

GUÍA DOCENTE DE LA ASIGNATURA

(curso 2023/24)

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| Titulación | GRADO DE MAESTRO EN EDUCACIÓN PRIMARIA |
| Plan de Estudios | ORDEN ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria (BOE 29/12/2007). https://www.boe.es/boe/dias/2007/12/29/pdfs/A53747-53750.pdf |

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|-------------------|--|----------------------|--------|
| Asignatura | TEACHING ENGLISH AS A FOREIGN LANGUAGE | Créditos ECTS | 4 |
| Código | 800434 | Idioma | Inglés |
| Carácter | Obligatoria | Curso | 2º |
| Módulo | Didáctico Disciplinar | | |
| Materia | Enseñanza y Aprendizaje de las Lenguas | | |

| EQUIPO DOCENTE | | |
|--------------------|--|---|
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1.- PRESENTACION

This subject aims to help students from the 2nd year of the BA in Primary Education to reflect on the characteristics, difficulties and benefits of L2 early learning as well as on suitable classroom interactive strategies for the young learners class. Students will also learn about the most significant theories, principles, techniques, strategies, activities, materials and resources for teaching English at Primary school level in an effective way.

2.-COMPETENCIAS

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|------------------|--|
| Generales | CG13. Diseñar estrategias didácticas adecuadas a la naturaleza del ámbito científico concreto, partiendo del currículo de Infantil, para las áreas de Ciencias Experimentales, Ciencias Sociales, Matemáticas, Lengua, Musical Plástica y Visual y Educación Física. |
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|----------------------|---|
| Transversales | <p>CT.10 Conocer y utilizar las estrategias de comunicación oral y escrita y el uso de las TIC en el desarrollo profesional</p> <p>CT.13 Adquirir la capacidad de trabajo independiente, impulsando la organización y favoreciendo el aprendizaje autónomo</p> <p>CT.14 Aplicar el uso oral y escrito de una lengua extranjera en el desarrollo de la titulación.</p> |
| Módulo | <p>CM13.3 Conocer los fundamentos de los procesos de enseñanza y aprendizaje de las Lenguas y Lectoescritura</p> <p>CM13.4 Valorar y aplicar distintas estrategias metodológicas adecuadas a las diferentes áreas del conocimiento en Lengua y Lectoescritura.</p> |
| Materia | <p>CM13.3.1 Conocer y dominar técnicas de expresión oral y escrita.</p> <p>CM13.3.2 Conocer la tradición oral y el folclore.</p> <p>CM13.4.1 Afrontar situaciones de aprendizaje de lenguas en contextos multilingües.</p> <p>CM13.4.2 Adquirir formación literaria y, en especial, conocer la literatura infantil.</p> <p>CM13.4.3 Ser capaz de fomentar una primera aproximación a una lengua extranjera.</p> |

3.- RESULTADOS DE APRENDIZAJE

Al superar la asignatura se espera que el alumnado:

- Students will be able to design, plan and evaluate teaching and learning processes individually as well as in collaboration with other teachers and school professionals.
- Students will be able to reflect on the classroom practice to innovate and improve the teaching process. They will acquire habits and skills for autonomous and cooperative learning and promote it among the students.
- Students will be able to distinguish in a selective way the audiovisual information that contributes to the civic learning and cultural richness.
- Students from the bilingual group will be able to show a communicative competence in the English language following the descriptors for the B2 level according to the Common European Framework of Reference for languages.

LINGUISTIC COMPETENCIES THAT 2nd YEAR STUDENTS HAVE TO SHOW:

OVERALL LISTENING COMPREHENSION

• Listening:

- Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.
- Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.
- Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers

UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS IN ACADEMIC AND PROFESSIONAL CONTEXTS

- Can keep up with an animated conversation between native speakers.
- Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.

LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS

Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.

RECEPTION AUDIO/VISUAL

Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.

OVERALL READING COMPREHENSION

- Reading:

- Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.

- Can understand contemporary literary prose.

- Speaking:

- o Spoken interaction:

- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.

- Can take an active part in a discussion in familiar contexts, accounting for and sustaining my views.

- o Spoken production:

- Can present clear, detailed descriptions on a wide range of subjects related to my field of interest.

- Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

- Writing:

- o Writing:

- Can write clear, detailed text on a wide range of subjects related to my interests.

- Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

- Can write letters highlighting the personal significance of events and experiences.

4.- CONTENIDOS

1. Teaching English to Young Learners:

2. Approaches and Methods in Second Language Teaching

3. Development of the communicative competence in the English classroom in Primary Education

4. Lesson Planning and Assessment

5.- METODOLOGÍA DOCENTE

- A critical analysis of principles, strategies, activities and resources for teaching English in Primary Education will be done.

- Students will work collaboratively doing practical tasks in small groups and planning-assessing the linguistic skills at Primary level.

- The course will be in taught English, so that students can develop their own language competence.

- The search of course content will be shared both by the teacher and the students alike, which means that the flipped classroom model will be followed.

- Students will put into practice thinking techniques like the logic wheel or associative analysis.

- Other methodological strategies will be project work and the use of graphic organizers.

- Students will work on their communicative competence in English at a B2 level.

- Students are expected to actively participate in class on a daily basis.

5.1.- Actividades formativas

| ACTIVIDAD/ TIPOLOGÍA | DESCRIPCIÓN GENERAL | COMPETENCIAS ASOCIADAS | ECTS ¹ (horas) |
|---------------------------------------|---|--|--|
| Exposición (presencial) | Exposición de los contenidos mediante presentación del profesor de los aspectos esenciales de las materias. | CM 8.7.1; CM 8.7.2; CM 8.7.3; CM 8.8.1; CM 8.8.3 | 10% de la carga del módulo 70h/ECTS |
| Actividades prácticas (presencial) | Clases prácticas en el aula, laboratorio o seminario, individuales o en pequeño grupo, para la realización de actividades y resolución de problemas propuestos por el profesor. | CM 8.7.1; CM 8.7.2; CM 8.7.4; CM 8.7.5; CM 8.8.2; CM 8.8.4 | 15% de la carga del módulo 105h/ECTS |
| Tutorías (presencial) | Tutorías iniciales de proceso y finales para el seguimiento de los logros de aprendizaje | CM 8.7.5; CM 8.7.1; CM 8.7.2; CM 8.7.3; CM 8.8.1; CM 8.8.3 | 17,5h/ECTS 10% de la carga del módulo 70h/ECTS |
| Trabajos tutelados (no presencial) | Trabajo de campo y realización de proyectos tutelados individuales o en pequeño grupo | CM 8.7.4; CM 8.8.4; CM 8.8.5 | 2,5% de la carga del módulo |
| Estudio independiente (no presencial) | Trabajo independiente del alumno para la consulta de bibliografía y el estudio de los contenidos de las materias | CM 8.7.1; CM 8.7.2; CM 8.7.3; CM 8.8.1; CM 8.8.3; CM 8.8.4 | 60% de la carga del módulo 420h/ECTS |
| Campus Virtual (no presencial) | Utilización de las Tic para favorecer el aprendizaje, como instrumento de consulta, tutoría online y foro de trabajo. | CM 8.8.2 | 2,5% de la carga del módulo 17,5h/ECTS |

6.- EVALUACIÓN

6.1. Criterios de Evaluación

Con el objetivo de constatar la adquisición de las competencias descritas, se emplean técnicas de evaluación variadas. Para obtener la nota final aprobada, es necesario alcanzar al menos el 50% de la puntuación máxima en cada una de ellas.

Se tendrá en cuenta la asistencia regular del estudiante (no menos del 75%) para la calificación, tanto en primera como en 2ª convocatoria, de las técnicas de evaluación que requieran presencialidad.

Es decir, aquellas técnicas que evalúan competencias como destrezas de trabajo en equipo, estrategias de comunicación interpersonal y oral, en otras, requieren la participación activa del estudiante en el desarrollo de las clases. Además, por su propio carácter (trabajos y casos prácticos grupales, exposiciones, debates...) no pueden ser realizadas en otro momento ni sustituidas por otras.

El profesor, en el desarrollo de su docencia, podrá incluir requisitos de evaluación para las diferentes técnicas que se detallarán en las plantillas o rúbricas de evaluación pertinentes.

CRITERIOS COMUNES DE CORRECCIÓN

Penalización del plagio o intentos de engaño en las técnicas de evaluación, suponiendo la pérdida de la convocatoria. El docente estimará si precisa aplicar técnicas complementarias en caso de detectarlo.

Realización y entrega en fecha y forma establecida las actividades y trabajos encomendados.

¹ Conforme el reparto de créditos ECTS que aparece en la memoria verificada en la materia a la que pertenece esta asignatura.

Para la cita y referencia de fuentes de información de los trabajos académicos, el alumnado debe seguir las recomendaciones de las normas APA 7º Ed.

Ortografía en los trabajos académicos y en las pruebas escritas: Entendemos que el alumnado universitario tiene asumidas las capacidades lingüísticas en relación a la expresión oral y escrita. Por tanto, es primordial y obligatorio la corrección ortográfica (ortografía, acentuación y puntuación), gramatical y léxica en los trabajos y exámenes realizados como condición imprescindible para superar la asignatura.

En los criterios de evaluación, se atenderán las indicaciones que el SQUAE haga llegar al profesorado del alumnado con Necesidad Específica de Apoyo Educativo

General and common evaluation criteria due to be applied in the subjects of the Degree:

- The plagiarism in the papers and the attempts of cheating in the exams will entail a fail mark in the current call.
- To pass every type of evaluation technique, a minimum of 5 must be obtained.
- Communicative oral skills will be assessed through presentations en class.
- Communicative written skills will be assessed through the production of written projects.
- All the tasks will be uploaded to the campus. All those sent by email won't be corrected.

One of the language skills that is assessed in Bilingual coursework is language accuracy and control - what can also be described as "correctness". Although some errors may not affect exam marks significantly, systematic repetition of basic errors will, and may even lead to a fail mark.

The following basic errors are well below the language level we are working on in class (Upper-Intermediate, B2 CEF). It is strongly recommended that you study the list and make sure you do not make these mistakes repeatedly, otherwise you can be penalized -0,20 points for each basic mistake in the final exam.

- 1.- Using modal verbs with a full infinitive, e.g. *You should to tell her the truth.
- 2.- Sentences without a subject (noun or pronoun), e.g. (You) *Shouldn't listen to her.
- 3.- Wrong use of possessives pronouns and determiners. E.g. *She should think about your own future.
- 4.- Wrong use of personal pronouns: him / her / he / she. E.g. *Give it to she.
- 5.- Wrong concordance subject-verb, especially 3rd person singular Present without -s.
- 6.- Wrong use of auxiliaries. E.g. *She don't can speak French.
- 7.- Adjectives after (not before) nouns, e.g. *A house big.
- 8.- Writing *"I'm agree" instead of "I agree".
- 9.- Making "plural" adjectives, when they are invariable. E.g. *She has differents ideas.

ALUMNOS DE SEGUNDAS Y SUCESIVAS MATRÍCULAS

Para el alumnado de segundas y sucesivas matrículas se tendrán en cuenta los criterios generales de evaluación.

Students from previous years:

- They won't have to attend classes. They will be helped through personal tutorials if needed.
- They will have to take a written test and develop a final project which will be handed in on the day of the exam. Each part will be worth a 50%. According to this, to be able to opt to the weighted average it is necessary to obtain at least 2.5 pt. out of 5.
- The students themselves are responsible for their own learning process. This means they must contact the teacher at the course start, so that they can be closely informed about the course requirements they must meet in order to pass, that is, the work plan and the guidelines for the assessment techniques.

6.2. Técnicas de Evaluación

| TÉCNICA | TIPO DE PRUEBA | PONDERACIÓN |
|------------------------|--|-------------|
| Pruebas escritas | All the contents will be assessed with a written exam that will take place at the end of the term. The final exam will include all the content students have worked with throughout the course. The guidelines for the final exam will be provided and explained in class at least a week before the exam is taken. The pass mark will be 5 out of 10. Therefore students will have to get at least a 50% so that the partial mark obtained in this assessment technique can be added to the final mark. In other words, it is necessary to obtain at least 2.5 pt. out of 5. | 50% |
| Proyectos | The design of a complete Didactic Unit. The pass mark will be 5 out of 10. Therefore students will have to get at least a 50% so that the partial mark obtained in this assessment technique can be added to the final mark. In other words, it is necessary to obtain at least 1 pt. out of 2. Group work | 20% |
| Debates y exposiciones | Presentation of the different Methodologies and Approaches to teach a second language. Each group will have to work on a different methodology to teach a second language. Each group will present it in class. The pass mark will be 5 out of 10. Therefore students will have to get at least a 50% so that the partial mark obtained in this assessment technique can be added to the final mark. In other words, it is necessary to obtain at least 1 pt. out of 2. | 20% |
| Casos prácticos | Around two practical tasks in small groups. They will account for the 10% of the final mark, each one will be worth a 5%. The pass mark will be 5 out of 10. Therefore students will have to get at least a 50% so that the partial mark obtained in this assessment technique can be added to the final mark. In other words, it is necessary to obtain at least 0.5 pt. out of 1. | 10% |
| Otros | | |

6.3.- Sistema de Evaluación

El sistema de calificación se realiza según los criterios descritos en el **RD1125/2003**

<https://www.boe.es/buscar/pdf/2003/BOE-A-2003-17643-consolidado.pdf>

7.- DOCUMENTACIÓN Y RECURSOS

7.1.- Bibliografía Básica

- Abdullaeva, D & Abdullaeva, G. (2023). Teaching English to Young Learners: Methodical Handbook. Palmarium.
- Anderson, J. (2006). Teamwork. Interactive Tasks to Get Students Talking. Delta Publishing.
- Ball, P., Kelly, K. & Clegg, J. (2015). Oxford Handbooks for Language Teachers. Putting CLIL Into Practice. OUP.
- Bearne, E & Reedy, D. (2018). Teaching Primary English. Routledge.
- Bently, K. (2010). The TKT Course CLIL Module. CUP.
- Bland, J. (2015). Teaching English to Young learners. Bloomsbury Publishing.
- Brewer, C. & Bradley, K. (2017). 101 Inclusive and SEN English Lessons: Fun Activities and Lesson Plans for Children Aged 3-11. Jessica Kingsley Publishers.
- Cameron, L. (2012). Teaching Languages to Young Learners. Cambridge University Press.
- Ellis, G. & Brewster, J. (2014). Tell it again! The Storytelling Handbook for Primary English Language Teachers. British Council.
- Ellis, G. & Ibrahim, N. (2015). Teaching children how to learn. Delta Publishing.
- Emery, H & Rich, S. (2015). Teaching English to Young learners. TESOL Press.
- Graham, C. (2006). Creating Chants and Songs. OUP.
- Heathfield, D. (2014). Storytelling with our students. Delta Teacher Development Trainer.
- Kang Shin, J. & Crandall J. (2014). Teaching Young Learners English. Heinle Cengage Learning.
- Medwell, J., Wray, D., Coates, E., Minns H. & Griffiths V. (2014). Primary English. Teaching Theory and Practice. Learning Matters Ltd.
- Moon, J. (2005). Children Learning English. Macmillan Heinemann.
- Murado Bouso, J.L. (2010). Didáctica de inglés en Educación Infantil. Ideaspropias Editorial.
- Pasty M. Lightbown, Nina Spada. (2013). How languages are learned. OUP.
- Nunan, D. (2011). Teaching English to Young Learners. Anaheim University Press.
- Pascual, B & Real, V. (2020). English for Early Years Education. Educália Editorial.
- Pinter, A. (2017). Teaching Young Language Learners. OUP.
- Phillips, S. (1999). Drama with Children. OUP.
- Richards, J (2016). Key Issues in Language Teaching. CUP.
- Schauer, G. A. (2019). Teaching and Learning English in the Primary School: Interlanguage Pragmatics in the EFL Context. Springer.
- Thomas, D & Thomas, A. (2021). Teaching and Learning Primary English. OUP.
- Wright, A. (2001). Art and Crafts with Children. OUP.

7.2.- Otros recursos

USEFUL WEBSITES

- British Council: <http://www.teachingenglish.org.uk/teaching-kids/>
- English Club: <http://www.englishclub.com/>
- Big Books Online: www.oxfordowl.co.uk
- English for young Learners: <http://englishforyounglearners.org/>
- MES-English: <http://www.mes-english.com/games.php>
- Games and activities for the ESL/EFL Classroom: <http://iteslj.org/games/>
- Fun English Games: www.funenglishgames.com
- Joan Kang Shin Resource Page: <http://sites.google.com/site/shinjinshil/resources>
- Songs for teaching: www.songsforteaching.com
- Super Simple Songs: www.supersimplesongs.com
- Mother Goose nursery rhymes that can be used for phonics activities: <http://www.zelo.com/family/nursery/>

Songs, chants, rhymes: http://www.ifayed.net/Main_Folders/Resources/SPEER_02/TEAS_CH4.PDF

Children's books: <http://www.childrens-books.com/>

TPR Storytelling: <http://www.tprstorytelling.com/index.php>

<http://learnenglishkids.britishcouncil.org/en/>

<http://resources.woodlands-junior.kent.sch.uk/>

<https://www.tes.co.uk/teaching-resources>

http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml

http://www.lessonplanet.com/search?rating=4&reviewed_in=5&type_ids%5B%5D=357917&subject_ids%5B%5D=365210&gclid=Cj0KEQjw_YKtBRC7zZjFp8bF_foBEiQAfyigczlb2TC4SeaMRdqF6VdTGFcsjlfKwyEHghxqv0hjR9QaAnHK8P8HAQ

<http://www.parliament.uk/education/teaching-resources-lesson-plans/>

<http://www.sparklebox.co.uk/>

<http://www.teachingideas.co.uk/>

http://www.teachit.co.uk/?gclid=Cj0KEQjw_YKtBRC7zZjFp8bF_foBEiQAfyigc6EYgqgV0R2yEIXmGrHBETKuVHdeSROq_IR_YyGXddYaAjQc8P8HAQ

<http://www.twinkl.co.uk/>

<http://hubpages.com/hub/Storytelling-with-children>

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