.
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.
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.
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 5th Edition Pre –intermediate)
Unit 1: Contents A All about you Grammar: word order in questions Vocabulary: common verb phrases Pronunciation: the alphabet B Looking good Grammar: present simple Vocabulary: describing people; appearance and personality Pronunciation: final –s/ -es C Remakes Grammar: present continuous Vocabulary: clothes, prepositions of place Pronunciation: /ə/ and /ɜ:/

Description of the practical activities of lesson 1: Analysis, comprehension and oral production activities related to contents in lesson 1. In-class oral presentations.

Unit 2: Contents

A Lost...and found

Grammar: past simple, regular and irregular verbs

Vocabulary: holidays

Pronunciation: regular verbs; -ed endings

B On top of the world

Grammar: past continuous

Vocabulary: prepositions of time and place: at, in, on

Pronunciation: weak forms: was, were

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.

Unit 3: Contents

A The waiting game

Grammar: be going to (plans and predictions)

Vocabulary: airports

Pronunciation: the letter g

B Can we meet?

Grammar: present continuous (future arrangements)

Vocabulary: verbs + prepositions e. g. arrive in

Pronunciation: linking

C Word games

Grammar: defining relative clauses

Vocabulary: paraphrasing

Pronunciation: silent e

Description of the practical activities of lesson 3: Analysis, comprehension and oral production activities related to contents in lesson 3. In-class oral presentations.

Unit 4: Contents

A Have you finished yet?

Grammar: present perfect * yet, just, already

Vocabulary: housework, make or do?

Pronunciation: the letters y and j

B How we shop

Grammar: present perfect or past simple?

Vocabulary: shopping

Pronunciation: c and ch

C Weekend

Grammar: something, anything, nothing, etc

Vocabulary: adjectives ending -ed and -ing

Pronunciation: /e/, /au/, and /ʌ/

Description of the practical activities of lesson 4: Analysis, comprehension and oral production activities related to contents in lesson 4.

Unit 5: Contents

A Fast forward

Grammar: comparatives adjectives and adverbs

Vocabulary: types of numbers

Pronunciation: /ð/

B Superlative cities?

Grammar: superlatives (+ ever + present perfect)

Vocabulary: describing a town or city

Pronunciation: sentence stress

Description of the practical activities of lesson 5: Analysis, comprehension and oral production activities related to contents in lesson 5.

Sustainable Development Goals taken into account



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.

Assessment systems*

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 course has two evaluation modalities for all calls:

- a) Continuous Evaluation (Each subject explains its system)
- b) Global Final Evaluation

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 and second 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.

Whatever the modality is chosen by the students, it will be guaranteed that they can achieve the maximum grade "Outstanding-10".

A. Formative assessment (continuous evaluation)

40%: Portfolios, observation of the student's involvement and participation in seminars; compositions and other written documents; project presentation; 3 oral presentations around 4-5 minutes each.

60%: Written exam (in English) in which the theoretical and practical contents described above will be included.

B. Summative assessment (global final evaluation)

Global test. In this test the 100% of the course contents will be assessed in two parts: a written exam (60%) in which the theoretical and practical contents described above will be included and an oral exam (40%) consisting of a 4-5 minutes presentation of a topic chosen by the student among the contents taught during the course.

The students must notify the lecturer (in writing) the type of assessment they prefer during the first three weeks of each term, and the lecturer must provide the corresponding Quality Commission with this information. If a student does not provide the lecturer with this information in that time, it will be assumed that he/she will opt for the formative assessment. Once they choose a type of assessment, they will not be able to change it for the first call and they will have to follow the regular procedure for the following ones.

The student needs to pass every aforementioned part to pass the subject in both modalities of evaluation, continuous and global.

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. The assessment of the writing skill will consist either of a translation from Spanish to English or a composition (contents of both tasks covered during 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%). The teacher will assess 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

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- 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., Chomacky, K. & Lambert, J. (2025). English File Pre-intermediate (5th edition) (Oxford University Press).
- Lewis, G. & Mol, H. (2009) Grammar for young learners. Resources books for teachers, (Oxford University Press)
- Murphy, R. English Grammar in Use. Edición 4. (Cambridge University Press). –
- Odiljonovna, T. B., Makhmudzanovna, R. F., Maxmudjonovna, U. M., Ismailjanovna, M. S., & Mamatkodikovich, K. N. (2024). Integration Of Cognitive And Emotional Aspects In The Process Of Teaching Foreign Languages To Primary School Children. *Library of Progress-Library Science, Information Technology & Computer*, 44(3).
- Qudratullayevna, A. S. (2025). Effective methods of teaching english to kids. *Medicine, pedagogy and technology: theory and practice*, 3(2), 260-267.
- Suryana, D., Sari, N. E., Mayar, F., & Satria, S. (2021). English Learning Interactive Media for Early Childhood Through the Total Physical Response Method. *Journal Pendidikan Usia Dini*, 15(1), 60-80.

Complementary Bibliography

- Cuban, L. (2013). Inside the Black Box of Classroom Practice: Change Without Reform in American Education. Cambridge: Harvard Education Press
- Cremin, T. (2022). Teaching English creatively. In *Teaching English Creatively* (pp. 1-11). Routledge
- 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. Learninglandscapes. Vol. 6, No.2.
- Karimova, M. (2024). Addressing Common Challenges in teaching English as a foreign language: Strategies for success. *Nordic_Press*, 3(0003).
- 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
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- Senawati, J., Suwastini, N. K. A., Jayantini, I. G. A. S. R., Adnyani, N. L. P. S., & Artini, N. N. (2021). The benefits of reading aloud for children: A review in EFL context. *IJEE (Indonesian Journal of English Education)*, 1(1), 80-107.
- 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/>
 (to listen to texts and to make phonological transcriptions)
<https://tophonetics.com/>

Online Grammar Resources

<http://www.edufind.com/www.better-english.com>