

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **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%

Study hours: 90

Online platform: Moodle

### LECTURER INFORMATION

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None.

#### Recommendations

Daily attendance and involvement in classroom activities.

As the class will be given in English, students are expected to have knowledge, skills, and use of language to understand and communicate at the level B1 with reference to the Common European Framework of Reference for Languages (CEF).

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

### INTENDED LEARNING OUTCOMES

- |       |  |
|-------|--|
| 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.   |

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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. (CE10)  
 Understand and discuss written texts related to various scientific, social and cultural issues. (CE3)

## CONTENT

### 1. Theory contents

Unit 1. Instrumental foreign language

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 objects and places: lines, colours, shapes, forms, textures, position; talking about past actions; producing simple narratives; talking about future plans and intentions; describing future events; making predictions; giving instructions; 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. (AICLE - Aprendizaje Integrado de Contenidos y Lenguas / CLIL – Content and Language Integrated Learning)

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

Unit 4. Designing didactic ICT resources in bilingual contexts.

1. Games.

2. Songs.

3. Audiovisual material.

Unit 5. Designing programs in a foreign language.

Planning sessions of teaching for non-language subjects.

### 2. Practical contents

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## METHODOLOGY

### General clarifications on the methodology. (optional)

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, debates, 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, do 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.

### Methodological adaptations for part-time students and students with disabilities and special educational needs

Part-time students, students with disabilities and special needs 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 to the methodology of the subject.

### Face-to-face activities

| Activity                         | Large group | Medium group | Total     |
|----------------------------------|-------------|--------------|-----------|
| <i>Assessment activities</i>     | 3           | -            | 3         |
| <i>Communicative exercises</i>   | 23          | -            | 23        |
| <i>Debates</i>                   | 2           | -            | 2         |
| <i>Group presentation</i>        | 7           | -            | 7         |
| <i>Group work (cooperative )</i> | 4           | -            | 4         |
| <i>Lectures</i>                  | 8           | -            | 8         |
| <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> |

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### Off-site activities

| Activity                  | Total     |
|---------------------------|-----------|
| <i>Analysis</i>           | 15        |
| <i>Exercises</i>          | 15        |
| <i>Group work</i>         | 20        |
| <i>Information search</i> | 10        |
| <i>Reference search</i>   | 10        |
| <i>Self-study</i>         | 20        |
| <b>Total hours:</b>       | <b>90</b> |

## WORK MATERIALS FOR STUDENTS

Dossier  
Exercises and activities

## EVALUATION

| Intended learning outcomes | Tools                    |            |            |                    |            |
|----------------------------|--------------------------|------------|------------|--------------------|------------|
|                            | Assignments and projects | Final exam | Group work | Oral presentations | Oral tests |
| <i>CE10</i>                |                          | x          | x          | x                  |            |
| <i>CE3</i>                 | x                        |            | x          | x                  |            |
| <i>CM7.8</i>               | x                        |            | x          | x                  |            |
| <i>CM7.9</i>               | x                        | x          | x          | x                  | x          |
| <i>CUI</i>                 | x                        | x          | x          | x                  | x          |
| <b>Total (100%)</b>        | <b>20%</b>               | <b>30%</b> | <b>15%</b> | <b>15%</b>         | <b>20%</b> |
| <b>Minimum grade.(*)</b>   | <b>5</b>                 | <b>5</b>   | <b>5</b>   | <b>5</b>           | <b>5</b>   |

(\*) Minimum grade necessary to pass the course

### Method of assessment of attendance:

Attendance is compulsory. Unjustified poor attendance will be evaluated with the loss of up to 2 points. Attendance sheets will be used to control attendance.

### General clarifications on instruments for evaluation:

#### 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 another peer.

Group work: it is the written plan of four sessions of teaching of a non language subject, which will be submitted with their material. If in the first call this plan receives a falling 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 teaching. The small group will address the whole group.

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.

#### Students with pending subject:

To pass the course the students must pass a written exam (50%), an oral test (20%) and the presentation of teaching sessions (30%). There will be a written exam in each call. The oral examination and/or the teaching sessions will not be repeated after having been positively evaluated.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

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Part-time students, students with disabilities and special needs 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.

The inscription on the Moodle platform is essential for any evaluative activity.

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:

- Bentley, K. (2009). Primary Curriculum Box. CLIL lessons and activities for younger learners. Cambridge: CUP.
- Bentley, K. (2010). The TKT course CLIL module. Cambridge: Cambridge University Press.
- Coyle, D., Hood, P. y Marsh P. (2010). CLIL. Content and Language Integrated Learning. Cambridge: CUP
- Deller, S. (2007). Teaching other subjects through English. Oxford: Oxford University Press.
- Driscoll, L. (2010). Common mistakes at PET and how to avoid them. Cambridge: CUP.
- Ford, M. (2007). Instant PET. Cambridge: CUP.
- Gardner, B. y Gardner, F. (2000). Classroom English. Oxford: OUP. Gairns, R. (2008). Oxford Word Skills. Basic. Oxford: OUP.
- 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.
- Hughes, G. (1981). A handbook of classroom English. Oxford: OUP.
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- Marsh, D. y Langé, G. (2011). Content and Language Integrated Learning, Encyclopedia of Language Teaching & Learning, Routledge.
- Martino, A. M. (2008). CLIL. Content and Language Integrated Learning. The Teacher's Magazine, 54, 24.
- Mehisto, P; Marsh, D. y Frigols, M. J. (2008). Uncovering CLIL. Oxford: Macmillan.
- 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) E. sential 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

- Common tasks for different courses

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.