

<b>Course</b>	<b>Code</b>	<b>Academic year</b>
ENGLISH FOR PRIMARY TEACHERS I	141234	2020-2021
<b>Degree</b>	<b>Year</b>	<b>Semester</b>
PRIMARY EDUCATION	3	1
<b>Course type</b>	<b>ECTS credits</b>	<b>Language</b>
ELECTIVE	6 ECTS	ENGLISH
<b>Lecturer(s)</b>		
MARIA JESÚS ANAKABE ONAINDIA <a href="mailto:mjanakabe@bam.edu.es">mjanakabe@bam.edu.es</a>		

Description
<p>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 <b>B2+</b> 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.</p> <p>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.</p>

Requirements
<b>B2</b> Level of English according to the Common European Framework of Reference for Languages.

Competences
<b>SUBJECT-SPECIFIC COMPETENCES (S-S.C.5., S-S.C.7):</b>

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.

### **C.G.5. GENERIC COMPETENCE (G.C.5.): ORAL COMMUNICATION**

Expressing clearly and opportunely 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.
- Adapts the form of a message to diverse situations.

## 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, 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:** Connections. Personality, reactions and feelings. Who we are. Biographies. Family. Giving your opinion on the role of ability in success.

**UNIT 2:** Lifestyles. A full life. Changes in life and in society. Healthy and clean eating. Giving your opinion on food choices.

**UNIT 3:** Survival. Staying alive. Creating a collaborative story. Telling a personal anecdote. Fear and danger. Discussing priorities in a survival situation. Offering advice. Journeys. Describing a journey.

**UNIT 4:** The future. My future. Talking about plans and goals. Making predictions about the future of work. What will life be like?. Evaluating future predictions. The robot revolution. Giving your opinion on automation in the workplace.

**UNIT 5:** Change. Changing environment. Summarising a sequence of past events. Evaluating a range of proposals. Talking about changes in your town or city. Evaluating candidates and putting together a team. Discussing ways to help the environment.

**UNIT 6:** Education. Coming of age. The right method? Discussing rules in education and different school systems. Talking about changes to education in your country. University. Giving your opinion on as aspect of

education.

**UNIT 7:** Community. Open spaces and community development projects. Making a change and presenting a project. Giving your opinion on a social initiative.

**UNIT 8:** Mystery. Myths and legends. Past events and cultural stories. Fact or fiction? Discussing how to test an idea.

**UNIT 9:** Business. Customers. Risks and benefits of apps. Making an effective complaint about a product or service. Conducting a survey about what influences our purchases. Designing and presenting advertising campaigns.

**UNIT 10:** Media. Reporting news. Giving opinions on recent news stories. Intervening appropriately in a discussion. Digital media. Reporting a conversation. Giving your opinion on streaming services.

## 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.
- 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.
- 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: 33 hours.
  - Oral presentations: 10 hours.
- Activities outside the classroom: 93 hours.
  - Preparation of presentations: 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, classroom exercises, class discussions, individual written assignments...: **10 %**

CLIL teaching unit + Oral presentation: **45 %**

Final exam: **45%**

- **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

Betta, L. & DuPaquier C. (1998). *Focus on Reading and Writing*. Longman.

Bixby, J. & Scanlon J. (2013). *Skillful Reading & Writing, Student's book 3 (Level B2)*. Macmillan.

Boyle, M. & Kisslinger E. (2013). *Skillful Listening & Speaking, Student's book 3 (Level B2)*. Macmillan.

Council of Europe (2001). *A Common European Framework of Reference* (Strasbourg: Council of Europe).

Deller, S. & Price C. (2007). *Teaching Other Subjects Through English*. Oxford University Press.

Emsden-Bonfanti, S. (2010). *Ready for IELTS, workbook*. Macmillan.

Ferree, T. & Sanabria, K. (1998). *Focus on Listening and Speaking*. Longman.

Fuchs, M. & Bonner, M. (2003). *Grammar Express*. Pearson Longman.

Hadfield, J. & Hadfield C. (2007). *Introduction to Teaching English*. Oxford University Press.

Harding, K. (2007). *English for Specific Purposes*. Oxford University Press.

House, S. (1997). *An Introduction to Teaching English to Children*. London Richmond.

Lougheed, L. (2011). *Direct to TOEFL IBT*. Macmillan.

McCarter, S. (2013). *Direct to IELTS*. Macmillan.

McCarter, S. (2010). *Ready for IELTS*. Macmillan.

Murphy, R. (2012). *English Grammar in Use (Intermediate)*. Cambridge.

Parrot, M. (2000). *Grammar For English Language Teachers*. Cambridge University Press.

Phillips, D. (2009). *Introductory Course for the TOEFL Test*. Pearson Longman.

**Raymond, M. (2012). *English Grammar in Use Intermediate (4<sup>th</sup> Edition)*. Cambridge University Press.**

Rogers, B. (2007). *The Complete Guide to the TOEFL Test*. Heinle Cengage Learning.

**Rogers, L. (2019). *Macmillan English Hub B2-Student's Book*. Macmillan Education, Iberia Edition.**

**Rogers, L (2019). *Macmillan English Hub B2-Workbook*. Macmillan Education, Iberia Education.**

Slattery, M. & Willis, J. (2006). *English for Primary Teachers: A handbook of Activities and Classroom Language*. Oxford University Press.

Spratt, M. (1994). *English for the teacher: A language development course*. Cambridge Teacher Training and Development.

Vince, M. (2009). *Advanced Language Practice*. Macmillan.

Vince, M. and French, A. (2011). *IELTS Language Practice*. Macmillan.

+

-Material / hand-outs provided by the lecturer.

-Course Syllabus.

-Study Guide.