

<b>Course</b>	<b>Code</b>	<b>Academic year</b>
<b>ENGLISH FOR PRIMARY TEACHERS II</b>	<b>141235</b>	<b>2020-2021</b>
<b>Degree</b>	<b>Year</b>	<b>Semester</b>
<b>PRIMARY EDUCATION</b>	<b>4th</b>	<b>2nd</b>
<b>Course type</b>	<b>ECTS credits</b>	<b>Language</b>
<b>ELECTIVE</b>	<b>6</b>	<b>ENGLISH</b>
<b>Lecturer(s)</b>		
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### Description

The main purpose of this course is to help teacher training primary students achieve a command of English equivalent to level C1 of the European Framework of Reference for Languages. It focuses on two educational approaches: CBL (Content-based Language Teaching) and EAP (English for Academic Purposes). Both of them will help undergraduates improve their academic-professional knowledge, English and study skills and attitudes so they can educate children more effectively in the future. Theoretical considerations are balanced with practical experience to equip students with the necessary tools to study and teach academic subjects.

### Requirements

Good command of an advanced level of English in the region of B2+ and C1 according to the Common European Framework of Reference for Languages.

### Competences

At the end of the course the students should achieve the following competences:

S-S.C.5. Communicating accurately and with fluency both orally and in writing at C1 level of the European Framework of Reference for languages in different linguistic situations linked to non-curricular subject matter and to the teaching profession after personal previous reflection and/or in collaboration with fellow students to achieve effective use of the English language.

- Writes English productions in a correctly and meaningful way taking into account the different addressee
- Reaches the level of competence in the foreign language in contexts linked with the teaching profession.

## GENERIC COMPETENCE

C.G.6 Writing skills: Relating effectively to other persons through clear written expression of what one thinks and/or feels, using graphic support as necessary.

G.C.6.2. Communicating with ease in medium-length essays, structuring contents and graphic material to facilitate the reader's understanding and interest.

## LEARNING OUTCOMES

- Relates various elements (facts, opinions) to arrive at conclusions.
- Structures essay to aid comprehension.
- Uses appropriate language to convey contents.
- Captures reader's interest.
- Includes tables and graphs suited to the contents and reader.

# BAM

Unit 1: Trends. (Nominal clauses, comparatives and superlatives, metaphors, experimenting with prefixes and suffixes, linking and intrusive /r/ emphatic stress, listening for recommendations, using contrasts to work out meaning, using circumlocution, write a blog post).

Unit 2: Creativity. (Narrative tenses and future in the past, describing art, compound adjectives, contrastive stress, questions for comments and criticism, anticipating content before listening, inferring meaning, managing a discussion, write a review).

Unit 3: Progress. (Future structures, inversion, forming verbs from adjectives, verb-noun collocations, stress-shift words, listening to identify persuasive techniques, maintaining a conversation, reading to determine costs and benefits, write a persuasive email).

Unit 4: Intelligence. (Conditionals without if, wishes and regrets, conceptual metaphors, thinking, adding information or changing the topic, identifying logical fallacies, identifying different writing styles, recounting events write a report)

Unit 5: Games. (The passive, passive reporting structures, expressing disbelief, -ate words, understanding colloquial asides, building relationships, write a formal report).

Unit 6: Discoveries. (Past modals, infinitive-gerund, phrasal verbs, binomial expressions, pauses and pitch in presentations, prediction strategies for reading, taking notes, conducting an interview, write an expository essay).

Unit 7: Extremes. (It, what and all clefting, polysemy and intensifiers, intonation in question tags, understanding reference within texts, changing and recycling topics, write a cover letter.

Unit 8: Well-being. (Relative clauses, pronouns and determiners, idioms, pronunciation of idioms, identifying writer's opinions, repairing misunderstandings, write a summary.

Unit 9: Behaviour. (Noun phrases, participle clauses and verbless clauses, slang, verb+object+infinitive, intrusive stops, gestures and body language, understanding rapid colloquial speech, identifying outcomes of scientific research, backtracking and reformulating, write a conclusion to an academic report).

Unit 10: Society.(Discourse markers, ellipsis and substitution, nouns with to and word building, introducing new information and managing conversations, integrating information from different texts, recognizing shifts in register, using vague language, write a persuasive essay).

## Teaching and learning strategies

The course syllabus follows Common European Framework of References for Languages in the region of B2+ and C1 focusing on the four skills.

There will be a balance between systematic and explicit instruction to build a strong foundation in language skills grammar and vocabulary and a contextualized / holistic approach that will provide a rich language environment for developing language skills, grammar and vocabulary.

In order to achieve the degree of competence required for the above the following teaching and learning strategies should be used.

*Experiential context* will be worked through needs analysis of previous knowledge, direct questioning and/ or questionnaires, group discussions and plenary sessions after personal previous reflection on different aspects related to the Modules above mentioned.

*Reflective observation* will be worked through systematic exploration in context and models provided by teaching materials (texts, video-watching ...) and students own productions.

*Conceptualizing* will be worked through lectures, systematic and explicit instruction, reading articles and class-discussions.

*Experimentation* will be worked through oral presentations in front of the class, individual and group tasks on the areas of learning previously mentioned (grammar, lexis, academic skills and specific-subject language), activities for self-assessment and peer- assessment, in-class simulations, individual written assignments and micro-teaching project.

The time to be spent on the subject during the semester will be distributed as follows:

Time inside the classroom: 63 hours

- Lectures : 12 hours
- Practical activities (class discussions, individual and group tasks, oral presentations): 40 hours
- Test: 1.5 hours
- Feedback and assessment: 10 hours

Time outside the classroom: 87 hours

- Designing sessions and preparing the microteaching recording 18 hours
- Personal Study for the test and the exam 15 hours

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- Feedback and evaluation 17: hours
- Tutorials 3 hours
- Revision exercises 14 hours
- Written assignments 20 hours

## Assessment

The teacher will assess students' performance by reflecting on the standards reached in homework, class activities, tests and exams. Students will also evaluate their own work and that of their peers.

Individual Grammar Assignment

20% Pair / Group work Assignment

20% TESTS 1-2 10%

In-class participation, peer and self-

assessment tasks, classroom

exercise 10% Exam. 40%

S-S.C.5 80% G.C.6 20%

- ▶ All tasks must be submitted at due time.
- ▶ On-going assessment during the learning process and final mark given at the end of course.
- ▶ All competences must be passed in order to pass this course.
- ▶ The reference level of English for this course is C1 of the EFRL.
- ▶ 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.

The marks throughout the semester will be taken into account for the extraordinary test in June of the same academic year.

## Bibliography

## Information provided by the course tutor

- Course syllabus
- Study guide

## Recommended Sources

- Adkins, A., & McKean, I. 1983. *Text to note: Study skills for advanced learners*. London: Edward Arnold.
- Boyle, M. & Warkwick, L. 2014. *Skillful. Reading & Writing*. Macmillan Academic Skills.
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- Willis, J. 1981. *Teaching English through English*. Longman.
- Yorkey, R. C. 1982. *Study skills for students of English*. New York: McGraw-Hill. 2nd Ed.

## Useful Websites

- <http://www.bbc.co.uk/skillswise/english>
- <http://www.bbc.co.uk/worldservice/learningenglish/language>
- <http://www.britishcouncil.org/learnenglish-central-grammar-current>
- <http://www.manythings.org>
- <http://www.onestopenglish.com>
- <http://www.teachingenglish.org.uk>
- <http://www.writing.ku.edu>