

## 26678 - Resources for EFL in primary school

### Teaching Plan Information

**Academic year:** 2024/25

**Subject:** 26678 - Resources for EFL in primary school

**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:** 4

**Semester:** First semester

**Subject type:** Optional

**Module:**

### 1. General information

The future teacher of English as a foreign language must be able to critically evaluate existing materials to determine their appropriateness to the curriculum. It must also have the ability to develop written, oral and communicative skills in elementary students, as well as adapt and supplement existing materials to meet the changing needs of students, considering their diversity in paces, learning styles and interests.

This subject focuses on applying specific methodological principles, which will be further explored in other subjects (*Learning and Teaching EFL* and *Planning Effective Teaching*), to evaluate, adapt and design materials that promote communicative competence in elementary school students. Upon completion of this subject, along with those mentioned above, the student will be prepared to teach English effectively in an elementary classroom.

To pass the subject, it is essential to read the recommended materials, attend classes and actively participate in the proposed activities. A minimum level of English B2 of the Common European Framework of Reference for Languages is also required.

### 2. Learning results

**The student, in order to pass this subject, must demonstrate the following results...**

1. Develops and evaluates the content of the English as a foreign language curriculum in elementary school through appropriate didactic resources that promote the development of students' written and oral skills (*reading, writing, listening and speaking*), as well as aspects of the linguistic system (grammar, vocabulary and pronunciation).
2. Properly analyzes and evaluates existing materials and resources for teaching English in the primary classroom and is able to adapt them to specific educational contexts.
3. Adapt and create original materials and resources that promote the communicative competence of the students according to their specific needs and characteristics and taking into account their diversity..
4. Develops and implements tasks and activities that integrate the development of different skills (*meaning-focused*, focused on the expression of meaning) and tasks and activities that integrate skill-focused work with form-focused (*form-focused*).
5. Knows and applies information and communication technologies to select and design appropriate activities that promote meaningful cooperative and autonomous learning of children in the elementary English classroom.

### 3. Syllabus

In order to achieve the learning results detailed in the previous section, the subject is structured around 5 thematic blocks:

1. General theoretical principles: from the EFL primary education curriculum to classroom resources
2. Principles, materials and resources to teach and learn the language skills in the EFL primary school classroom.
  - 2.1- Teaching Listening.
  - 2.2- Teaching Speaking.
  - 2.3- Teaching Reading.
  - 2.4- Teaching Writing.
3. Principles, materials and resources to teach and learn the language system in the EFL primary school classroom. The integration of language work and skills work
  - 3.1- Teaching Grammar
  - 3.2- Teaching Vocabulary

- 3.3- Teaching pronunciation and phonics
- 4. Integrating content and language learning (CLIL)
- 5. Adapting, evaluating and using authentic materials in the EFL primary classroom.

#### 4. Academic activities

Face-to-face:

- Exposition of the methodological principles to evaluate and design didactic resources that promote the learning of the 5 skills.
- Practical classes to evaluate activities and tasks from textbooks, audiovisual resources, etc., focused on different skills and aspects of language.
- Practical classes focused on adapting, creating and presenting materials that foster communicative competence in English for primary students.
- Students will implement, self-assess and evaluate each other's self-designed activities.

Non-presential:

- Reading of documentation and bibliography.
- Search and selection of activities and tasks in different formats.
- Critical analysis of resources, activities and learning tasks.
- Design and creation of learning resources, activities and tasks.

The calendar of the face-to-face sessions and the evaluable activities will be communicated through the ADD and/or through a document delivered by the teacher at the beginning of the subject period.

#### 5. Assessment system

The following aspects will be considered in the evaluation activities:

##### **Modality A:**

##### Activities 1 and 2

- Appropriate selection of activities and tasks in different educational contexts.
- Proper application of methodological principles when analyzing and evaluating resources.
- Analysis and evaluation of activities according to the contents and objectives of the curriculum.
- Connection between theory and practice.
- Appropriate use of information and communication technologies.

##### Learning Activity 3: Lesson design

- Adequacy to the curricular objectives and contents.
- Clarity and precision of the objectives.
- Quality of resources.
- Originality and creativity.
- Connections between theory and practice.
- Use of ICT.

##### Learning Activity 4: Implementation of activities

- Ability to organize and lead the implementation of designed activities and tasks among peers Clarity of exposition, instructions, explanations, etc.
- Adaptation of the activity
- Self-evaluation of the development of activities
- Evaluating the activities of peers

##### Learning Activity 5: Final test

- Understanding of methodological fundamentals.
- Connections between theory and practice.
- Application of methodological fundamentals.
- Relationship between contents, objectives and materials.

##### Learning activities 1-5:

- Correctness in the use of the English language

Students undergoing evaluation type A will be required to complete all activities (1-5) and to obtain a minimum mark of 40% in all of them.

##### **Modality B:**

### Learning activity 1: lesson design

The assessment criteria of the lesson plan will be the same as in activity 3 of assessment modality B.

In addition, students will need to present and/or implement the activity in front of the teachers. The criteria for assessing this implementation will be the same as those in learning activity 4 of assessment modality B.

### Learning Activity 2: Final test

The assessment criteria will be the same as in activity 5 of modality 2.

Students undergoing evaluation type B will be required to complete both learning activities (1-2) and to obtain a minimum mark of 40% in both of them.

In order to pass this subject, an adequate and correct use of English equivalent to level B2 of the Common Framework of Reference for Languages is required.

Finally, it should be noted that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests through academic fraud, as well as the application of article 30 of the Regulations for Evaluation of Learning in relation to the irregular practices other than academic fraud

## **6. Sustainable Development Goals**

- 4 - Quality Education
- 5 - Gender Equality