

### DETAILS OF THE SUBJECT

**Title:** IDIOMA EXTRANJERO PARA EL PROFESORADO DE PRIMARIA (INGLÉS)

**Code:** 101806

**Degree/Master:** GRADO DE EDUCACIÓN PRIMARIA

**Year:** 3

**Name of the module to which it belongs:** ENSEÑANZA Y APRENDIZAJE DE LAS LENGUAS

**Field:** IDIOMA EXTRANJERO PARA EL PROFESORADO DE PRIMARIA

**Character:** OBLIGATORIA

**Duration:** SECOND TERM

**ECTS Credits:** 6

**Classroom hours:** 60

**Face-to-face classroom percentage:** 40%

**Non-contact hours:** 90

**Online platform:** Moodle

### TEACHER INFORMATION

**Name:** URQUIZÚ SERRANO, ANA MARÍA

**Department:** DEPARTAMENTOS CENTRO DE MAGISTERIO SAGRADO CORAZÓN

**Area:** ÁREAS CENTRO DE MAGISTERIO SAGRADO CORAZÓN

**Office location:** Planta segunda. Despacho 23 D

**E-Mail:** sg1ursea@uco.es / a.urquizu@magisteriosc.es

**Phone:** 957474750 Ext. 201

### SPECIFICS OF THE SUBJECT

#### REQUIREMENTS AND RECOMMENDATIONS

#### Prerequisites established in the study plan

There are no prerequisites required.

#### Recommendations

Students are expected to have knowledge, skills, and use of a language for communication at a level A2 with reference to the Common European Framework of Reference for Languages (CEF).

According to the CEF, the abilities related to A2 level are:

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Personal or online tutorials are highly recommended in case of need of remedial work.

## SKILLS

CU1	Accredit the use and mastery of a foreign language.
CE3	Effectively address language learning situations in multicultural and multilingual contexts. Foment reading and the critical analysis of texts of various scientific domains and cultural content in the school curriculum domains
CE10	Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for independent and cooperative learning and foster them in students.
CM7.8	Address language learning situations in multilingual contexts.
CM7.9	Oral and written expression in a foreign language.

## OBJECTIVES

Know the role of English as vehicular language for teaching non-language subjects in Primary Education. (CE3)

Acquire the necessary knowledge and training to program teaching sessions in English for teaching in bilingual contexts. (CU1)

Learn skills and use tools to teach non-linguistic content in Primary Education using English as the main language of the classroom. (CU1)

Improve communication skills through reinforcement of previous knowledge and acquisition of new elements of vocabulary, grammar and use of language. (CM7.9)

Know resources of observation and action and use them in multilingual contexts. (CM7.8)

Design materials and activities aimed to motivate Primary students and make their learning easier. (CE10)

Be able to self-manage their learning taking responsibility for it. (CE10)

Develop strategies for teamwork and foster independent learning. (C10)

Understand and discuss written texts related to various scientific, social and cultural issues. (CE3)

## CONTENT

### 1. Theory contents

#### 1. Theory

#### Unit 1. Instrumental foreign language (AICLE - Aprendizaje Integrado de Contenidos y Lenguas / CLIL)

## **&#8211; Content and Language Integrated Learning)**

1. Language for communication:

TOPICS OF VOCABULARY: Giving personal information; family and friends, relations with other people; daily routines; food and drink; environment, the natural world; animals: wild animals, farm animals and pets; the weather; landscapes; health and sickness.

GRAMMAR: Comparison. Comparative and superlative. Verb tenses: present simple, present continuous, state verbs, *have got* and *have*, past simple, past continuous, *used to*, future. Infinitive of purpose. Expressions related with past and future tense: *yesterday, two days ago, the day before yesterday, in the future, the day after tomorrow, in a year's time*, etc. Questions: *yes/no* questions, *wh*-questions, question words.

FUNCTIONS: Greetings and farewells; introducing oneself and other people; asking for and giving personal details: full name, age, address, phone number, e-mail address, occupation, likes, dislikes, preferences, personality, family, relatives, friends...; asking and telling the time, day and date; using numbers; describing past actions; producing simple narratives; talking about future plans and intentions; describing future events; making predictions; giving instructions; describing objects: shape, size, weight, colour, purpose, use; asking and expressing opinions; giving reasons; making choices.

2. Definition and context of AICLE and CLIL.

3. Bilingual teaching in Primary Education.

### **Unit 2: Foreign language for the classroom.**

1. Characteristics of the classroom language. Why should classroom English be used? How to get the students speak English in non language subjects?

2. Corpus of classroom language.

### **Unit 3. Content teaching in a foreign language.**

1. Activities to teach non-language subjects in bilingual Primary Education: *Natural Sciences, Social Sciences, Physical Education and Artistic Education*.

### **Unit 4. Designing programs in a foreign language.**

1. Planning sessions of teaching for non-language subjects.

### **Unit 5. Designing didactic resources in bilingual contexts.**

1. Games.

2. Songs.

3. Audiovisual material.

4. ICT resources.

### **2. Practical contents**

### **2. Practice**

## **Unit 1. Instrumental foreign language (AICLE - Aprendizaje Integrado de Contenidos y Lenguas / CLIL &#8211; Content and Language Integrated Learning)**

### 1. Language for communication:

TOPICS OF VOCABULARY: Giving personal information; family and friends, relations with other people; daily routines; food and drink; environment, the natural world; animals: wild animals, farm animals and pets; the weather; landscapes; health and sickness.

GRAMMAR: Comparison. Comparative and superlative. Verb tenses: present simple, present continuous, state verbs, *have got* and *have*, past simple, past continuous, *used to*, future. Infinitive of purpose. Expressions related with past and future tense: *yesterday*, *two days ago*, *the day before yesterday*, *in the future*, *the day after tomorrow*, *in a year's time*, etc. Questions: *yes/no* questions, *wh*-questions, question words.

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1. Characteristics of the classroom language. Why should classroom English be used? How to get the students speak English in non language subjects?

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**General clarifications on the methodology and methodological adaptations for part-time students**

Part-time enrolled students must have a personal interview with the lecturer in the first week of the course in order to implement tutorial sessions and adapt their possibilities of attendance with the methodology of the subject.

Full-time students will be encouraged to participate in class and to express their ideas and contributions in English.

In the lectures the didactic, lexical, grammatical or functional contents will be explained, passing immediately to practice them by conducting practical exercises and individual or group activities. There is not, therefore, a clear division between the theoretical and the practical part of the subject.

The aim of the practical sessions is to consolidate the theoretical knowledge and use it in communicative activities. In these classes we proceed to the accomplishment of tasks such as text commentaries, mind maps, preparation of materials, playing games, learning and singing songs, and other exercises to enable the student to teach non-language subjects in English.

In out-of- class activities students are expected to show their initiative, set their own work plan, make research, manage information, and understand, contrast and synthesize their findings. These activities have a component of personal study and further analysis of the data found in the bibliography or ITC.

**Face-to-face activities**

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	3	-	3
<i>Communicative exercises</i>	23	-	23
<i>Group presentation</i>	7	-	7
<i>Group work (cooperative )</i>	4	-	4
<i>Lectures</i>	8	-	8
<i>Mind maps</i>	2	-	2
<i>Text analysis</i>	6	-	6
<i>Text commentary</i>	4	-	4
<i>Tutorials</i>	3	-	3
<b>Total hours:</b>	<b>60</b>	<b>-</b>	<b>60</b>

**Not on-site activities**

Actividad	Total
<i>Analysis</i>	15
<i>Bibliographic consultations</i>	10
<i>Exercises</i>	15
<i>Finding information</i>	10
<i>Group work</i>	20
<i>Self-study</i>	20
<b>Total hours:</b>	<b>90</b>

**WORK MATERIALS FOR STUDENTS**

Dossier  
Exercises and problems

## EVALUATION

Skills	Tools				
	Assignments and projects	Final exam	Group work	Oral presentations	Oral tests
CE10		X	X	X	
CE3	X		X	X	
CM7.8	X		X	X	
CM7.9	X	X	X	X	X
CU1	X	X	X	X	X
<b>Total (100%)</b>	20%	30%	15%	15%	20%
<b>Minimum grade.(*)</b>	1	1	1	1	1

(\*) Minimum grade necessary to calculate the average

**Minimum score to eliminate content and period of validity for partial qualifications:** *The grades of Assignments and projects and the Final exam are only valid in the first call. For the students with pending subject the scales and assessment tools will be: Oral tests 20%, Individual work 30%, Final exam 50%.*

### General clarifications on evaluation and methodological adaptation for part-time students:

Part-time students will be evaluated with the same evaluation instruments as their peers. In a personal interview specific details about the submission of some assignments will be agreed on. Some days of attendance must be scheduled for the oral test and the oral presentations.

To hand a school card with an updated photo and the inscription on the Moodle platform are essential for any evaluative activity. Evaluation instruments:

**Final exam in English:** it is a final test with listening, reading and writing papers as well as short answers questions about grammar and vocabulary.

**Oral test:** it is a final oral test in which each student will interact with the lecturer and other peer.

**Group work:** it is the written plan of four sessions of a didactic unit, which will be submitted with their material. If in the first call this plan receives a failing grade, each member of the group will be assigned a new topic to plan for the second call.

**Oral presentation:** it is the oral presentation of some activities of the four sessions of the didactic unit. The small group will address the whole group. Each member of the small group might score differently.

**Assignments and projects:** they correspond to other tasks done throughout the term, either individually or in groups. 5% of the scales of this assessment instrument will be devoted to an observation record of attitudes that benefit or hinder the development of the class sessions.

**Value of attendance in the final grade:** *It is compulsory to take 90% of the credits of the subject. To take fewer credits without justifying the poor attendance will be negatively evaluated with the loss of up to 2 points.*

**Qualifying criteria for obtaining honors:** *To award a score of 10 with honors is optional for the lecturers. The students must score 9/10 in each assessment instrument and show maximum involvement in class.*

## BIBLIOGRAPHY

## 1. Basic Bibliography:

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- Bentley, K. (2010). *The TKT course CLIL module*. Cambridge: Cambridge University Press.
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- Driscoll, L. (2010). *Common mistakes at PET and how to avoid them*. Cambridge: CUP.
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- Gairns, R. and Redman, S. (2008). *Oxford Word Skills. Intermediate*. Oxford: OUP.
- Hashemi, L. y Thomas, B. (2006). *Grammar for PET*. Cambridge: CUP.
- Harmer, J. (2012). *Essential Teacher Knowledge*. Harlow: Pearson.
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- Hughes, G. and Moate, J. (2007). *Practical Classroom English*. Oxford: Oxford University Press.
- Ireland, S. y Kosta, J. (2010). *Cambridge Vocabulary for PET*. Cambridge: CUP.
- Martino, A. M. (2008). CLIL. Content and Language Integrated Learning. *The Teacher's Magazine*, 54, 24.
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- Nixon, C. y Tomlison, M. (2001). *Primary Activity Box. Games and activities for younger learner*. Cambridge: CUP.
- Slattery, M. and Willis, J. (2001). *English for Primary Teachers. A handbook of activities and classroom language*. OUP, Oxford, 2001.
- Svecova, H. (2003). *Cross-curricular activities*. Oxford : OUP.

## 2. Further reading:

- Alzu Goñi, J. L. y Henao, J. T. (Supervisores) (2011). *New Science 1, 2, 3, 4, 5 y 6: science, geography and history*. Madrid : Santillana, Richmond,
- Alzu Goñi, J. L., Henao, J. T. y Guerrini, M. C. (Supervisores). (2006) *Essential Science 1, 2, 3, 4, 5 y 6. Science, Geography and History. Pupil's book + CD*. Madrid: Richmond Publishing / Santillana.
- Ceballos Guerrero, I. y Ruíz Espino, C. (2008). *Arts and Crafts 1, 2, 3, 4, 5* (Student's book, Teacher's book, Class CD, i-solutions pack.). Barcelona: Vicens Vives.

House, S. y Scott, K. (2002). *Little Detectives 1 y 2*. Oxford: Macmillan.

Martin, J. (2013). *ByME Arts & Crafts Primary. 1, 2, 3, 4, 5, 6*. Madrid: Ediciones Bilingües S.L.

Ormerod, M. y Shaw, D. (2007). *Find Out. Science and Art 1, 2, 3, 4, 5 y 6*. Oxford: Macmillan.

Redal, E. J. y Caballero, V. (Supervisores). (2011). *Top Science 1, 2, 3, 4, 5, 6*. Student's Book, Teacher's Book, Teacher's Resource book, Class audio CD, Digital material i-solutions. Madrid: Santillana, Richmond.

Redal, E.J. y Caballero, V. (2011). *Arts and Crafts 2*. Madrid: Santillana/Richmond.

#### COORDINATION CRITERIA

No criteria entered.