

## 26623 - English in primary education II

### Syllabus Information

**Academic year:** 2024/25

**Subject:** 26623 - English in primary education II

**Faculty / School:** 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

**ECTS:** 6.0

**Year:** 2

**Semester:** Second semester

**Subject type:** Compulsory

**Module:**

### 1. General information

The main goal of this subject is for students to increase their oral and written communicative competence in English, learning strategies and resources for teaching and learning a foreign language in relation to topics relevant to their professional development as future Primary Education teachers and reflecting on their own learning. To this end, the learning results are focused on the skills of comprehension, production and interaction, as well as on the description and evaluation of classroom practices. All these results will be evaluated at in the subject.

### 2. Learning results

- Understand written texts in English on topics related to their future professional performance or to the learning and teaching of English as a foreign language.

- Understand both the main ideas and specific details in oral texts of a different nature and with speakers from different backgrounds on subjects related to their future professional performance or to the learning and teaching of English as a foreign language.

- Be able to express oneself orally and in writing and interact with other interlocutors in English on subjects of relevance to Primary Education teachers or related to the learning and teaching of English as a foreign language, with intelligible pronunciation and using the language correctly and appropriately for the communicative situation. - Produce different types of oral, written or multimodal texts such as a blog post on bilingual education or a video of a scientific experiment, with an acceptable degree of linguistic accuracy and textual coherence.

- Identify, describe and evaluate classroom practices (procedures, techniques, methodological resources and didactic sequences) of a teaching-learning process of a foreign language based on the development of communicative competence.

- Acquire habits and skills for autonomous and cooperative learning, and develop tools for self-evaluation, peer evaluation and reflection on foreign language learning.

### 3. Syllabus

The planning of the different learning activities may include, by way of example, the following relevant topics for the future teacher of Primary Education:

- Bilingual Education: introduction to concepts such as CLIL (Content and Language Integrated Learning), Bilingual Education, linguistic immersion or EMI (English-medium instruction).

- Physical Education: content related to the importance of maintaining and promoting healthy habits among primary school pupils, providing instructions in English to carry out certain physical activities, proposing projects, activities and resources that contribute to the emotional development of primary school pupils, etc. - Natural and Social Sciences: contents related to the instructional language for carrying out certain scientific experiments, the formulation of hypotheses, the observation of changes, the description of places of tourist interest, etc. narration of past and future personal events, etc.

- Artistic Education: content related to instructional language to describe the evolution of different artistic movements with visual aids such as a timeline, the possible benefits of using music for learning, the analysis of the linguistic components of songs for use in the EFL classroom, etc. etc..

### 4. Academic activities

- Participative master class: 30 hours

- Problem solving and case studies: 30 hours

- Study and personal work: 84 hours

- Assessment tests: 6 hours

## 5. Assessment system

The student must demonstrate achievement of the intended learning outcomes through the following assessment activities:

### Summative continuous assessment

It consists of a series of learning activities throughout the course such as quizzes, essays, videos, oral presentations, etc., which account for 20% of the final grade. In this case the other 80% is obtained by performing the tests that describes for the global test.

### Overall test

1. Written test:

Reading comprehension activities (15%)

Listening comprehension activities (15%)

Written expression activities (20%)

Activities of use of the foreign language (20%)

Activities for analysis and evaluation of classroom practices and development of skills and strategies (10%)

2. Oral test:

Oral production and interaction activities (15%) and English pronunciation activities (5%). As this is an individualized test, may take place on different dates and at different times than the written test, for organizational reasons. Those dates will be sent to students through the Moodle platform.

Assessment criteria are as follows:

#### *Oral production/interaction*

The student must be able to participate in a conversation, on topics of their speciality and subjects taught through the English language, showing a specialised register in the use of the language, using intelligible pronunciation, with linguistic correctness, and a certain degree of creativity and complexity, taking into account the specific communicative context.

#### *Written production*

The student must be able to produce texts on subjects of his/her speciality and subjects taught in English, synthesise and evaluate information and arguments from different sources, clearly describe realities and imaginary experiences using mechanisms of cohesion and coherence, summarise, communicate and offer their opinion on facts relating to everyday matters and their speciality.

#### *Oral comprehension*

The student must be able to understand the main ideas and extract concrete information in texts specific to the field of education and foreign language teaching, understand a lecture or talk on such topics, understand oral discourse specific to their social and professional environment, identify the points of view and attitudes of the speaker, as well as the content of the information.

#### *Reading comprehension*

The student must be able to extract the main ideas from a text on specific topics related to the educational field and to the process of teaching and learning foreign languages. They must also show that he/she is able to make inferences for comprehension, search for specific information, use the context to understand new vocabulary or expressions.

#### *Use of foreign language*

Students must demonstrate their knowledge of specific vocabulary in the field of education and of subjects imparted through the English language, as well as of lexical-grammatical and discursive structures necessary to express meanings and perform certain communicative acts and of phonetic aspects of the English language.

#### *Analysis and evaluation of classroom practices and development of skills and strategies*

The student shall be able to identify, describe and evaluate procedures, techniques and methodological resources used in the classroom, as well as processes and strategies applied and which lead to the development of communicative competence in English as a foreign language using metalanguage in an appropriate way.

Due to the competency and specific nature of the subject, the levels of demand are the following:

In order to pass the subject, the student must obtain, in the sum total of the different sections previously described, a score equal to or higher than 50% of the maximum score, as well as a score equal to or higher than 50% of the maximum score in each section.

Class participation, as well as the preparation of a series of activities (both written and oral) suggested by the teacher, will be aspects to be evaluated when adjusting the grade or awarding an honors degree.

### Global test and second call

In the second call, the tests and percentages are the same as in the first call.

### Fifth and sixth calls

In the fifth and sixth call, the tests and percentages are the same as in the rest of the calls. The tests will be evaluated by the corresponding Tribunal.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.

## 6. Sustainable Development Goals

4 - Quality Education