



# UNIVERSIDAD DE CASTILLA - LA MANCHA

## GUÍA DOCENTE

### 1. General information

**Course:** ENGLISH LANGUAGE TEACHING METHODOLOGY  
**Type:** PRACTICUM-RELATED COURSE  
**Degree:** 392 - BACHELOR'S DEGREE IN PRIMARY EDUCATION (AB)  
**Center:** 101 - FACULTY OF EDUCATION IN ALBACETE  
**Year:** 3

**Main language:** English  
**Use of additional languages:**  
**Web site:**

**Code:** 46349  
**ECTS credits:** 6  
**Academic year:** 2023-24  
**Group(s):** 17 14  
**Duration:** First semester  
**Second language:**  
**English Friendly:** N  
**Bilingual:** Y

Lecturer: RAQUEL SÁNCHEZ RUIZ - Group(s): 17				
Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación de Albacete. Departamento de Inglés (1ª planta) y despacho del Vicedecanato (B)	FILOLOGÍA MODERNA	967-59	raquel.sanchezruiz@uclm.es	Please, check Moodle and the board of the English Department. Tutoring hours usually take place in my office downstairs (Vicedecanato).

### 2. Pre-Requisites

Students must have passed both course units *English Language and English Language Teaching I and II*.

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

This course unit is part of the Foreign Language: English Minor, which constitutes the required theoretical and practical training to be an English teacher in Primary Education. The former specialty in Foreign Language Teaching has been adapted to the new educational needs: plurilingualism, multiculturalism, European dimension, cooperative work, attention to diversity and inclusion, technologies and, above all, reflection. Therefore, the competences of the Minor, common to the four Faculties of Education at UCLM, are structured according to two cores: the linguistic and the teaching cores. Regarding language, the Minor consolidates the five communicative skills at a B2 level, independent user: vantage or upper intermediate, of the Common European Framework of Reference for Languages.

The Minor delves into the knowledge of the language based on studying phonetics, grammar and culture.

Regarding teaching, units of work and syllabi are elaborated from the current methodological perspectives, paying special attention to CLIL and the possibilities of ICT.

This work is eminently practical and aimed at meeting today's classroom needs.

### 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.03	Develop verbal and non-verbal communication strategies to convey and understand messages better.
MLI.06	Select and elaborate relevant and interesting oral and written texts for pupils, which allow learning of the English language.
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 guidelines 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	
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.	
Know when and how to apply different types of pupils' evaluation.	
Know how to implement different methodologies and teaching-learning strategies according to the established objectives and the pupils' needs.	
Understand and apply the key concepts and terms of CLIL.	
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.	
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.	
Employ ICT resources for the teaching and learning of the English language.	

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

## 6. Units / Contents

**Unit 1: The English Curriculum in Primary and the European Framework. Units of work in Primary**

**Unit 2: Content and Language Integrated Learning (CLIL). eTwinning**

**Unit 3: Cooperative Learning in Primary. Task-based syllabus design**

**Unit 4: Discourse competence in the Primary Education classroom: Storytelling, limericks, rhymes, songs, chants, games**

**Unit 5: Developing oral communication and interaction. Approaches to the teaching of reading and writing**

**Unit 6: Digital competence in the foreign language**

**Unit 7: Evaluation techniques**

## 7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (practical) [ON-SITE]	Lectures	CB04 CT03 MLI.06 MLI.08 MLI.09 MLI.10 MLI.11	0.48	12	N		Presenting contents, terms and strategies. Organising cooperative work.
Class Attendance (practical) [ON-SITE]	Cooperative / Collaborative Learning	CB04 CB05 CT03 MLI.03 MLI.06 MLI.08 MLI.09 MLI.10 MLI.11	0.4	10	Y	N	Solving practical problems and elaborating group practices in cooperative groups. eTwinning project proposals (collaboration with other European centres). Implementing tasks and teaching proposals in real classrooms (e.g. interactive groups, etc.).
In-class Debates and forums [ON-SITE]	Debates	CB04 CT03 MLI.03 MLI.06 MLI.08 MLI.09 MLI.10 MLI.11	0.24	6	N		Brainstorming. Debates, dialogues and questions and answers. Correction.
Computer room practice [ON-SITE]	Cooperative / Collaborative Learning	CB04 CB05 CT03 MLI.03 MLI.06 MLI.08 MLI.09 MLI.10 MLI.11	0.64	16	Y	N	Information search. Reading comprehension. Correction. Elaboration of practices.
Project or Topic Presentations [ON-SITE]	Cooperative / Collaborative Learning	CB04 CB05 CT03 MLI.03 MLI.06 MLI.08 MLI.09 MLI.10 MLI.11	0.32	8	Y	Y	Oral presentations of a task and other activities. Reflection and debates about those presentations.
Group tutoring sessions [ON-SITE]	Guided or supervised work	CB04 CT03 MLI.06 MLI.08 MLI.09 MLI.10 MLI.11	0.24	6	N		Monitoring each cooperative group's training process and their work. Helping and giving advice about how to plan activities.
Writing of reports or projects [OFF-SITE]	Guided or supervised work	CB04 CB05 CT03 MLI.03 MLI.06 MLI.08 MLI.09 MLI.10 MLI.11	2	50	Y	Y	Information search and reflective analysis. Debates, exchanging opinions and reaching agreements. Organisation of teaching materials. Designing and elaborating teaching material and drafts. Correction.
Study and Exam Preparation [OFF-SITE]	Self-study	CB04 CB05 CT03 MLI.06 MLI.08 MLI.09 MLI.10 MLI.11	1.6	40	N		Consulting reference materials and bibliography. Reading comprehension. Reflecting on their own mistakes.
Final test [ON-SITE]	Assessment tests	CB04 CB05 CT03 MLI.03 MLI.06 MLI.08 MLI.09 MLI.10 MLI.11	0.08	2	Y	Y	Final written exam, including theory and practice.
<b>Total:</b>			<b>6</b>	<b>150</b>			
<b>Total credits of in-class work: 2.4</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
Progress Tests	30.00%	30.00%	Practices, tasks, activities and tests through Moodle and group presentations.
Final test	30.00%	30.00%	Written exam, including theory (50%) and practice (50%), of contents seen in class. It is necessary to pass both parts of the exam, 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.
Practicum and practical activities reports assessment	5.00%	5.00%	Teaching implementations and projects carried out in real classrooms, which might include CLIL activities, interactive groups, etc.
			This consists of two parts: 1) Elaborating and orally presenting a task about a topic and grade given by the lecturer (25%); and

Theoretical papers assessment	35.00%	35.00%	2) creating an eTwinning project, which might include the collaboration of other European centres (10%).
<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 lecturer will check to which extent the student can plan, design and put activities and tasks into practice, in cooperative groups, to teach English in Primary Education.

It is necessary to pass both the written exam and the task, 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. Moreover, the student must pass both the theoretical and practical parts of the final exam, 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. Likewise, the student must hand in the practices and eTwinning project and participate in interactive groups at least once.

Important remarks:

For the oral group presentations, written projects, practices and exam, the quality of the language employed will be considered. In fact, for every mistake of those included in the list "mistakes to avoid" (see Moodle), the student will miss 0.25 points in the corresponding activity up to a maximum of 3 points (12 mistakes).

Rubrics will be used both for the cooperative group and teaching productions.

Students who do not attend classes regularly will have to do the same as people attending regularly and the same percentages will be applied.

No marks will be considered from different academic years.

If a fraudulent practice is detected in any kind of evaluation carried out by a student, the exam, project... will result into failure, with a final grade of zero (0) in the corresponding course. The detection by the lecturer that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student (See Article 8 of the UCLM Student Assessment Regulations).

##### Non-continuous evaluation:

The lecturer will check to which extent the student can plan, design and put activities and tasks into practice, in cooperative groups, to teach English in Primary Education.

It is necessary to pass both the written exam and the task, 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. Moreover, the student must pass both the theoretical and practical parts of the final exam, 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.

Likewise, the student must hand in the practices and eTwinning project and participate in interactive groups at least once.

Important remarks:

For the oral group presentations, written projects, practices and exam, the quality of the language employed will be considered. In fact, for every mistake of those included in the list "mistakes to avoid" (see Moodle), the student will miss 0.25 points in the corresponding activity up to a maximum of 3 points (12 mistakes).

Rubrics will be used both for the cooperative group and teaching productions.

Students who do not attend classes regularly will have to do the same as people attending regularly and the same percentages will be applied.

No marks will be considered from different academic years.

If a fraudulent practice is detected in any kind of evaluation carried out by a student, the exam, project... will result into failure, with a final grade of zero (0) in the corresponding course. The detection by the lecturer that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student (See Article 8 of the UCLM Student Assessment Regulations).

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

To pass the course unit in this examination session, students must pass both the final exam (50%) and the task (50%), or at least have a 4 out of 10 in one part but an average of 5 or more in total. However, marks from class will be considered with the same percentages of the ordinary examination session if they are beneficial for students' final marks.

Moreover, if a student passes the exam but fails the task, they will have to repeat just this part in the extraordinary examination session. On the contrary, if they pass the task, but not the exam, they will have to repeat just this part in the extraordinary examination session.

For the oral group presentations, written projects, practices and exam, the quality of the language employed will be considered. In fact, for every mistake of those included in the list "mistakes to avoid" (see Moodle), the student will miss 0.25 points in the corresponding activity up to a maximum of 3 points (12 mistakes).

Rubrics will be used both for the cooperative group and teaching productions.

Students who do not attend classes regularly will have to do the same as people attending regularly and the same percentages will be applied.

If a fraudulent practice is detected in any kind of evaluation carried out by a student, the exam, project... will result into failure, with a final grade of zero (0) in the corresponding course. The detection by the lecturer that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student (See Article 8 of the UCLM Student Assessment Regulations).

No marks will be considered from different academic years.

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

To pass the course unit in this examination session, students must pass both the final exam (50%) and the task (50%), or at least have a 4 out of 10 in one part but an average of 5 or more in total.

For the oral group presentations, written projects, practices and exam, the quality of the language employed will be considered. In fact, for every mistake of those included in the list "mistakes to avoid" (see Moodle), the student will miss 0.25 points in the corresponding activity up to a maximum of 3 points (12 mistakes).

Rubrics will be used both for the cooperative group and teaching productions.

Students who do not attend classes regularly will have to do the same as people attending regularly and the same percentages will be applied.

If a fraudulent practice is detected in any kind of evaluation carried out by a student, the exam, project... will result into failure, with a final grade of zero (0) in the corresponding course. The detection by the lecturer that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student (See Article 8 of the UCLM Student Assessment Regulations).

No marks will be considered from different academic years.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
<b>Unit 1 (de 7): The English Curriculum in Primary and the European Framework. Units of work in Primary</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (practical) [PRESENCIAL][Lectures]	1.75

Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	1.75
In-class Debates and forums [PRESENCIAL][Debates]	.5
Computer room practice [PRESENCIAL][Cooperative / Collaborative Learning]	1
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	.5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	6
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Final test [PRESENCIAL][Assessment tests]	.35

**Teaching period:** The duration of each unit will be specified in class and students will be able to download the outline for each unit in advance in Moodle.

#### Unit 2 (de 7): Content and Language Integrated Learning (CLIL). eTwinning

Activities	Hours
Class Attendance (practical) [PRESENCIAL][Lectures]	1.5
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	1.25
In-class Debates and forums [PRESENCIAL][Debates]	1
Computer room practice [PRESENCIAL][Cooperative / Collaborative Learning]	2.5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	.75
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	7.25
Study and Exam Preparation [AUTÓNOMA][Self-study]	6
Final test [PRESENCIAL][Assessment tests]	.25

**Teaching period:** The duration of each unit will be specified in class and students will be able to download the outline for each unit in advance in Moodle.

#### Unit 3 (de 7): Cooperative Learning in Primary. Task-based syllabus design

Activities	Hours
Class Attendance (practical) [PRESENCIAL][Lectures]	1.75
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	1.25
In-class Debates and forums [PRESENCIAL][Debates]	1
Computer room practice [PRESENCIAL][Cooperative / Collaborative Learning]	2.5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1.25
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	1
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	7.25
Study and Exam Preparation [AUTÓNOMA][Self-study]	6
Final test [PRESENCIAL][Assessment tests]	.25

**Teaching period:** The duration of each unit will be specified in class and students will be able to download the outline for each unit in advance in Moodle.

#### Unit 4 (de 7): Discourse competence in the Primary Education classroom: Storytelling, limericks, rhymes, songs, chants, games

Activities	Hours
Class Attendance (practical) [PRESENCIAL][Lectures]	1.5
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	1.25
In-class Debates and forums [PRESENCIAL][Debates]	1
Computer room practice [PRESENCIAL][Cooperative / Collaborative Learning]	2.5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1.5
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	1
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	7.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	6
Final test [PRESENCIAL][Assessment tests]	.25

**Teaching period:** The duration of each unit will be specified in class and students will be able to download the outline for each unit in advance in Moodle.

#### Unit 5 (de 7): Developing oral communication and interaction. Approaches to the teaching of reading and writing

Activities	Hours
Class Attendance (practical) [PRESENCIAL][Lectures]	1.75
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	1.5
In-class Debates and forums [PRESENCIAL][Debates]	1
Computer room practice [PRESENCIAL][Cooperative / Collaborative Learning]	3
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1.25
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	1
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	7.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	6
Final test [PRESENCIAL][Assessment tests]	.35

**Teaching period:** The duration of each unit will be specified in class and students will be able to download the outline for each unit in advance in Moodle.

#### Unit 6 (de 7): Digital competence in the foreign language

Activities	Hours
Class Attendance (practical) [PRESENCIAL][Lectures]	1.75
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	1.25
In-class Debates and forums [PRESENCIAL][Debates]	1
Computer room practice [PRESENCIAL][Cooperative / Collaborative Learning]	2
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	1
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	7.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Final test [PRESENCIAL][Assessment tests]	.2

**Teaching period:** The duration of each unit will be specified in class and students will be able to download the outline for each unit in advance in Moodle.

#### Unit 7 (de 7): Evaluation techniques

Activities	Hours
------------	-------

Class Attendance (practical) [PRESENCIAL][Lectures]	2
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	1.75
In-class Debates and forums [PRESENCIAL][Debates]	.5
Computer room practice [PRESENCIAL][Cooperative / Collaborative Learning]	2.5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	.75
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	7
Study and Exam Preparation [AUTÓNOMA][Self-study]	6
Final test [PRESENCIAL][Assessment tests]	.35
<b>Teaching period:</b> The duration of each unit will be specified in class and students will be able to download the outline for each unit in advance in Moodle.	
<b>Global activity</b>	
<b>Activities</b>	<b>hours</b>
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	50
Final test [PRESENCIAL][Assessment tests]	2
Class Attendance (practical) [PRESENCIAL][Lectures]	12
Study and Exam Preparation [AUTÓNOMA][Self-study]	40
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	10
Computer room practice [PRESENCIAL][Cooperative / Collaborative Learning]	16
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	6
In-class Debates and forums [PRESENCIAL][Debates]	6
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	8
<b>Total horas: 150</b>	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	City	ISBN	Year	Description
						At the beginning and along the course, links and reference materials will be provided through Moodle. References may be provided as well upon request.
	European Council Recommendation of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance).				2018	Education legislation
P. Pérez Esteve and V. Roig Struch	Enseñar y aprender inglés en Educación Infantil y Primaria (Vol. I y II)				2007	Reference material
Language Policy Division, the Council of Europe	The Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors				2018	Reference material
J. Brewster and G. Ellis with D. Girard	The Primary English Teacher's Guide (New Edition)	Penguin			2011	Reference material
	The Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume <a href="https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4">https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4</a>				2020	Reference material
D. Madrid and N. McLaren	TEFL in Primary Education	Universidad de Granada			2004	Reference material
	Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación <a href="https://www.boe.es/diario_boe/txt.php?id=BOE-A-2020-17264">https://www.boe.es/diario_boe/txt.php?id=BOE-A-2020-17264</a>				2020	Education legislation