



## 1. General information

Course: ENGLISH LANGUAGE AND ENGLISH LANGUAGE TEACHING II

Type: CORE COURSE

Degree: 392 - BACHELOR'S DEGREE IN PRIMARY EDUCATION (AB)

Center: 101 - FACULTY OF EDUCATION IN ALBACETE

Year: 2

Main language: English

Use of additional  
languages:

Web site:

Code: 46308

ECTS credits: 9

Academic year: 2021-22

Group(s): 10 11 15 16 19 18 17 14 12 13

Duration: First semester

Second language: English

English Friendly: N

Bilingual: Y

Lecturer: MARIA OLVIDO ARRAEZ JARQUE - Group(s): 10 15 16 14 12

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Facultad de Educación. Departamento de Inglés. 1ª planta	FILOLOGÍA MODERNA	967-599200	MariaOlvido.arraez@uclm.es	See the webpage of our Faculty and the board in our Department.

Lecturer: VALENTIN CARCELEN BALLESTEROS - Group(s): 19

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Lecturer: MARIA GARCIA PEREZ - Group(s): 13

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## 2. Pre-Requisites

Students must have passed the course unit *English Language and English Language Teaching I*.

## 3. Justification in the curriculum, relation to other subjects and to the profession

English teaching and learning is essential for trainee teachers' training due to the importance given to the foreign language subject in Primary Education and the emergence of new legislation concerning plurilingualism. In this sense, the course unit intends to delve into the practice of the five communicative skills of the English language to achieve the communicative competence in English at a B1 level, which is required for obtaining a Degree. Likewise, it intends to show methodological aspects and didactic implementations of the English language in Primary classrooms and teach the basic teaching principles for their future career as Primary teachers. The course unit *English Language and English Language Teaching II* is included in the Module 1.2.3.2 Training in teaching and specific area requirements (Foreign Language Teaching-Learning) of the Degree in Primary Education.

## 4. Degree competences achieved in this course

## Course competences

Code	Description
1.2.3.II.09	Express oneself orally and in writing in a foreign language.
1.2.3.II.10	Design and evaluate curricular contents through suitable teaching resources and promote the corresponding competences among students.
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CT01	Master a second language, preferably English, at B1 level under the Common European Framework of Reference for Languages.
CT03	Correct oral and written communication.

## 5. Objectives or Learning Outcomes

## Course learning outcomes

## Description

Understand the key ideas of an oral discourse in standard language dealing with daily-life topics, such as work, school, leisure time, etc.

Orally communicate and interact with a certain degree of confidence, by participating in unannounced conversations dealing with everyday topics, express

personal opinions and exchange information about common, personal or everyday topics.

Write simple and coherent texts about a series of everyday topics of interest to them by using different brief elements in a linear sequence.

Be able to make simple oral descriptions of a wide range of topics of interest to them.

#### Additional outcomes

The student will have a close contact with activities in bilingual scenarios. The students will be able to get a deeper understanding of the bilingual contexts in Primary Education.

### 6. Units / Contents

#### Unit 1: English Language Section

**Unit 1.1** Functional contents

**Unit 1.2** Lexis

**Unit 1.3** Grammar

**Unit 1.4** Pronunciation

#### Unit 2: English Teaching Section

**Unit 2.1** Methodological and practical issues in teaching English in Primary Education

### ADDITIONAL COMMENTS, REMARKS

According to the Degree Syllabus, students must compulsorily pass either the course unit *English Language and English Language Teaching II* or *French Language and French Language Teaching II*.

### 7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	1.2.3.II.09 1.2.3.II.10 CB04 CT01 CT03	1	25	N	-	Presenting the contents, grammar, vocabulary, etc. Recalling prior material. Techniques to develop production and receptive skills. Introducing the basic aspects of the teaching-learning process of English in Primary Education.
In-class Debates and forums [ON-SITE]	Debates	1.2.3.II.09 1.2.3.II.10 CB04 CT01 CT03	0.72	18	N	-	Brainstorming. Recalling prior material. Debates and forums. Questions and answers. Discussions and idea-sharing.
Class Attendance (practical) [ON-SITE]	Cooperative / Collaborative Learning	1.2.3.II.09 1.2.3.II.10 CB04 CT01 CT03	1.2	30	Y	N	Oral activities: dialogues, debates. Speaking and oral interaction. Group and pair work. Role playing. Simulations. Reading comprehension. Projects and portfolio. Video and text analysis.
Progress test [ON-SITE]	Assessment tests	1.2.3.II.09 CB04 CT01 CT03	0.4	10	Y	N	Assessable oral and written activities for the productive and receptive skills of the English Language Section. Presentations and individual or group oral activities about the Teaching Section.
Analysis of articles and reviews [OFF-SITE]	Reading and Analysis of Reviews and Articles	1.2.3.II.10 CB04 CT01	1.32	33	Y	N	Reading papers and texts about the different aspects of English Teaching in Primary Education. Projects and portfolio.
Individual tutoring sessions [ON-SITE]	Guided or supervised work	1.2.3.II.09 1.2.3.II.10 CB04 CT01 CT03	0.2	5	N	-	Expanding their knowledge either of the English language section and the Teaching section (upon students' request). Solving doubts. Monitoring tasks. Correction.
Study and Exam Preparation [OFF-SITE]	Self-study	1.2.3.II.09 1.2.3.II.10 CB04 CT01 CT03	4.08	102	N	-	English Language Section: Students' self-study (before and after the sessions). Reflection on one's own mistakes. Consulting reference materials. Reading comprehension. English Teaching section: reflective learning on the different aspects of the teaching-learning process of English in Primary Education.
Final test [ON-SITE]	Assessment tests	1.2.3.II.09 1.2.3.II.10 CB04 CT01 CT03	0.08	2	Y	Y	Final written and oral exams.
Total:			9	225			
Total credits of in-class work: 3.6			Total class time hours: 90				
Total credits of out of class work: 5.4			Total hours of out of class work: 135				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

## 8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
	100.00%	100.00%	See the description of the specific evaluation tools and percentages below.
<b>Total:</b>	<b>100.00%</b>	<b>100.00%</b>	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

### Evaluation criteria for the final exam:

#### Continuous assessment:

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Progress tests 15% Assessable progress tests along the year. They will be specified by the teacher. These marks will be added once the students have passed both the written and oral exams. They will not be repeated under any circumstances, since this part can be retaken through the final exam.

Practices 10% Simulations and didactic implementations in real classrooms, which might include students' participation in eTwinning projects or its platform, interactive groups, etc.

Portfolio 15% Projects (including those that might be done with other course units of the bilingual programme), tasks and activity and curricular design.

Final test 60% The final exam will consist of: I. a written exam, including Reading comprehension, Writing, Use of English (grammar and vocabulary) and Listening (which might include a dictation); and II. an oral exam, including both speaking production and speaking interaction.

1. To pass the course unit, it will be necessary to pass both the written and oral parts, or at least have a 4 out of 10 in one part but an average of 5 or more in total, to pass the course unit. In order to do the oral exam, it is necessary to have at least a 4 out of 10 in the written exam. Likewise, students must prove that they have acquired didactic knowledge to pass the course unit either through progress tests or didactic presentations and projects.

2. Those students who regularly attend classes will have the opportunity to pass the oral exam in class. If they do not, they will have to do this part in the final exam of the corresponding examination session.

3. If students pass one part but fail another, the mark can be considered within the same academic year. However, no marks will be considered from different academic years.

4. If a student fails the written exam, the mark of that examination session will be the one obtained in that exam. However, if they pass the written exam but fail the oral exam, the mark will be 4 (out of 10) by default. If they fail the teaching section, the final mark will be 3 (out of 10) by default.

5. Those students who do not attend classes regularly and do not do the progress tests will do the final exam (75%, both written and oral exams) and they will also have to do the practices and portfolio. Students have to pass both the written and oral exams to pass the course unit.

6. If any student is caught cheating or breaking the rules of any of the tests or projects, their mark will be 0.

7. For every mistake of those included in the 'List of mistakes to avoid' (see Moodle), the student will miss 0.25 marks in the corresponding activity/test/presentation/exam up to a maximum of 3 marks (12 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.

\*\*If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum.

#### Non-continuous evaluation:

The same criteria for the continuous assessment apply.

### Specifications for the resit/retake exam:

The same criteria of the ordinary examination session apply.

### Specifications for the second resit / retake exam:

The same criteria of the ordinary examination session apply.

## 9. Assignments, course calendar and important dates

Not related to the syllabus/contents	
Hours	hours
<b>Unit 1 (de 2): English Language Section</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (theory) [PRESENCIAL][Lectures]	25
In-class Debates and forums [PRESENCIAL][Debates]	12
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	20
Progress test [PRESENCIAL][Assessment tests]	8
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	20
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	4
Study and Exam Preparation [AUTÓNOMA][Self-study]	75
Final test [PRESENCIAL][Assessment tests]	2
<b>Unit 2 (de 2): English Teaching Section</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (theory) [PRESENCIAL][Lectures]	5
In-class Debates and forums [PRESENCIAL][Debates]	6
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	10
Progress test [PRESENCIAL][Assessment tests]	2
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	10
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	1
Study and Exam Preparation [AUTÓNOMA][Self-study]	25
<b>Global activity</b>	
<b>Activities</b>	<b>hours</b>
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	30

Study and Exam Preparation [AUTÓNOMA][Self-study]	100
Class Attendance (theory) [PRESENCIAL][Lectures]	30
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	5
Final test [PRESENCIAL][Assessment tests]	2
In-class Debates and forums [PRESENCIAL][Debates]	18
Progress test [PRESENCIAL][Assessment tests]	10
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	30
<b>Total horas:</b>	<b>225</b>

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	City	ISBN	Year	Description
Foley, Marl and Diane Hall	My Grammar Lab -Intermediate (B1 - B2). With Key	Pearson			2012	Gramáticas de consulta con ejercicios y soluciones
Murphy, Raymond	English Grammar in Use: A self-study reference and practice	Cambridge University Press			2010	Gramática y material de consulta
Brewster, Jean and Gail Ellis with Denis Girard	The Primary English Teacher's Guide Penguin English	Penguin			2008	Apoyo didáctico
Dellar, Hugh and Andrew Walkley	Outcomes (2nd Ed.) Intermediate	National Geographic Learning - Cengage Learning			2012	COURSEBOOK for the Degree in English (aka BILINGUAL GROUP). There are two versions of this book. We will need either the Split Edition B or units 9-16. Students will be provided with other reference materials upon request.
Slattery, Mary	English for Primary Teachers: A Handbook of Activities				2004	Apoyo didáctico
Latham-Koenig, Clive Oxenden y Jerry Lambert	English File Intermediate Multipack B	Oxford		978-0-19-403574-3	2019	MANUAL para el grupo NO bilingüe. Hay dos versiones de este libro: libro completo o multipacks por separado. En todo caso se usará la parte B.
Cameron, Lynne	Teaching languages to young learners	Cambridge University Press			2009	Apoyo didáctico