ENGLISH FOR PRIMARY TEACHERS I

Degree
PRIMARY EDUCATION

Course type
ELECTIVE

Lecturer(s)
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Description
The main aim of this course is to help Primary Education undergraduates to achieve an excellent command of English (both general and specific) equivalent to level B2+ of the European Framework of Reference for Languages so that they are able to teach English and also curriculum subjects in English. It focuses particularly on the language that teachers need for using in the Primary classroom, for talking and reading about their work and for furthering their studies in English as a Foreign Language.

The course is very practical as there is an emphasis on productive skills (oral production, oral interaction and written production), and it also aims to provide students with the knowledge and tools for analyzing and designing effective CLIL-based Teaching Units.

Requirements
B2 Level of English according to the Common European Framework of Reference for Languages.

Competences
SUBJECT-SPECIFIC COMPETENCES (S-S.C.5., S-S.C.7):
S-S.C.5. Communicating clearly and correctly in English, both orally and in writing, at B2+ Level of EFRL in the various linguistic situations linked to the teaching profession:
- Uses an appropriate variety of oral language in interventions with children at Primary.
- Plans presentations taking into account students’ different comprehension levels at the different stages of Primary Education.
• Reflects on the linguistic and cultural diversity of Basque schools when analyzing and designing CLIL-based material.
• Selects and integrates specific lexis and textual genres in Primary curriculum subjects.
• Reaches an excellent oral and written command of English at B2+ Level of the EFRL.

S-S.C.7. Working and participating actively with classmates to carry out one’s own professional development, trying to improve one’s teaching through self and peer-observation.
• Assesses and develops his/her own professional competences through self-observation mechanisms and observation among peers.

C.G.5. GENERIC COMPETENCE (G.C.5.): ORAL COMMUNICATION
Expressing clearly and opportunistly one’s ideas, knowledge and feelings in speech, adapting to the audience and situation to ensure good comprehension and attention.

G.C.5.2. ORAL COMMUNICATION (Level 2). Speaking before groups with ease; conveying conviction and assurance, and adapting discourse to suit formal requirements.
• Delivers interesting, convincing talks.
• Matches speech and body language.
• His/Her talks are duly prepared.
• Helps audience to follow ideas through visual aids.
• Responds to questions easily and well.
• Encourages audience participation and asks constructive questions to promote dialogue.
• Adapts the form of a message to diverse situations.

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Contents

*English for Primary Teachers I* is designed to help teachers to improve their language ability for using English in the Primary classroom, making professional contacts, having discussions with colleagues and students and also for teaching and working on different academic subjects: Languages, Geography, History, Psychology, Sociology, Ethics, Technology, Ethics, Arts... The course integrates the 5 language skills (oral production, oral interaction, written production, reading comprehension and listening comprehension) and covers a wide range of subjects which can be classified as follows:

**UNIT 1:** Health and symptoms. Alternative therapies. Different lifestyles.
**UNIT 2:** Screen heroes and villains. Heroes and villains along history.
**UNIT 3:** Humans and altruism. Charity-giving. Job interviews and job responsibilities.
**UNIT 4:** Geography and geographical features. Map reading. Perfect locations. Positive Psychology and ranking happiness factors throughout the world.
**UNIT 5:** Media. Movies and radio programmes.
**UNIT 6:** Different ages. Life changes. Growing up and the effects of change.
### Teaching and learning strategies

- Role-plays, class debates, simulations and oral presentations.
- Video watching and listening activities.
- Reading texts and follow-up exercises such as comprehension questions and summary writings.
- English in Use tests.
- A CLIL-based teaching unit.
- A microteaching presentation in class (a CLIL session).
- Written assignments on the various topics dealt with throughout the semester.
- Preparation of the final exam based on the course syllabus.
- Group/pair projects to be presented in front of the class.
- Self-assessment and peer-assessment activities.
- Participation in classroom activities will be encouraged.

### Time distribution will be as follows (6 ECTs: 150 hours):

- In-class activities: 57 hours.
  - Lectures: 14 hours.
  - Practical activities: 25 hours.
  - Self-assessment and peer assessment tasks: 8 hours.
  - Oral presentations: 10 hours.

- Activities outside the classroom: 93 hours.
  - Microteaching presentation: 28 hours.
  - Written assignments and English in Use activities: 20 hours.
  - Reading of texts and comprehension tasks: 20 hours.
  - Tutorials: 3 hours.
  - Studying for the final exam: 20 hours.
  - Final exam: 2 hours.

### Assessment

- **On-going assessment** during the learning process and final mark given at the end of the course.

- **Assessment elements:**
  - In-class participation, peer and self-assessment tasks, classroom exercises, class discussions, individual written assignments...: 10%
  - English in Use Test: 30%
  - CLIL teaching unit + Microteaching presentation: 30%
  - Final exam: 30%
- It is compulsory to pass the “English in Use” test (1); the CLIL teaching unit and the corresponding Microteaching presentation (2); and the final exam (3) to pass this course.
- All competences must be passed in order to pass this course.
- The reference level of English for this course is B2+.
- All tasks must be submitted at due time.
- Class attendance is a requirement. Students who are unable to attend class must tell the lecturer.
- The work presented will in every occasion follow the academic conventions for the type of piece involved.
- Presentation and linguistic accuracy will be taken into account, and no-sub-standard piece of work will be admitted, and therefore, marked.
- Plagiarism of part or the whole of a piece of work leads to automatic failing of the course with a 0 result on the official academic records.
- In the event of the student not passing the course, s/he has the right to resit, where s/he will just have to repeat or submit the assessment pieces related to the failed competences.

**Bibliography**


+ -Material / hand-outs provided by the lecturer.
-Course Syllabus.
-Study Guide.