

Degree	Type	Year
2500798 Primary Education	OT	4

Contact

Name: Maria Dolors Masats Viladoms

Email: dolors.masats@uab.cat

Teachers

Nathaly Gonzalez Acevedo

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

To take this course students must demonstrate a C1 level in English. This is a requirement for all the courses that make up the Minor (menció) in English language teaching. Students in 3rd year will have to provide evidence that they comply with this requirement by the date indicated on the Faculty of Education webpage in order to be able to take any course in the minor in the fourth year, including this one. Students who are taking this course as an elective but not enrolled in the Minor in English language teaching (menció) must also document a C1 prior registration. In case they do not possess a language certificate, they can apply for an interview.

Further consultations can be made at the academic management office of the Faculty of Education Sciences, UAB.

Objectives and Contextualisation

- To acquire the fundamental theoretical basis and teaching techniques that are needed to teach English effectively.
- To acquire the necessary criteria and techniques to select/adapt/create suitable materials for teaching heterogeneous groups of young learners of English in multilingual milieus.
- To develop one's sensitivity, literary skills and imagination.
- To become familiar with children's folklore and literature and become aware of their potential in the English class.

- To explore the potential of ICT for teaching English in primary and infant school education.
- To understand the decree passed by the Catalan Government on inclusive education and be able to apply it to the design of pedagogical classroom proposals.
- To avoid the use of sexist, androcentric or discriminatory language.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Be familiar with the languages and literature curriculum.
- Critically analyse personal work and use resources for professional development.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Effectively address language learning situations in multicultural and multilingual contexts.
- Express oneself orally and in writing in a foreign language.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Foster reading and encourage writing.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand the basic principles of the sciences of language and communication.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Adapt and write textbooks adjusted to the level of cognitive and communicative development of pupils in correct English and with the proper register.
2. Analyse communication needs and control the process of learning the English language.
3. Analyse experiences of good practice to address, produce and implement process of collaboration and telecollaboration among different educational agents.
4. Analyse the communication needs and control the learning process of foreign language pupils.
5. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
6. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
7. Apply the theoretical framework on effective communicative both on a written and oral level, and from a multilingual and contrastive perspective.
8. Assessing the value of Spanish language learning strategies and techniques appropriate to primary education.
9. Being capable of self-assessment and of evaluating the written and oral productions of colleagues in English in a well-argued way.
10. Communicate using language that is not sexist or discriminatory.
11. Consider how gender stereotypes and roles impinge on the exercise of the profession.
12. Demonstrate critical thinking applied to the selection of literary texts and communicative design tasks based on the manipulation of these texts with the dual aim of promoting language learning and facilitating access by kindergarten and primary school children to literary culture in English.
13. Demonstrate sufficient receptive competence in foreign languages to understand oral presentations and read professional documents (teaching materials, popular articles, etc.). with the help of tools to support comprehension.

14. Design tasks that foster a taste for reading and the development of critical thinking in primary pupils.
15. Develop linguistic and literary competence using the English language in a fun and creative way.
16. Develop reading skills in English to be able to analyse the practical implications of carrying out theoretical proposals in the field of language teaching.
17. Establish relations between the foreign language curriculum of nursery and primary education, and between both and that of secondary school.
18. Establish relations between the language curriculum of primary education and that of other curricular areas.
19. Establish relations between the nursery and primary foreign language curriculum and that of the first language.
20. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
21. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
22. Identifying the linguistic and communicative requirements imposed by the context, the content and the type of task on the speakers-learners ('content obligatory' and 'content compatible' language) in order to plan didactic sequences full of meaning.
23. Incorporating appropriate CMO activities for the development of CLIL units in the context of national and international programmes (Comenius, etc.).
24. Knowing how to use ICT to design tasks that promote the development of communicative competence in English in infant and primary school pupils.
25. Perform tasks and criteria for training and integrated evaluation of content in French.
26. Present products (teaching units, class analyses, etc.) produced in teams with people from different degree courses and levels of expertise.
27. Produce didactic sequences for teaching and learning English in primary education.
28. Produce structured teaching sequences in projects that promote both the integrated learning of the school's languages and the development of digital learning and intercultural skills.
29. Produce structured teaching sequences in projects that promote both the integrated learning of the school's languages and the development of linguistic, audiovisual and digital skills.
30. Propose projects and actions that incorporate the gender perspective.
31. Propose viable projects and actions to boost social, economic and environmental benefits.
32. Propose ways to evaluate projects and actions for improving sustainability.
33. Self-assess one's own level of knowledge of English and analyse one's own communication needs and establish improvement plans.
34. Understand basic pragmatics and semantics applied to the teaching of English and be able to analyse oral discourse in the classroom.
35. Use advanced communication skills and strategies in the English language to suit the level of cognitive and communicative development of learners and interlocutors and be understood in English while efficiently using scaffolding strategies.
36. Using ICTs in the design, development and self-evaluation of self-learning activities in English.
37. Using texts from children's literature in Spanish in order to develop English language learning activities in primary education.
38. Using the English language as a common vehicle of communication in the university classroom and in the primary school classroom, as well as all academic tasks related to the subject.
39. Using the most cutting-edge resources and the most advanced consultation tools in the English language.
40. Using virtual environments as tools for written communication that respond to a variety of functions (recreational, academic, transactional, etc.) among learners.
41. Using virtual platforms as a communication and management tool for directed and supervised activities.
42. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
43. Working efficiently as part of a team and individually, both in theoretical and practical activities, seeking resources and strategies that are appropriate for each situation.

Content

1. Oral, written and multimodal communication in the English class.

2. Planning learning tasks and projects.
3. The role of literature, folklore and culture in teaching English to young learners and very young learners.
4. Drama techniques as a resource for learning English.
5. Useful digital tools for EFL classrooms.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Presentation of theoretical concepts, critical discussion on the contents of the assigned readings and elaboration and correction of classroom tasks	45	1.8	1, 4, 13, 12, 15, 35, 27, 19, 22, 24, 43, 37
Type: Supervised			
Small group work discussions on theoretical and practical issues related to the course contents	30	1.2	1, 4, 15, 14, 22, 37
Type: Autonomous			
Self-study, elaboration of course assignments and accessing course readings.	75	3	1, 4, 33, 13, 12, 16, 15, 35, 14, 27, 19, 17, 22, 24, 43, 38, 37, 8

In this course we will present the theoretical knowledge needed to develop skills to teach English in Catalan primary and early years schools. Theory will be combined with practice contextualised within the framework of the Catalan curriculum for the area of English. We will analyze and create real classroom tasks, activities and resources and we will provide ample opportunities to share teaching strategies, didactic materials and digital tools. Students will be expected to work individually, in pairs and/or small groups to meet the course goals and requirements.

Our teaching approach and assessment procedures may be altered if public Health authorities impose new restrictions on public gatherings for COVID-19.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Active participation in the collaborative tasks and presentations carried out during our face-to-face sessions	15%	0	0	10, 12, 15, 14, 26, 24, 40, 39, 36, 8
Creation of a study guide based on the readings and topics covered in class related to the implementation of the English language curriculum	20%	0	0	6, 4, 33, 10, 17, 13, 16, 35,

in primary education. (Individual work)				19, 20, 9, 38, 41, 11, 42, 8
Microteaching. Designing and presenting a communicative task (group work)	40%	0	0	1, 5, 3, 2, 7, 33, 17, 34, 25, 35, 27, 28, 29, 18, 22, 21, 23, 26, 32, 30, 31, 24, 43, 38, 8
Selecting and telling a story in class. Elaborating a reading card (individual work)	25%	0	0	33, 12, 15, 35, 14, 38, 41, 37, 8

CONTINUOUS ASSESSMENT:

- 1) All assignments are compulsory, including attendance and active participation in class (80%).
- 2) Assignments are marked from 0-10. To pass the course ALL assignments must obtain a minimum score of 5.
- 3) Students cannot obtain a PASS mark if their assignments are too faulty.
- 4) Students must author their submitted assessment tasks. Assignments must be original. Any form of cheating, plagiarism or use of Artificial Intelligence in one of the assignments results will FAIL the course.
- 5) Assignments must contain references cited following the rules of APA citation style.

DELIVERABLES: This is a practical course, so active participation is expected in all sessions. On the first day of class, the schedule for the activity deliverables will be created. Each day, two people will tell a story. Course contents will be grouped into 2-3 thematic sessions. At the end of each topic, the group that had chosen it will present their practical activity. The study guide will be prepared upon returning from the internship.

Retake session: Wednesday 25th June 2025 from 6:30pm to 8pm.

Only those students who have submitted 2/3 of the assignment tasks and have obtained a minimum score of 3,5 can participate in the retake session.

At the retake session, students can only obtain a maximum mark of 5 out of 10.

SINGLE EVALUATION

On June 18 from 6:30pm to 9pm students who opt for Single evaluation must sit an exam and produce the assignments listed below:

- 1) Expository and reflective exam based on the course readings and topics: 50% Written task
- 2) Justified selection and narration of a story: 25% Oral task
- 3) Designing and implementing a class activity to develop children's communicative competence: 25% Oral task

Retake session: Wednesday 25th June 2025 from 6:30pm to 8pm.

Only those students who have submitted 2/3 of the assignment tasks and have obtained a minimum score of 3,5 can participate in the retake session.

At the retake session, students can only obtain a maximum mark of 5 out of 10.

Bibliography

A+ Project (2020). StandAPP and Speak up: The game is about to start. *APAC ELT Journal*, 92, 20-32. Available at: <https://www.apac365.org/s/APAC-ELT-Journal-n92.pdf>

Álvarez, Yolanda (2022). *Improving skills by playing: Trabajar las habilidades mediante actividades lúdicas*. Castelló: Sar Alejadría Ediciones.

Cameron, Lynne (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press. Available at: <https://didactics-a.wikispaces.com/file/view/lynne+cameron.pdf>

Dooly, Melinda, & Masats, Dolors (2015). A critical appraisal of foreign language research in CLIL, YLL and TELL in Spain (2003-2012). *Language Teaching: Surveys and Studies*, 48(3), 1-30.

Dooly, Melinda, Mont, Maria, & Masats, Dolors (2014). Becoming little scientists: A case study of technologically-enhanced project-based language learning. *APAC ELT Journal*, 78, 34-40.

Masats, Dolors (2016). Recursos y materiales para aprender lenguas. In D. Masats & L. Nussbaum (Ed.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (pp. 225-251). Madrid: Síntesis.

Masats, Dolors, Mont, Maria, & Gonzalez-Acevedo, Nathaly (Eds). (2019). [Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century](https://doi.org/10.5281/zenodo.3064130). Rothersthorpe: ParagonPublishing. DOI: <https://doi.org/10.5281/zenodo.3064130>

Mont, Maria, & Masats, Dolors (2018). [Tips and suggestions to implement telecollaborative projects with young learners](#). In Melinda Dooly & Robert O'Dowd (Dirs.) *In this together: Teachers' experiences with transnational, telecollaborative language learning projects* (pp. 92-122). New York/Bern: Peter Lang. Gold open access.

Mont, Maria, & Masats, Dolors (2019). [Training teachers for a new era](#). In EUSER (Ed.), *New studies and research in education* (pp. 115-123). Rome: EUSER & MCSER.

Otto, Anna, & Cortina-Pérez, Beatriz (2023). *Handbook of CLIL in Pre-primary Education*. Berlin: Springer.

Pinter, Anna Maria (2017). *Teaching young language learners*. Oxford: Boston: Oxford University Press.

Shin, Joan, & Crandall, Joann (2013). *Teaching young learners English*. Boston: Heinle & Heinle.

Software

No special software is required to enrol in this course.

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	90	English	second semester	afternoon