

**1. General information****Course:** ENGLISH LANGUAGE TEACHING**Type:** ELECTIVE**Degree:** 395 - UNDERGRADUATE DEGREE IN PRIMARY EDUCATION (TO)**Center:** 104 - FACULTY OF EDUCATION OF TOLEDO**Year:** 4**Main language:** English**Use of additional languages:****Web site:****Code:** 46350**ECTS credits:** 6**Academic year:** 2023-24**Group(s):** 40**Duration:** First semester**Second language:****English Friendly:** N**Bilingual:** N**Lecturer:** M^a ISABEL RODRIGUEZ MARTIN - Group(s): 40

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2. Pre-Requisites

Not established

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

Not established

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.06	Select and elaborate relevant and interesting oral and written texts for pupils, which allow learning of the English language.
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**

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.

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.

6. Units / Contents

Unit 1:

Unit 1.1

Unit 2:

Unit 2.1

Unit 3:

Unit 3.1

Unit 3.2

Unit 4:

Unit 4.1

Unit 4.2

Unit 5:

Unit 5.1

Unit 6:

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	CB05	0.7	17.5	N	-	
In-class Debates and forums [ON-SITE]	Debates	CB04	0.36	9	N	-	
Project or Topic Presentations [ON-SITE]	Cooperative / Collaborative Learning	CB04	1.2	30	Y	Y	
Writing of reports or projects [OFF-SITE]	Guided or supervised work	CB04	1.8	45	Y	Y	
Group tutoring sessions [ON-SITE]	Guided or supervised work	CB05	0.14	3.5	N	-	
Study and Exam Preparation [OFF-SITE]	Self-study	CB04	1.8	45	N	-	
Total:			6	150			
Total credits of in-class work: 2.4			Total class time hours: 60				
Total credits of out of class work: 3.6			Total hours of out of class work: 90				

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
Final test	30.00%	25.00%	
Progress Tests	30.00%	40.00%	
Portfolio assessment	10.00%	5.00%	
Oral presentations assessment	30.00%	30.00%	
Total:	100.00%	100.00%	

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).

9. Assignments, course calendar and important dates

Not related to the syllabus/contents

Hours	hours
Unit 1 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
In-class Debates and forums [PRESENCIAL][Debates]	1.5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	5
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	7
Unit 2 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	2.5
In-class Debates and forums [PRESENCIAL][Debates]	1.5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	5
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	7

Unit 3 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	2.5
In-class Debates and forums [PRESENCIAL][Debates]	1.5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	7
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	7
Unit 4 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	2.5
In-class Debates and forums [PRESENCIAL][Debates]	1.5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	9
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	8
Unit 5 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	2.5
In-class Debates and forums [PRESENCIAL][Debates]	1.5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	9
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	1
Study and Exam Preparation [AUTÓNOMA][Self-study]	8
Unit 6 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	1.5
In-class Debates and forums [PRESENCIAL][Debates]	10
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	3.5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	8
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	.5
Global activity	
Activities	hours
In-class Debates and forums [PRESENCIAL][Debates]	17.5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	43
Class Attendance (theory) [PRESENCIAL][Lectures]	15.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	37.5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	28.5
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	8
Total horas: 150	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
GERALD KELLY	How to teach Pronunciaton	Longman	Edinburgh	0582 429757	2001	Niveles de implementación del Marco curricular y campos de conocimiento en EFL
GUILLÉN, CARMEN y ALARIO, CARMEN	Didáctica de la lengua extranjera en educación infantil y primaria	Síntesis educación	Madrid	84-9756-008-6	2002	
MELANIE RICE	Play Together Learn Together	kingfisher	LONDON	0 86272 119 9	1998	LEGISLACIÓN EDUCATIVA
MEFP	Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria. https://www.boe.es/buscar/act.php?id=BOE-A-2022-3296				2022	
SCOTT THORNBURY	How to teach Speaking	Longman	Edimburg	9781405013994	2005	
SCRIVENER, JIM	Learning Teaching https://archive.org/details/Learning-Teaching	Macmillan				
DURÁN MARTÍNEZ, RAMIRO Y OTROS	La Formación del Profesorado de Lengua Inglesa en un Contexto Europeo	Ambos Mundos	Salamanca	84-7455-100-5	2004	BOE de 3 de mayo de 2006
MEFP	Ley Orgánica de Educación https://www.boe.es/buscar/act.php?id=BOE-A-2006-7899				2006	
SLATTERY MARY & WILLIS JANE	English for Primary Teachers	Oxford University Press	OXFORD	978-0-19-437563-4 20	2001	Desarrollo de técnicas y enfoques apropiados en la enseñanza del inglés como lengua extranjera para niños.

JEREMY HARMER	How to teach English	Pearson	Edinburgh	978-1-4058-4774-2	2007	
JCCM	Decreto 47/2017 de 25 de julio, por el que se regula el plan integral de enseñanza de lenguas extranjeras de la comunidad autónoma de Castilla-La Mancha para etapas educativas no universitarias.				2017	Legislación Educativa
PÉREZ ESTEVE, P. Y ROIG STRUCH, V.	Enseñar y aprender inglés en educación infantil y primaria (Vol. I y II).	Horsori	Barcelona		2007	Material de consulta
LANGUAGE POLICY DIVISION, THE COUNCIL OF EUROPE	Common European Framework of Reference for Languages	University Press Council of Europe		978-0-521-00531-9	2010	
LARSEN-FREEMAN, DIANE	Techniques and Principles in Language Teaching	Oxford American English	Oxford	0-19-434133-X	1986	Teaching techniques in English as a Second Language.
NEWBY, DAVID Y OTROS	European Portfolio for Student Teachers of Languages	Council of Europe		978-92-871-6207-6	2007	A reflection tool for language teacher education
RICHARDS, JACK C. Y RODGERS, THEODORE S.	Approaches and Methods in Language Teaching Third Edition	Cambridge University Press		9781107675964	2014	Métodos y enfoques en la enseñanza de las lenguas.
MECD	Organic Act on Education				2007	
MOON, JAYNE	Children learning English	Macmillan Heinemann		9781405080026	2000	Teaching and learning English as a foreign language (EFL)
SCOTT THORNBURY	How to teach Vocabulary	Pearson	LONDON	978-0-582-42966-6	2022	
COYLE, DO and others	Content and Language Integrated Learning	Cambridge	Edimburg	78-0-521-11298-7	2010	Comprehensive overview of CLIL