

<b>Course</b>	<b>Code</b>	<b>Academic year</b>
<b>ENGLISH FOR SCIENCE TEACHERS</b>	<b>141264</b>	<b>2021-2022</b>
<b>Degree</b>	<b>Year</b>	<b>Semester</b>
<b>PRIMARY EDUCATION</b>	<b>3</b>	<b>2</b>
<b>Course type</b>	<b>ECTS credits</b>	<b>Language</b>
<b>ELECTIVE</b>	<b>6 ECTS</b>	<b>ENGLISH</b>
<b>Lecturer(s)</b>		
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## Description

The main aim of this course is to help Primary Education undergraduates to achieve a good command of English (both general and specific) equivalent to B2 of the European Framework of Reference for Languages so that they are able to teach curriculum subjects such as **Natural and Social Science in English**. It focuses particularly on the language that teachers need for using in the Primary Science 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 listening and **reading comprehension** but also works 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 designing and analyzing CLIL-based material.
- Selects and integrates specific lexis and textual genres in both curriculum subjects: Natural Science

and Social Science.

- Reaches a good oral and written command of English at B2 Level of the EFRL.

## **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.
- Conveys relevant information.
- Matches speech and body language.
- His/Her talks are duly prepared.
- Helps audience to follow ideas through visual aids.

## Contents

**English for Science Teachers** integrates the 5 language skills but there is an emphasis on **reading and listening comprehension** and covers a wide range of Natural and Social Science topics taught at Primary School:

### **PART 1: Learning Units.**

Unit 1: Stages of life.

Unit 2: Body changes.

Unit 3: Nutrition and diet.

Unit 4: The digestive system.

Unit 5: The respiratory system.

Unit 6: The circulatory system.

Unit 7: The excretory system.

Unit 8: Farm animals.

Unit 9: Mammals.

Unit 10: Animals and insects.

Unit 11: The Universe.

Unit 12: The climate.

Unit 13: The five senses.

Unit 14: Diseases.

Unit 15: Clue events in history.

### **PART 2: Reading Comprehension texts.**

1. Human life cycle; 2. Plant life cycle; 3. Earthquakes; 4. Dinosaurs; 5. The scientific method; 6. Measuring temperature; 7. World climates. 8. Water cycle; 9. Endangered species; 10. Hide and seek. 11. Oxygen exchange; 12. It circulates; 13. Down the hatch-The digestive system; 14. Hide and seek; 15. Tissues, organs and systems...

## Teaching and learning strategies

- Role-plays, class debates and simulations.
- Reading texts and follow-up exercises such as comprehension questions and summary writings.
- Design of a Natural Science/Social Science Teaching Unit based on CLIL approach.
- Oral presentation of the CLIL-based Teaching Unit (video recording).
- Preparation of the final exam based on the course syllabus.
- Video watching and listening activities.
- Participation in classroom activities will be encouraged.

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

- In-class activities: 57 hours.
  - Lectures: 27 hours.
  - Practical activities: 30 hours.
- Activities outside the classroom: 93 hours.
  - Design of the CLIL Teaching Unit + Preparation of the oral presentation: 28 hours.
  - Written assignments and revision exercises: 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:**
  - Attendance, in-class active participation, classroom exercises, class discussions, Reading comprehension tasks etc: **5%**
  - CLIL-based Teaching Unit + Oral presentation (video recording): **45%**
  - Final exam: **50 %**
- **All competences and evaluation elements 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

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- 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.
- Fuchs, M. & Bonner, M. (2003). *Grammar Express*. Pearson Longman.
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- 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.
- Stephens, M. (2002). *Get on Track to First Certificate (2002)*. Pearson Longman.
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- Science textbooks for Primary School:
- *Essential Science 1, 2, 3, 4, 5, 6* (2009). Richmond Publishing-Santillana.
  - *Natural Science Primary 1, 2, 3, 4, 5, 6* (2014). Macmillan Edelvives.
  - *Social Science Primary 1, 2, 3, 4, 5, 6* (2014). Macmillan Edelvives.
  - *Science Content for Primary 1, 2, 3, 4, 5, 6* (2009). Oxford University Press.
  - *Top Science 1, 2, 3, 4, 5, 6* (2008). Richmond Publishing-Santillana.
- Material / documents provided by the lecturer.
- Course Syllabus.
- Learning Guide.