

COURSE PROGRAM

Academic year: 2026-2027

Identification and characteristics of the course				
Code	501653 (FEYP) 501698 (FFP) 502877 (FFP Bilingual section) 502054 (CUSA)		ECTS Credits	6
Course name (English)	English for Primary Education II			
Course name (Spanish)	Inglés para Primaria II			
Degree programs	BA in Primary Education			
Faculty/School	Faculty of Education and Psychology (FEYP, Badajoz) Teacher Training College (FFP, Cáceres) Centro Universitario Santa Ana (CUSA)			
Semester	7	Type of course	Optative	
Module	Specialism subject			
Matter	Specialism subject in Foreign Languages			
Lecturer/s				
Name	Office	E-mail		Web page
	(FFP)			
Marín Chamorro, Raquel	A-18 (FEYP)	rmarin@unex.es		
Peter De Maeseneire	CUSA	peterdemaeseneire@unex.es		
Subject Area	English Philology			
Department	English Philology			
Coordinating Lecturer	Marín Chamorro, Raquel María (FEYP) Coordinator			
Competencies / Learning Outcomes				
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.

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 syllabus

Name of lesson 1. Children and games

Contents of lesson 1: Reading, Listening, Spoken interaction and Writing skills: Personal qualities and characteristics. Learning through games. Use of Language I. Pronunciation: Showing enthusiasm.

Description of the practical activities of lesson 1: Practical activities related to Lesson 1.

Name of lesson 2: Education and Work

Contents of lesson 2: 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 the practical activities of lesson 2: Practical activities related to Lesson 2.
Name of lesson 3: Places
Contents of lesson 3: Reading, Listening, Spoken interaction and Writing skills: From my hometown to the wide world. The school. Use of Language III. Pronunciation: Intonation.
Description of the practical activities of lesson 3: Practical activities related to Lesson 3.
Name of lesson 4: Stories
Contents of lesson 4: 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 the practical activities of lesson 4: Practical activities related to Lesson 4.
Name of lesson 5: Global culture
Contents of lesson 5: Reading, Listening, Spoken interaction and Writing skills: The open world. Use of Language V. Pronunciation: Phonetic Alphabet.
Description of the practical activities of lesson 5: Practical activities related to Lesson 5.

Sustainable Development Goals taken into account

1 FIN DE LA POBREZA	2 HAMBRE CERO	3 SALUD Y BIENESTAR	4 EDUCACIÓN DE CALIDAD	5 IGUALDAD DE GÉNERO	6 AGUA LIMPIA Y SANEAMIENTO
☐	☐	☐	☒	☒	☐
7 ENERGÍA ASEQUIBLE Y NO CONTAMINANTE	8 TRABAJO DECENTE Y CRECIMIENTO ECONÓMICO	9 INDUSTRIA, INNOVACIÓN E INFRAESTRUCTURA	10 REDUCCIÓN DE LAS DESIGUALDADES	11 CIUDADES Y COMUNIDADES SOSTENIBLES	12 PRODUCCIÓN Y CONSUMO RESPONSABLES
☐	☐	☐	☒	☐	☐
13 ACCIÓN POR EL CLIMA	14 VIDA SUBMARINA	15 VIDA DE ECOSISTEMAS TERRESTRES	16 PAZ, JUSTICIA E INSTITUCIONES SÓLIDAS	17 ALIANZAS PARA LOGRAR LOS OBJETIVOS	☒
☐	☐	☐	☐	☐	☐

Educational activities

Student workload in hours by lesson			Practical activities				Monitoring activity	Homework
Lesson	Total	Lecture	PC H	LAB	ORD	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 (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								
• Oral presentations. Lectures focused on the explanation of the different concepts and procedures related to the course. • Analysis and discussion of bibliographical and audio-visual materials. • Debates and discussion on topics related to the course. • Guidance, decision making and resolution of the doubts raised by the students. Monitoring distance learning and monitoring of individual work or small-group work. One-to-one or group supervision. • Reading assignments prior to lectures. • Course study and exam preparation. • Project presentation in an autonomous way. This activity will be scheduled so that students can present their projects in an autonomous way. • Exams. This activity aims to assess the learning outcomes of students in relation to the objectives and competencies set in the course syllabus.								
Learning outcomes								
• Acquisition and mastering of theoretical contents, showing the critical capacity developed during the course on the topics taught. • Capacity building to analyse and synthesize the topics and cases proposed by the lecturer, as well as decision making, problem-solving, organization, planning and adaptive skills for the resolution of diverse situations that can take place in a classroom. • Clarity in oral presentations and in written works.								
Assessment systems								
The assessment of this course is governed by the Evaluation Regulations for Official Undergraduate and Master's Degrees of the University of Extremadura (DOE 212, dated November 3, 2020). Students are responsible for choosing the global evaluation modality, which they may do within the deadlines established later in this same article for each of the calls (ordinary and extraordinary) for each course. To this end, instructors will manage these requests through a specific space created for this purpose on Moodle (Virtual Campus). If the student does not explicitly request otherwise, the assigned modality will be formative assessment. Choosing the global evaluation modality implies the waiver of the right to continue being assessed through the remaining formative assessment activities and the loss of any grades already obtained in those that have already taken place.								
A. Formative assessment								
40%: academic activities, such as practical exercises, individual and collaborative								

assignments, development and presentation of projects, and execution of targeted tasks aimed at reinforcing and applying theoretical knowledge in practical contexts.

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

There is no recovery of the unrealized parts, except for justified reasons.

B. Global/summative assessment

Global test. In this test the 100% of the course contents will be assessed in two parts: a written exam (70%) in which the theoretical and practical contents described above will be included and an oral exam (30%) consisting of a 5 minutes presentation and interaction between the lecturer and the student of a topic chosen by the lecturer among the contents taught during the course.

Both in the formative assessment and in the global/summative assessment it is necessary to pass all the parts to pass the subject.

Bibliography (basic and complementary)

BASIC BIBLIOGRAPHY

Lathan-Koenig, C. & Oxenden, C. (2017). *English File Intermediate. Third Edition*. OUP.
 Eastwood, J. (2005). *Oxford Learner's Grammar*. OUP.
 Hancock, M. and McDonald, A. (2000). *English Result Intermediate*. OUP.
 Parrott, M. (2010). *Grammar for English Language Teachers. 2nd Edition*. CUP.
 Murphy, R. (2019). *English Grammar in Use*. CUP.
 Swan, M. (2017). *Practical English Usage. 4th Edition*. OUP.

COMPLEMENTARY BIBLIOGRAPHY

Cameron, L. & McKay, P. (2010). *Bringing creative teaching into the young learner classroom: Ideas and activities to personalize for your young learners (Into the Classroom)*. OUP.
 Slattery, M. & Willis, J. (2001). *English for Primary teachers*. OUP.
 O'Driscoll, J. (2009). *Britain for learners of English*. OUP.

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

Online dictionaries

<http://www.dictionary.com>

<http://www.wordreference.com>

<http://www.onelook.com>

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

<http://www.sunday-times.co.uk/>