

Course	Code	Academic year
English For Primary Teachers I	141234	2025-2026
Degree	Year	Semester
Primary Education	3	1
Course type	ECTS credits	Language
Elective	6	English
Lecturer(s)		
M. ^a Dolores Sánchez Ojanguren lsanchez@bam.eus		

Description
<p>The main aim of this course is to help Primary Education undergraduates to achieve an excellent command of English (both general and specific) equivalent to level B2+ of the European Framework of Reference for Languages so that they are able to teach English and also curriculum subjects in English. It focuses particularly on the language that teachers need for using in the Primary classroom, for talking and reading about their work and for furthering their studies in English as a Foreign Language.</p> <p>The course is very practical as there is an emphasis on productive skills (oral production, oral interaction and written production), and it also aims to provide students with the knowledge and tools for analyzing and designing effective CLIL-based Teaching Units.</p>

Requirements
B2 Level of English according to the Common European Framework of Reference for Languages.

Competences
<p>SUBJECT-SPECIFIC COMPETENCES (S-S.C.5., S-S.C.7):</p> <p>S-S.C.5. Communicating clearly and correctly in English, both orally and in writing, at B2+ Level of EFRL in the various linguistic situations linked to the teaching profession:</p> <ul style="list-style-type: none"> • Uses an appropriate variety of oral language in interventions with children at Primary. • Plans presentations taking into account students' different comprehension levels at the different stages of Primary Education. • Reflects on the linguistic and cultural diversity of Basque schools when analyzing and designing CLIL-based material. • Selects and integrates specific lexis and textual genres in Primary curriculum subjects. • Reaches an excellent oral and written command of English at B2+ Level of the EFRL <p>C.G.5. GENERIC COMPETENCE (G.C.5.): ORAL COMMUNICATION</p> <p>Expressing clearly and opportunely one's ideas, knowledge and feelings in speech, adapting to the audience and situation to ensure good comprehension and attention.</p> <p>G.C.5.2. ORAL COMMUNICATION (Level 2). Speaking before groups with ease; conveying conviction and assurance and adapting discourse to suit formal requirements.</p> <ul style="list-style-type: none"> • Delivers interesting, convincing talks. • Matches speech and body language. • His/her talks are duly prepared. • Helps audience to follow ideas through visual aids. • Adapts the form of a message to diverse situations



Sustainable Development Goals and Laudato si' Goals



SDG4 – Quality Education. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

1.2.4 Learning objectives for SDG4 “Quality Education”. Socio-emotional learning objectives.

1.2.4.3 Socio-emotional learning objective

The learner is able to recognize the intrinsic value of education and to analyse and identify their own learning needs in their personal development.



LSG6 n° 210 (adapted)- Encouraging that “(future) educators are capable of developing an ethics of ecology, and helping people, through effective pedagogy, to grow in solidarity, responsibility and compassionate care”, and not limit themselves exclusively to “scientific information, consciousness-raising and the prevention of environmental risks” to their students.

Contents

English for Primary Teachers I is designed to help teachers to improve their language ability for using English in the Primary classroom, making professional contacts, having discussions with colleagues and students and also for teaching and working on different academic subjects: Languages, Natural Science, Geography, History, Technology, Ethics, Psychology, Sociology, Arts.

The course integrates the 5 language skills (oral production, oral interaction, written production, reading comprehension and listening comprehension) and covers a wide range of subjects which can be classified as follows

INTRODUCTORY UNIT: Education. Coming of age. The right method? Discussing rules in education and different school systems. Talking about changes to education in your country. University. Giving your opinion on an aspect of education. Writing a report.

UNIT 1: Travel. Talking about holiday expectations and organizing a holiday. Telling a story about a nightmare on holiday. Giving detailed directions to a place. Using diplomatic language to make recommendations, requests and refusals. Writing a travel brochure for your hometown.

UNIT 2: Everyday problems. Talking about regrets and first impressions. Discussing what could have been different. Apologizing for a series of problems. Writing a podcast review.

UNIT 3: Food and drink. Talking about food trends in your country. Giving honest but polite opinions. Using reformulation to ask for and give clarification. Writing an email of complaint.

UNIT 4: Work and business. Describing your dream work. Talking about workplace rules. Deciding what to do in workplace scenarios. Buying time while answering difficult questions. Writing a personal statement.

UNIT 5: Changing weather: Taking part in a debate on flight shaming. Discussing climate change headlines. Making a small talk. Writing a cause-and-effect essay.

UNIT 6: A place to live: Planning a renovation project. Persuading someone to do something. Writing a short biography.

UNIT 7: Objects: Summarising and relaying a story. Using active listening techniques to encourage someone to tell a story. Writing a news article.

UNIT 8: Stories and literature: discussing reading habits. Making concessions to reach agreement. Writing an informal mail.

UNIT 9: Communication: meaningful conversations. Debating social media’s impact. Writing a report.

UNIT 10: City life: Delivering a campaign speech. Writing a balance essay

Teaching and learning strategies

- Role-plays, class debates, simulations and oral presentations.
- Video watching and listening activities.
- Reading texts and follow-up exercises such as comprehension questions and summary writings.
- English in Use tests.
- A CLIL-based teaching unit.
- Individual oral presentation.
- Written assignments on the various topics dealt with throughout the semester.
- Preparation of the final exam based on the course syllabus.
- Group/pair projects to be presented in front of the class or recorded on video.
- Participation in classroom activities will be encouraged..

Assessment

- On-going assessment during the learning process and final mark given at the end of the course.
- Assessment elements:
 - In-class participation, classroom exercises, class discussions, individual written assignments 10 %
 - CLIL teaching unit + Oral presentation: 45 %
 - Final exam: 45%
 - All competences must be passed in order to pass this course.
 - The reference level of English for this course is B2+.
 - All tasks must be submitted at due time.
 - Class attendance is a requirement. Students who are unable to attend class must tell the lecturer.
 - The work presented will on every occasion follow the academic conventions for the type of piece involved.
 - Presentation and linguistic accuracy will be taken into account, and no-substandard piece of work will be admitted, and therefore, marked.
 - Plagiarism of part or the whole of a piece of work leads to an automatic failing of the course with a 0 result on the official academic records.
 - In the event of the student not passing the course, s/he has the right to resit, where s/he will just have to repeat or submit the assessment pieces related to the failed competences.

Prohibition of the use of AI tools

The use of Artificial Intelligence (AI) tools or content generated through them is not permitted. Copying, plagiarising, or generating any academic work through Artificial Intelligence is not permitted. Committing such fraudulent practices will be considered a serious offence, as per Article 75 of the Student Regulations (Official Bulletin of the University of Deusto No. 81, June 2023).

Note: The professor may ask the student to justify his or her work by asking additional questions, about the different assignments or tasks.

Bibliography

- Betta, L. & DuPaquier C. (1998). *Focus on Reading and Writing*. Longman.
- Bixby, J. & Scanlon J. (2013). *Skillful Reading & Writing, Student's book 3 (Level B2)*. Macmillan.
- Boyle, M. & Kisslinger E. (2013). *Skillful Listening & Speaking, Student's book 3 (Level B2)*. Macmillan.
- Council of Europe (2001). *A Common European Framework of Reference* (Strasbourg: Council of Europe).
- Day, J & Price, E (2021) *Macmillan English Hub B2+ Student's Book*. Macmillan Education, Iberia Edition.
- Day, J & Price, E (2021) *Macmillan English Hub B2+ Workbook*. Macmillan Education, Iberia Education.
- Deller, S. & Price C. (2007). *Teaching Other Subjects Through English*. Oxford University Press.
- Emsden-Bonfanti, S. (2010). *Ready for IELTS, workbook*. Macmillan.
- Fuchs, M. & Bonner, M. (2003). *Grammar Express*. Pearson Longman.
- Hadfield, J. & Hadfield C. (2007). *Introduction to Teaching English*. Oxford University Press.
- Harding, K. (2007). *English for Specific Purposes*. Oxford University Press.
- House, S. (1997). *An Introduction to Teaching English to Children*. London Richmond.
- Loughheed, L. (2011). *Direct to TOEFL IBT*. Macmillan.
- McCarter, S. (2013). *Direct to IELTS*. Macmillan.
- Parrot, M. (2000). *Grammar For English Language Teachers*. Cambridge University Press.
- Phillips, D. (2009). *Introductory Course for the TOEFL Test*. Pearson Longman.
- Raymond, M. (2012). *English Grammar in Use Intermediate (4th Edition)*. Cambridge University Press.
- Rogers, B. (2007). *The Complete Guide to the TOEFL Test*. Heinle Cengage Learning
- Slattery, M. & Willis, J. (2006). *English for Primary Teachers: A handbook of Activities and Classroom Language*. Oxford University Press.
- Spratt, M. (1994). *English for the teacher: A language development course*. Cambridge Teacher Training and Development
- Vince, M. and French, A. (2011). *IELTS Language Practice*. Macmillan.