

## COURSE SYLLABUS

**Academic Year: 2024/2025**

| Identification and characteristics of the course  |   |                         |                          |
|---|---|-------------------------|--------------------------|
| Code  | 501626 FEYP<br>501675 FFP<br>502865 FFP (Bilingual section)<br>502044 CUSA                        | ECTS Credits            | 6                        |
| Course name (English)   | <b>English Teaching and Learning in Primary Education</b>   |                         |                          |
| Course name (Spanish)   | <b>Enseñanza-Aprendizaje del Inglés en Educación Primaria</b>                                     |                         |                          |
| Degree programs   | B. A. in Primary Education  |                         |                          |
| Faculty/School  | Teacher Training College and Education and Psychology College                                     |                         |                          |
| Semester  | 5º  | Type of course          | Educational-disciplinary |
| Module  |   |                         |                          |
| Matter  | Languages Teaching and Learning   |                         |                          |
| Lecturer/s  |   |                         |                          |
| Name  | Office  | E-mail                  | Web page                 |
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| Ana Bravo Gaviro (FEP)  | 2.13  | anabg@unex.es           |                          |
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| María Olivares Cabezas (FFP)  | 1506-0-4  | mariaoc@unex.es         |                          |
| David Sotoca Fernández (CUSA)   | Aula de Profesores (Planta Baja)  | davidsf@unex.es         |                          |
| Subject Area  | Didáctica de la Lengua y la Literatura  |                         |                          |
| Department  | Didáctica de las Ciencias Sociales, de las Lenguas y de las Literaturas                           |                         |                          |
| Coordinating Lecturer (If more than one)  | Pablo Romero Alegría (Coordinating Lecturer, FEYP)<br>Pedro A. Bustamante Arias (Coordinator FFP) |                         |                          |
| Competences   |   |                         |                          |
| <b>Basic and general competences</b>  |   |                         |                          |
| 1. CB1 – Students have to prove they possess knowledge and understand concepts usually found at this educational level. Although supported by advanced textbooks, these materials include some aspects coming from the forefront of his field of study. |   |                         |                          |
| 2. CB2 – Students have to know how to apply their knowledge to their job or vocation in a professional manner and possess the skills that are usually demonstrated through problem-solving within their field of study.                                 |   |                         |                          |
| 3. CB3 - To have the ability to gather and interpret relevant data (usually within their field of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.  |   |                         |                          |
| 4. CB4 - To be able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.   |   |                         |                          |
| 5. CB5 - To develop those learning skills necessary to undertake further studies with a high degree of autonomy.  |   |                         |                          |
| 6. CG1 - To know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and the academic corpus concerning the respective teaching and learning procedures.                                |   |                         |                          |

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| 7. CG2 - To design, plan and evaluate teaching-learning processes, both individually and in collaboration with other teachers and professionals of the centre.  |
| 8. CG10 - To reflect on classroom practices in order to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and to promote it among students.   |
| 9. CG11 - To know and apply information and communication technologies in the classroom. To select audiovisual materials that contribute to learning, civic education and cultural wealth.  |
| <b>Transversal competences</b>  |
| 10. CT1 – To know how to transmit information, ideas, problems and solutions to a specialist and non-specialist public.   |
| 11. CT1.2 –To present ideas, problems and solutions publicly in a structured and logical way, orally and in writing in English according to the B1 level requirements as indicated on the Common European Framework of Reference for Languages.   |
| 12. CT1.3 – To use the new information technologies as an intellectual work tool and as a basic element to obtain information, learn and communicate.   |
| 13. CT1.4 – To handle and use social and interpersonal skills during their relationship with other people and to work in multidisciplinary groups in a cooperative way.   |
| 14. CT2.1 – To know how to apply the necessary learning skills to start future studies with a high level of autonomy.   |
| 15. CT2.2 – To use a set of resources, techniques and learning strategies in an efficient way, to ensure an autonomous, responsible and permanent learning throughout their lives.  |
| 16. CT2.3 – To update their knowledge of the socio-educational field throughout research and knowing to analyze future trends.  |
| 17. CT2.4 – To maintain an innovative and creative attitude in the exercise of the teaching profession.   |
| CT3.3 – To be aware of the right to equal treatment and opportunities between women and men, and to implement measures to remove sociocultural obstacles for women and make genuine the real equality between men and women and promote the gender equality.  |
| CT3.4 - To be aware of the right to equal opportunities of handicapped individuals and to implement measures to prevent or compensate for a handicapped person disadvantages to fully participate in the political, economic, cultural and social life.   |
| <b>Specific competences</b>   |
| 18. CE45 – To know the school curriculum for languages and literatures in Spain.  |
| 19. CE50 – To face language learning situations in multilingual contexts.   |
| 20. CE51 – To express their own ideas in a foreign language orally and in writing.  |
| 21. CE52 –To develop and assess curriculum contents through suitable didactic resources and to promote the necessary competences in the students (language).  |
| <b>Contents</b>   |
| <b>Course outline</b>   |
| The subject will be oriented towards the development of professional competences. The contents of this subject will provide students with the necessary knowledge of English didactics to qualify for the teaching of English as a foreign language in Primary Education.<br><br>Lectures will be conducted in English. Thus, students should have an intermediate level of English, a B1 (according to the European Framework of Reference). |
| <b>Content brief description</b>  |
| Linguistic, psychological and methodological basis for English teaching and learning. Didactic strategies and resources for the teaching and learning of communicative skills in English.   |

Training in teaching skills leading to the construction of learning experiences in the classroom. Acquisition of knowledge pertaining to teaching and assessment of students' linguistic skills in Primary Education in Spain, as well as a thorough understanding of the English curriculum in this context. Programme: general aims and content blocks, methodological planning, use of resources and assessment of teaching units. To use an oral and written standard English (B1 level) in a receptive and productive way in daily situations concerning their role in the Primary Education classroom.

Name of lesson 1: **Teaching English to young learners.**

Contents of lesson 1:

- 1.1. Individual characteristics or differences of Primary school children.
- 1.2. Psycho-affective evolution.
- 1.3. The Multiple Intelligence Theory applied to foreign language teaching.

Description of the practical activities of lesson 1: Raise awareness of the personal learning experience and on personal conceptions about language, teaching and learning languages, and the teaching of foreign languages to children.

Name of lesson 2: **Developing oral communication skills (listening and speaking).**

Contents of lesson 2:

- 2.1. Teaching and Learning Techniques and Activities

Description of the practical activities of lesson 2: Analyse and prepare techniques, strategies, materials and resources for the development of oral communication skills. Songs, rhymes and games for the FL classroom will be performed, discussed and analysed to determine their effectiveness.

Name of lesson 3: **Developing written communication skills (reading and writing).**

Contents of lesson 3:

- 3.1. Teaching and Learning Techniques and Activities.

Description of the practical activities of lesson 3: Analyse and prepare techniques, strategies, materials and resources for the development of written communication skills. Songs, rhymes and games for the FL classroom will be performed, discussed and analysed to determine their effectiveness.

Name of lesson 4: **Selecting and creating resources (Songs, games, stories, textbooks and technology...).**

Contents of lesson 4:

- 4.1. Practice application tasks.

Description of the practical activities of lesson 4: Browse the existing academic literature to analyse and create different resources for various teaching levels (songs, stories, games, textbooks, digital boards. Teaching activities and materials will be analysed as well.

Name of lesson 5: **The Foreign Languages Curriculum in Primary Education.**

Contents of lesson 5:

- 5.1. Guidelines for lesson planning and assessment.
- 5.2. Practice application tasks.

Description of the practical activities of lesson 5: Analyse and prepare lesson plannings and assessments for various teaching levels. Teaching activities and materials will be analysed as well.

### Educational activities

| Student workload in hours by lesson |       | Lectures | Practical activities |     |     |     | Monitoring activity | Homework |
|-------------------------------------|-------|----------|----------------------|-----|-----|-----|---------------------|----------|
| Lesson                              | Total | L        | HI                   | LAB | COM | SEM | SGT                 | PS       |
| 1                                   | 23h.  | 5h.      |                      |     |     | 3h. |                     | 15h      |
| 2                                   | 44h.  | 15h.     |                      |     |     | 4h. |                     | 25h      |
| 3                                   | 44h.  | 15h.     |                      |     |     | 4h. |                     | 25h      |

|                                   |             |             |  |  |  |             |  |             |
|-----------------------------------|-------------|-------------|--|--|--|-------------|--|-------------|
| 4                                 | 16h.        | 4h.         |  |  |  | 2h.         |  | 10h         |
| 5                                 | 21h.        | 4h.         |  |  |  | 2h.         |  | 15h         |
| <b>Assessment</b><br>Written test | 2h.         | 2h.         |  |  |  |             |  |             |
| <b>TOTAL</b>                      | <b>150h</b> | <b>45h.</b> |  |  |  | <b>15h.</b> |  | <b>90h.</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. Oral presentation. Classroom lectures tackling the different concepts and procedures related to the subject with the support of bibliography and audiovisual materials.
2. Discussion and debate. Oral presentations are combined with questions introducing discussion activities, so that students can elaborate on new concepts based on previous knowledge (related to other subjects or to other topics of the program).
3. Reading and discussion of updated academic sources.
4. Use of and discussions revolving audiovisual materials (documentaries, films, etc.).
5. Presentation of assignments and homework carried out autonomously.
6. Tests. This activity aims to assess the learning outcomes of students in relation to the objectives or competences that arise in the teaching plan of the subjects that make up a field of study.
8. Simulations of real teaching experiences. This activity, together with the previous one, is aimed at the simulation and practice of strategies and techniques presented by specialists and professionals (presentation of psycho-pedagogical reports, different kinds of curricular adaptations, and analysis of social contexts), discussion and analysis of scientific and technical documentaries.
12. Project design. The aim of this activity is to guide and coordinate several aspects of the project (objective work definition, bibliography selection, structure, etc.) in an autonomous way, individually or in small groups.
13. Guiding, decision-making and solving learners' doubts. Monitoring of individual or small groups work. Individual and group guiding.
14. Reading of academic literature prior to the teacher's lessons.
15. Subject study and exam preparation.
16. Searching and consulting relevant academic sources for projects.

### Learning outcomes

- Theoretical and practical knowledge pertaining to all the materials explained in the course.
- Management of the bibliographic sources recommended for each topic and in the production of academic work related to the contents, as well as the presence and participation of the students in class, will be valued.
- The students must write and be able express themselves correctly. Spelling and expression errors in the writing of the test and in the several works will be subject to penalty and may be a good enough reason to fail the subject.

## Assessment systems

As indicated in the regulations and assessment procedures (DOE 212, November 3<sup>rd</sup> 2020), the following procedure is MANDATORY:

“La elección de la modalidad de evaluación global corresponde a los estudiantes, que podrán llevarla a cabo, durante los plazos establecidos más adelante en este mismo artículo, para cada una de las convocatorias (ordinaria y extraordinaria) de cada asignatura. Para ello, el profesorado gestionará estas solicitudes, a través de un espacio específico creado para ello en el Campus Virtual. En caso de ausencia de solicitud expresa por parte del estudiante, la modalidad asignada será la de evaluación continua. La elección de la modalidad de evaluación global supone la renuncia al derecho de seguir evaluándose de las actividades de la modalidad de evaluación continua que resten y a la calificación obtenida hasta ese momento en cualquiera de las que ya se hayan celebrado. Los plazos para elegir la modalidad global serán los siguientes: Para las asignaturas con docencia en el primer semestre, durante el primer cuarto del periodo de impartición de las mismas. Para las asignaturas con docencia en el segundo semestre, durante el primer cuarto del periodo de impartición de las mismas o hasta el último día del periodo de ampliación de matrícula si este acaba después de ese periodo”.

This subject assessment includes two main sections:

Written exam: Multiple choice and/or essay type exam, which constitutes 60% of the final mark. In this test the competences and the theoretical knowledge acquired by the student will be evaluated.

Continuous evaluation: portfolios; observation of student's involvement and participation in seminars and engagement in tutorials; production of diaries and other written documents; presentation of different works; technical quality of written documents, among others. These practical training activities will constitute 40% of the final mark and are broken down as follows:

Evaluation of the preparation and compulsory presentations in class of a Lesson Planning (20%). This activity is COMPULSORY for all students who take this subject.

At the beginning of the course, the lecturer will publish the date(s) of the Lesson Planning presentation.

Compulsory activities and/or tasks that the student performs in seminars, attendance, attitude and participation in class (20%).

It is essential that the student obtains a minimum score of 3 points out of 6 in the written exam and 2 points out of 4 in the practical part (seminars and Lesson planning). Both parts will be joined to obtain the student's final mark in the subject

Final global alternative test

This test will consist of the following sections:

Written exam: Multiple choice and/or essay question type test, which constitutes 60% of the final grade. In this test the competences and the theoretical knowledge acquired by the student will be evaluated

Practical part: It is a practical test that will include questions or aspects raised in the sessions of face-to-face seminars. Such test will consist of preparing written documents, tasks and/or

activities. The technical quality of these documents that the student produces on the day of the exam (20%) will be evaluated.

The remaining 20% of the final mark corresponds to the preparation and presentation of the lesson planning during the lecturer's office hours before the final exam takes place. It is essential that the student obtain a minimum score of 4 points out of 8 in the written exam and 1 point out of 2 in the Lesson planning. Both parts will be joined to obtain the final mark of the subject.

The student must choose one of the modalities of examination in the first three weeks of the beginning of the subject (1st semester). The student will inform in writing about the type of assessment chosen according to the established procedure in each educational and training Centre. If the student doesn't present this communication, it will be assumed that they opt for the continuous evaluation.

### **Bibliography (basic and complementary)**

#### BASIC TEXTBOOKS:

Slattery, M. & J. Willis (2001): English for Primary Teachers, Oxford: Oxford University Press (Facultad de Educación, Badajoz y Cáceres)

Brewster, J. et. alt.: (1991), The Primary English Teacher's Guide, London, Penguin (Facultad de Formación del Profesorado, Cáceres)

#### COMPLEMENTARY BIBLIOGRAPHY

Albuquerque, r.: (1990): En el Aula de Inglés, Albuquerque et alt., Longman.

Alcaraz, e. et alt.: (1993): Enseñanza y aprendizaje de las lenguas modernas. Madrid, Ediciones Rialp.

Cameron, L. (2001): Teaching Languages to Young Learners. Cambridge: Cambridge University Press.

Bestard Monroig, J.y Pérez Martín, C.: (1992) La Didáctica de la Lengua Inglesa., Madrid, Síntesis.

Brewster, J. et. alt.: (1991), The Primary English Teacher's Guide, London, Penguin

Davies, P. & E. Pearse. (2000): Success in English Teaching. Oxford: Oxford University Press.

Dupré, B.(2009): 50 big ideas you really need to know. London: Quercus

Hamer, J. (2003): How To Teach English: An Introduction To The Practice Of English Language Teaching. Harlow: Pearson Education.

Hearn, I. y Garcés, A. (2003): Didáctica del Inglés para Primaria. Madrid: Pearson Educación.

Hedge, T. (2000): Teaching and Learning in the Language Classroom. Oxford: Oxford University Press.

Larsen-Freeman, D. (2000): Techniques and Principles in Language Teaching. Oxford: Oxford University Press.

#### Other resources and complementary educational materials

#### WEBGRAPHY

LearnEnglish Kids | British Council [ISABEL PEREZ 'S WEB archivo](#)

[LA MANSIÓN DEL INGLÉS archivo](#)

[Esl-galaxy.com archivo](#) [Printables and more... archivo](#)

[Interactive games for children archivo](#) [Web de recursos multimedia online archivo](#) Teaching

English to spanish children

Music for teaching English to children