

Course	Code	Academic year
English For Primary Teachers II	141235	2025-2026
Degree	Year	Semester
Primary Education	4	2
Course type	ECTS credits	Language
Elective	6	English
Lecturer(s)		
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Description

The main purpose of this course is to help teacher training primary students achieve a command of English equivalent to level C1 of the European Framework of Reference for Languages. It focuses on two educational approaches: CBL (Content-based Language Teaching) and EAP (English for Academic Purposes). Both of them will help undergraduates improve their academic-professional knowledge, English and study skills and attitudes so they can educate children more effectively in the future. Theoretical considerations are balanced with practical experience to equip students with the necessary tools to study and teach academic subjects.

Requirements

Good command of an advanced level of English in the region of B2+ and C1 according to the Common European Framework of Reference for Languages.

Competences

GENERIC COMPETENCE

C.G.6 Writing skills: Relating effectively to other people through clear written expression of what one thinks and/or feels, using graphic support as necessary.

G.C.6.2. Communicating with ease in medium-length essays, structuring contents and graphic material to facilitate the reader's understanding and interest.

LEARNING OUTCOMES

- Relates various elements (facts, opinions) to arrive at conclusions.
- Structures essay to aid comprehension.
- Uses appropriate language to convey contents.
- Captures reader's interest.

Specific competences

S-S.C.5. Communicating accurately and with fluency both orally and in writing at C1 level of the European Framework of Reference for languages in different linguistic situations linked to non-curricular subject matter and to the teaching profession after personal previous reflection and/or in collaboration with fellow students to achieve effective use of the English language.

- Writes English productions in a correct and meaningful way taking into account the different addressee
- Reaches the level of competence in the foreign language in contexts linked with the teaching profession



Sustainable development Goals and Laudato si' Goals



SDG4 – Quality Education. Ensure inclusive and equitable quality education and promote life long 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

Unit 1: Trends. (Nominal clauses, comparatives and superlatives, metaphors, experimenting with prefixes and suffixes, linking and intrusive /r/ emphatic stress, listening for recommendations, using contrasts to work out meaning, using circumlocution, writing a blog post).

Unit 2: Creativity. (Narrative tenses and future in the past, describing art, compound adjectives, contrastive stress, questions for comments and criticism, anticipating content before listening, inferring meaning, managing a discussion, write a review).

Unit 3: Progress. (Future structures, inversion, forming verbs from adjectives, verb-noun collocations, stress-shift words, listening to identify persuasive techniques, maintaining a conversation, reading to determine costs and benefits, write a persuasive email).

Unit 4: Intelligence. (Conditionals without if, wishes and regrets, conceptual metaphors, thinking, adding information or changing the topic, identifying logical fallacies, identifying different writing styles, recounting events write a report)

Unit 5: Games. (The passive, passive reporting structures, expressing disbelief, -ate words, understanding colloquial asides, building relationships, writing a formal report).

Unit 6: Discoveries. (Past modals, infinitive-gerund, phrasal verbs, binomial expressions, pauses and pitch in presentations, prediction strategies for reading, taking notes, conducting an interview, write an expository essay).

Unit 7: Extremes. (It, what and all clefting, polysemy and intensifiers, intonation in question tags, understanding reference within texts, changing and recycling topics, writing a cover letter).

Unit 8: Well-being. (Relative clauses, pronouns and determiners, idioms, pronunciation of idioms, identifying writer's opinions, repairing misunderstandings, write a summary).

Unit 9: Behaviour. (Noun phrases, participle clauses and verbless clauses, slang, verb+object+infinitive, intrusive stops, gestures and body language, understanding rapid colloquial speech, identifying outcomes of scientific research, backtracking and reformulating, write a conclusion to an academic report).

Unit 10: Society. (Discourse markers, ellipsis and substitution, nouns with to and word building, introducing new information and managing conversations, integrating information from different texts, recognizing shifts in register, using vague language, writing a persuasive essay).

Teaching and learning strategies

In order to achieve the degree of competence required for the above the following teaching and learning strategies should be used.

Experiential context will be worked through needs analysis of previous knowledge, direct questioning and/ or questionnaires, group discussions and plenary sessions after personal previous reflection on different aspects related to the Modules above mentioned.

Reflective observation will be worked through systematic exploration in context and models provided by teaching materials (texts, video-watching ...) and students own productions.

Conceptualizing will be worked through lectures, systematic and explicit instruction, reading articles and class discussions.

Experimentation will be worked through oral presentations in front of the class, individual and group tasks on the areas of learning previously mentioned (grammar, lexis, academic skills and specific-subject language), activities for self-assessment and peer- assessment, in-class simulations, individual written assignments and micro-teaching project.

Assessment

The teacher will assess students' performance by reflecting on the standards reached in homework, class activities, tests and exams. Students will also evaluate their own work and that of their peers.

S-S.C.5 80% G.C.6 20%

- Individual Grammar Assignment 20% Pair / Group work Assignment 20% TESTS 1-2 10%
 - In-class participation, peer and self-assessment tasks, classroom exercise 10%
 - Exam. 40%
- All tasks must be submitted at due time.
 - On-going assessment during the learning process and final mark given at the end of course. All competences must be passed to pass this course.
 - The reference level of English for this course is C1 of the EFRL. 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 considered, 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 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.
 - The marks throughout the semester will be taken into account for the extraordinary test in June of the same academic year.

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

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