



## 1. General information

Course: ENGLISH LANGUAGE TEACHING

Type: ELECTIVE

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

Center: 101 - FACULTY OF EDUCATION IN ALBACETE

Year: 4

Main language: English

Use of additional  
languages:

Web site:

Code: 46350

ECTS credits: 6

Academic year: 2021-22

Group(s): 14 17 10

Duration: First semester

Second language: Spanish

English Friendly: N

Bilingual: Y

Lecturer: ALONSO MATEO GOMEZ - Group(s): 17

Building/Office	Department	Phone number	Email	Office hours
Edificio Simón Abril/Departamento de Inglés	FILOLOGÍA MODERNA	967599200 Ext. 96206	Alonso.Mateo@uclm.es	

## 2. Pre-Requisites

It is imperative to have passed the courses: English Language and English Language Teaching I and II.

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

The specialty in Foreign Language: English provides the theoretical and practical training required for the exercise of teaching English in the Primary classroom. The former specialty of Teacher in Foreign Languages has been adapted to the new educational needs: multilingualism, multiculturalism, European dimension, cooperative learning, attention to diversity, use of new technologies and, above all, the principle of reflection. In this way, the competences of the English specialty degree are common to the four Faculties of Education of the University of Castilla-La Mancha. These competences are structured around two main cores: the linguistic and didactic one. The didactic part focuses on the elaboration of didactic units and the programming based on current methodological perspectives, particularly the CLIL approach, taking into account the possibilities offered by the new technologies, with an eminently practical purpose and oriented to the needs of the current classrooms.

The course 'English Language Teaching' is essential for future teachers, in order to acquire the competence to teach in different educational contexts, familiarizing them with the teaching-learning strategies necessary to exercise their future teaching in Primary and Secondary Education and its implementation in the classroom. In addition, this course aims to teach future teachers to experiment and research in the teaching-learning process, without fearing innovation and the new challenges that our society demands: multilingualism, multiculturalism, European dimension, cooperative work, attention to diversity, Use of new technologies and above all, working the principle of reflection. Reflective teaching will be a fundamental aspect in the professional development of future teachers. Also, this course intends to be aware of the educational demands of the Autonomous Community, Spain and Europe. In addition, it aims to train future professionals to learn how to develop key competences in their students in a practical way.

## 4. Degree competences achieved in this course

## Course competences

Code	Description
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CB05	Have developed the necessary learning abilities to carry on studying autonomously
CT03	Correct oral and written communication.
MLI.01	Be able to successfully communicate, with fluency and accuracy, at the B2 level of the Common European Framework of Reference (Independent User: Vantage) and develop the five communicate skills of the foreign language: listening, speaking, oral interaction, reading and writing.
MLI.02	Promote both oral and written production, particularly using new technologies as elements of distance communication.
MLI.03	Develop verbal and non-verbal communication strategies to convey and understand messages better.
MLI.04	Acquire the lexical, semantic, grammatical and discursive bases of the English language, to allow students to understand the function of different linguistic units in communication and, thus, acquire the necessary linguistic background to manage a foreign language class in Primary Education.
MLI.05	Know the phonetic-phonological bases of a foreign language and acquire the necessary resources to apply them to the teaching of English in a Primary classroom.
MLI.06	Select and elaborate relevant and interesting oral and written texts for pupils, which allow learning of the English language.
MLI.07	Be able to stimulate the development of metalinguistic, metacognitive and cognitive aptitudes for the acquisition of a new language, through relevant and suitable tasks for pupils.
MLI.08	Know the culture of English-speaking countries through their literature, informative articles, educational works, in several formats (printed, audiovisual or online material) and be able to develop a positive attitude towards linguistic and cultural diversity in the classroom.
MLI.09	Know the main methods used historically to teach foreign languages, as well as the methodological uidelines derived from the Common European Framework of Reference.
MLI.10	Know the methodology to be employed in the teaching-learning of the English language in the so-called Bilingual Sections.
MLI.11	Be able to plan what is going to be taught and evaluated, as well as be able to select, elaborate and implement different teaching strategies and several types of activities.

## 5. Objectives or Learning Outcomes

### Course learning outcomes

#### Description

Understand the main ideas and supporting details of an oral discourse in standard language dealing with different current topics, such as work, school, leisure time or their future professional needs.

Be able to make an oral description or maintain a conversation on a wide range of topics of general interest or related to their specialty.

Read and understand written texts about general and specific facts that deal with sociocultural, literary, methodological or current-affairs topics at a satisfactory level of comprehension.

Be able to write coherent and cohesive texts on a wide range of topics related to their personal or professional life by using different elements in a linear sequence.

Delve into pupils' development of the communicative competence in the English language, by reading literary texts in their original language, presenting and discussing their characteristics and through written expression.

Elaborate tasks, units of work and year syllabi in the area of the English Language for the different levels of Primary Education.

Know how to implement different methodologies and teaching-learning strategies according to the established objectives and the pupils' needs.

Understand different strategies, techniques and activities to teach pronunciation in Primary Education.

Use songs, games and storytelling to practise the most relevant grammar aspects of the English language in the foreign language classroom from a communicative and functional perspective.

Employ ICT resources for the teaching and learning of the English language.

Know when and how to apply different types of pupils' evaluation.

Acquire the necessary phonetic, grammatical and discursive tools so as to use the English language autonomously.

Understand and apply the key concepts and terms of CLIL.

## 6. Units / Contents

**Unit 1: The Common European Framework of Reference for Languages (CEFR) and the Language Portfolio.**

**Unit 2: The English Curriculum in Primary Education.**

**Unit 2.1** The Key Competences.

**Unit 3: Syllabus design and Units of Work: Lesson Planning in Primary Education.**

**Unit 4: L2 Learning.**

**Unit 4.1** Language Acquisition & Language Learning.

**Unit 4.2** Overview of the different approaches and methods in L2 teaching.

**Unit 4.3** Current Communicative Approaches: Task based Approach, MI, CLIL.

**Unit 5: Teaching English to Young Children: How to Organize Lessons in a Communicative Way.**

**Unit 5.1** Practicing the 5 skills to develop the communicative competence in children.

**Unit 5.2** Classroom Language & Classroom Management.

**Unit 5.3** Assessing students.

**Unit 6: ICT in the foreign language classroom: Developing the 5 skills by means of ICT and multimedia to encourage the students' autonomy.**

## 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	CT03 MLI.01 MLI.02 MLI.03	0.8	20	Y	N	Introduction to the Common European Framework of Reference for Languages. Uses it has for school teachers in order to program, prepare tests and materials. Familiarization and study of the different methods and techniques applicable to the teaching of foreign languages. Study of techniques to teach the 5 communicative skills. Class discussions on the contents covered.
Class Attendance (practical) [ON-SITE]	Lectures	CT03 MLI.06 MLI.07 MLI.09 MLI.10 MLI.11	1.2	30	Y	Y	Analysis and presentation of practical cases. Exemplification of methods and techniques of teaching in foreign languages. As this is a compulsory activity, it is necessary to obtain a minimum of 4 out of 10, to make mean with the rest.
Study and Exam Preparation [OFF-SITE]	Self-study	CB05 CT03 MLI.08 MLI.09 MLI.10 MLI.11	3.6	90	N	-	Autonomous study of the topics proposed by the teacher and elaboration of a Unit of work.
Project or Topic Presentations [ON-SITE]	Guided or supervised work	CB04 CB05 CT03 MLI.04 MLI.05 MLI.09 MLI.11	0.24	6	Y	Y	Preparation and management of didactic units and oral presentations. As this is a compulsory activity, it is necessary to obtain a minimum of 4 out of 10, to make mean with the rest.
Final test [ON-SITE]	Assessment tests	CB04 CB05 CT03 MLI.01 MLI.02 MLI.03 MLI.04 MLI.05 MLI.06 MLI.07 MLI.08 MLI.09 MLI.10 MLI.11	0.16	4	Y	Y	Performance of a written objective test with multiple choice questions and short answer questions. As this is a compulsory activity, it is necessary to obtain a minimum of 4 out of 10, to make mean with the rest.

<b>Total credits of in-class work: 2.4</b>		<b>6</b>	<b>150</b>	<b>Total class time hours: 60</b>
<b>Total credits of out of class work: 3.6</b>		<b>Total hours of out of class work: 90</b>		

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
Oral presentations assessment	30.00%	30.00%	Collaborative project. Elaboration of a year syllabus and unit of work in teams which has to be presented orally. Considering possible social distancing measures, the collaborative work and the presentations can be held in classroom or online, though Teams or other alternative videoconference means to assure the participation of all the students.
Final test	50.00%	50.00%	Final exam on the main theory studied and practical aspects related to this theory.
Progress Tests	20.00%	20.00%	Tests on practical cases related to real situations in school education.
<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:

The evaluation of the ordinary call consists of two parts:

a) PRACTICAL PART: will consist of the elaboration of a Syllabus and a Unit of Work in English following the criteria established in the MOODLE of the subject. This unit must contain all the teaching-learning activities practiced in the classroom and also specified the MOODLE of the subject. Oral expositions in class on the different techniques and methods studied will be included in this part. The correct expression in English will be taken into account for assessment. This part also includes 3-4 progress tests based on practical issues.

B) WRITTEN FINAL TEST: It consists of a multiple choice test and questions on the topics of the agenda. This test will be carried out entirely in English and the student must respond in his own words, demonstrating that he has internalized the contents. To assess the test, the correct expression in English will be taken into account.

To pass the subject it is necessary to reach, at least, 40% of the objectives in BOTH parts, not being possible to obtain a positive evaluation if only ONE part has reached this 40% of the objectives.

If necessary, as a consequence of any change in the teaching or evaluation model derived from the evolution of the pandemic, any modification or adaptation required in the continuous assessment of this teaching guide will be documented through an addendum.

The assessment will be according to the following criteria: 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.

The finding of the fraudulent realization of an evaluation test or the non-fulfillment of the instructions set for carrying out the test will result in a failure grade (with a numerical grade of 0) in said test. In the particular case of the final tests, the suspense will be extended to the corresponding call (plagiarism policy, Student Assessment Regulations, Article 9).

##### Non-continuous evaluation:

The evaluation of the ordinary call consists of two parts:

a) PRACTICAL PART: will consist of the online elaboration of a Syllabus and a Unit of Work in English following the criteria established in the MOODLE of the subject. This unit should contain all teaching-learning activities specified the MOODLE of the subject. Some type of online oral exposition on the different techniques and methods studied could be included in this part. The correct expression in English will be taken into account when assessing this part. The practical cases of this part will be included in the final written test and not taken also during the progress tests based on practical issues of the continuous assessment modality.

B) WRITTEN FINAL EXAM: It consists of a test and / or questions on the topics of the agenda. Additionally to this exam, they have to take a test based on the practical cases. This test will include some practical cases similar to the progress tests part. This written final exam may be held online through the Microsoft Teams platform and carried out entirely in English. The student must respond in his own words, demonstrating that he has internalized the contents. To assess the test, the correct expression in English will be taken into account.

To pass the subject it is necessary to reach, at least, 40% of the objectives in BOTH parts, not being possible to obtain a positive evaluation if only ONE part has reached this 40% of the objectives.

Students who can not attend classes regularly must make a Syllabus and Unit of Work, with the specifications of MOODLE, and the final objective test.

The assessment will be according to the following criteria: 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.

The finding of the fraudulent realization of an evaluation test or the non-fulfillment of the instructions set for carrying out the test will result in a failure grade (with a numerical grade of 0) in said test. In the particular case of the final tests, the suspense will be extended to the corresponding call (plagiarism policy, Student Assessment Regulations, Article 9).

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

In the extraordinary call, the same parts as in the ordinary one will be evaluated by means of an exam (theory and practical cases), in addition to a section on didactic programming for students who have not passed the part of carrying out didactic programming. The student who has failed ONE part in the ordinary call will only have to retake this part for the extraordinary call. In the extraordinary call it is mandatory to pass both parts to pass the course.

It is essential to obtain 40% of the mark (4 out of 10) to make the mean applicable among the compulsory training activities.

The verification of the fraudulent realization of an evaluation test or the breach of the instructions set for the performance of the test will result in a failure grade (with a numerical grade of 0) in said test. In the particular case of the final tests, the suspense will be extended to the corresponding call.

The finding of the fraudulent realization of an evaluation test or the non-fulfillment of the instructions set for carrying out the test will result in a failure grade (with a numerical grade of 0) in said test. In the particular case of the final tests, the suspense will be extended to the corresponding call (plagiarism policy, Student Assessment Regulations, Article 9).

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

The second resit call will have the same parts than the extraordinary call. All of them have to be passed to pass the course. For the special call no marks of passed parts will be saved from one academic year to the next one.

It is essential to obtain 40% of the mark (4 out of 10) to make the mean applicable among the compulsory training activities.

The verification of the fraudulent realization of an evaluation test or the breach of the instructions set for the performance of the test will result in a failure grade

(with a numerical grade of 0) in the test. In the particular case of the final tests, the suspense will be extended to the corresponding call. The finding of the fraudulent realization of an evaluation test or the non-fulfillment of the instructions set for carrying out the test will result in a failure grade (with a numerical grade of 0) in said test. In the particular case of the final tests, the suspense will be extended to the corresponding call (plagiarism policy, Student Assessment Regulations, Article 9).

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Unit 1 (de 6): The Common European Framework of Reference for Languages (CEFR) and the Language Portfolio.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	3
Class Attendance (practical) [PRESENCIAL][Lectures]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	14
Project or Topic Presentations [PRESENCIAL][Guided or supervised work]	1
Final test [PRESENCIAL][Assessment tests]	.6
Teaching period: 28/09/2020-12/10/2020	
Group 17:	
Initial date: 20-09-2021	End date: 04-10-2021
Group 10:	
Initial date: 20-09-2021	End date: 04-10-2021
Unit 2 (de 6): The English Curriculum in Primary Education.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	3
Class Attendance (practical) [PRESENCIAL][Lectures]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	14
Project or Topic Presentations [PRESENCIAL][Guided or supervised work]	1
Final test [PRESENCIAL][Assessment tests]	.6
Group 17:	
Initial date: 05-10-2021	End date: 19-10-2021
Group 10:	
Initial date: 05-10-2021	End date: 19-10-2021
Unit 3 (de 6): Syllabus design and Units of Work: Lesson Planning in Primary Education.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Class Attendance (practical) [PRESENCIAL][Lectures]	6
Study and Exam Preparation [AUTÓNOMA][Self-study]	20
Project or Topic Presentations [PRESENCIAL][Guided or supervised work]	1
Final test [PRESENCIAL][Assessment tests]	1
Group 17:	
Initial date: 03-11-2021	End date: 17-11-2021
Group 10:	
Initial date: 03-11-2021	End date: 17-11-2021
Unit 4 (de 6): L2 Learning.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	3
Class Attendance (practical) [PRESENCIAL][Lectures]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	14
Project or Topic Presentations [PRESENCIAL][Guided or supervised work]	1
Final test [PRESENCIAL][Assessment tests]	.6
Group 10:	
Initial date: 24-11-2021	End date: 01-12-2021
Unit 5 (de 6): Teaching English to Young Children: How to Organize Lessons in a Communicative Way.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Class Attendance (practical) [PRESENCIAL][Lectures]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	14
Project or Topic Presentations [PRESENCIAL][Guided or supervised work]	1
Final test [PRESENCIAL][Assessment tests]	.6
Group 10:	
Initial date: 08-12-2021	End date: 15-12-2021
Unit 6 (de 6): ICT in the foreign language classroom: Developing the 5 skills by means of ICT and multimedia to encourage the students' autonomy.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	3
Class Attendance (practical) [PRESENCIAL][Lectures]	4
Study and Exam Preparation [AUTÓNOMA][Self-study]	14
Project or Topic Presentations [PRESENCIAL][Guided or supervised work]	1
Final test [PRESENCIAL][Assessment tests]	.6
Group 10:	
Initial date: 15-12-2021	End date: 14-01-2022
Global activity	
Activities	hours

Class Attendance (practical) [PRESENCIAL][Lectures]	30
Class Attendance (theory) [PRESENCIAL][Lectures]	20
Study and Exam Preparation [AUTÓNOMA][Self-study]	90
Project or Topic Presentations [PRESENCIAL][Guided or supervised work]	6
Final test [PRESENCIAL][Assessment tests]	4
<b>Total horas: 150</b>	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Beauchamp, Gary	ICT in the Primary School: From Pedagogy to Practice	Routledge		978-1408251362	2013	
Mateo Gómez, A.	English Language Teaching in Primary Schools. Handbook for Castilla-La Mancha. <a href="https://archive.org/details/ENGLISHLANGUAGETEACHING">https://archive.org/details/ENGLISHLANGUAGETEACHING</a>	Internet Archive		978-84-09-04400-9	2018	
Cameron, Lynne	Teaching Languages to Young Learners	Cambridge University Press		978-0-521-77434-5	2009	
Harmer, Jeremy	The practice of English language teaching	Pearson-Longman		978-1447980254	2015	
Lightbown, Patsy M.	How Languages are Learned	Oxford University Press		978-0-19-42224-6	2006	
Phillips, Diane	Projects with Young Learners	Oxford University Press		0-19-437221-9	2003	
Richards, Jack C. & Rodgers, Theodore S.	Approaches and Methods in Language Teaching (Third Edition)	Cambridge University Press		978-1-107-67596-4	2014	
Ur, Penny	A Course in English language Teaching	Cambridge University Press		978-1107684676	2012	