

GUÍA DOCENTE DE LA ASIGNATURA

(curso 2023/24)

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

Asignatura	FOREIGN LANGUAGE (ENGLISH)	Créditos ECTS	6
Código	800433	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 develop communicative competence in the English language in an upper-intermediate level (B2 according to the Common European Framework of Reference for languages in the bilingual group) in each one of the linguistic competences through a series of activities and tasks based on different real-life contexts and situations.

2.-COMPETENCIAS

Generales	CG8. Diseñar estrategias didácticas adecuadas a la naturaleza del ámbito científico concreto, partiendo del currículo de Primaria, para el área de Lengua.
Transversales	CT10. Conocer y utilizar las estrategias de comunicación oral y escrita y el uso de las TIC en el desarrollo profesional. CT13. Adquirir la capacidad de trabajo independiente, impulsando la organización y favoreciendo el aprendizaje autónomo. CT14. Aplicar el uso oral y escrito de una lengua extranjera en el desarrollo de la titulación.



Módulo	<p>CM8.7 Conocer los fundamentos de los procesos de enseñanza y aprendizaje en las Ciencias del Lenguaje y la Comunicación.</p> <p>CM8.8 Valorar distintas estrategias metodológicas adecuadas a las diferentes áreas del conocimiento en Lengua y la Literatura</p>
Materia	<p>CM8.7.1 Comprender los principios básicos de las Ciencias del Lenguaje y la Comunicación.</p> <p>CM8.7.5 Expresarse, oralmente y por escrito en una Lengua Extranjera.</p> <p>CM8.8.1 Conocer el proceso de aprendizaje del lenguaje escrito y su enseñanza.</p> <p>CM8.8.2 Fomentar la lectura y animar a escribir.</p> <p>CM8.8.4 Afrontar situaciones de aprendizaje de lenguas en contextos multilingües.</p> <p>CM8.8.5 Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover las competencias correspondientes en los estudiantes.</p>

3.- RESULTADOS DE APRENDIZAJE

Al superar la asignatura se espera que el alumnado:

- The students will get a communicative competence in the English language at an upper-intermediate level in each one of the linguistic skills.
- The students will participate in an active way in class and will develop a sense of autonomy and responsibility in their own learning process.
- The students will develop the practice of the English language with the specific aims corresponding to the teaching profession and will be committed with their own learning as an instrument for their development and professional responsibility.
- The students will develop the communicative competence (linguistic, discursive, sociolinguistic and strategic) through the five basic linguistic skills established in 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

UNIT 1

- Questions and answers. Question formation. Indirect questions.
- It's a mystery. Auxiliary verbs; the...the...+ comparatives.
- Colloquial English 1. Talking about...getting a job.

UNIT 2:

- Doctor, doctor! Present perfect simple and continuous.
- Act your age. Using adjectives and nouns, adjective order.
- Revise and check.

UNIT 3:

- Fasten your seat belts. Narrative tenses, past perfect continuous, so / such.....that.
- A really good ending? The position of adverbs and adverbial phrases.
- Colloquial English 2&3. Talking about...children's books.

UNIT 4:

- Stormy weather. Future perfect and future continuous.
- A risky business Zero and first conditionals, future time clauses.
- Revise and check 3&4.

UNIT 5

- I'm a survivor. Unreal conditionals
- Wish you were here. Wish for present/future, wish for past regrets.
- Colloquial English 4&5 Talking about...waste.

5.- METODOLOGÍA DOCENTE

The methodology is based on:

1. Practical lessons: practice in the classroom (the study of some grammatical points, analysis, problem-solving).
2. Theory about English grammar and linguistic features will be shown in class through practical lessons and materials.
3. Communicative lessons (pair and group work), evaluation, feedback from the teacher. Lessons will be in English. Interactive methodology. Use of audio-visual materials related to real-life contexts.
4. Use of Cooperative Learning Strategy, combining the individual activities with some others developed in small teams, favoring in this way, not only the academic learning, but the development of necessary cooperative skills to work in heterogeneous groups. One of these strategies will be the rotating paper.
5. Tutorials: to help students in their learning process.

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	2,5% de la carga del módulo 17,5h/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	10% de la carga del módulo 70h/ECTS
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.

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



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 substituidas 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.

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 SOUAE haga llegar al profesorado del alumnado con Necesidad Específica de Apoyo Educativo

Students will take into account general and common evaluation criteria, applied in others subjects as well:

- Plagiarism in any course task and the attempts to cheat in the final exam will entail a fail mark in the current call.
- The pass mark for each assessment technique will be 5 out of 10, that is 2.5 out of 5. Therefore students will have to get at least a 50%, so that the partial mark obtained in every assessment technique can be added to their final mark.
- The Communicative Competence (B2) will be assessed through the different evaluation techniques.
- 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 a language course like this is accuracy and control - what can also be described as "correctness".

Although some errors may not affect the marks from the assessment techniques significantly, systematic repetition of basic errors will, and may even lead to a fail mark ("suspense").

It is strongly recommended that you study the following list and make sure you do not make these mistakes repeatedly:

- 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.

"Those students who hold a language certificate with a higher level than the one given in the course are exempt to attend lessons, as long as they apply for a convalidation by sending an email to the teacher with an scanned copy of the certificate from the following Table (<https://cesdonbosco.com/documentos/grados/Acreditacion-idioma-ingles.pdf>). In that case their final mark would be 5".

ALUMNOS DE SEGUNDAS Y SUCESIVAS MATRÍCULAS

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

The students who have not passed the subject in the first year will have to take an exam including all the content in the subject. This written test will account for the 50% of the final mark. Likewise, they will have to hand in a Project meeting the guidelines given by the teacher on the date of the official exam. The project will account for another 50% too.

The students themselves are responsible for their own learning process. This means they must contact the teacher at the course start, so that they 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	There will be a written test at the end of the term that will consist of: reading comprehension, vocabulary, grammar and writing. A B2.2 level will be required. 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	Different types of written texts will be worked. Students will develop six models of writings required in the First Certificate in English exam. Before handing in the final project individually, students will have to work on the different types of writings in small groups to practice and internalize the different structures and proper use of the language. 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%
Debates y exposiciones	There will be a final speaking test, debate-style, in pairs or small groups (10%). A B2.2 level will be required in this linguistic competence. There will be a final Listening Comprehension test (10%). A B2.2 level will be required in this linguistic competence. 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	- Students will hand in 5 different types of writing in small groups using the cooperative technique "rotating paper". These writings will be worth a 10% of the final mark. - Students will take 5 online self-assessment tests, one for each unit. These tests will be worth a 10% of the final mark. 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%
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

Cambridge English First 1 for Revised Exam from 2015. (2014). Cambridge University Press
 Cambridge English First 2. (2016). Authentic Examination Papers. Cambridge University Press.
 Hancock, M. (2007). English Pronunciation in Use. Intermediate. Cambridge University Press.
 Latham-Koenig, C., Oxenden, C. and Chomacki, K. (2020). English File, B2.2 .Oxford University (Fourth Edition).
 Lea, D.(2006). Oxford collocations dictionary for students of English. OUP
 Logan, S. Y Thaine, C.(2008). Real Listening and Speaking with answers . Cambridge University Press.
 Murphy, R. (2004). English Grammar in Use, Intermediate with answer, 3rd edition. Cambridge University Press.
 McCarthy, M., y F. O'Dell. (2005). English Vocabulary in Use, Upper Intermediate. Cambridge University Press (2nd edition).



Roy Norris. (2013). Ready for First (FCE). Student's Book Package with Key (Inglés): McMillan
Parrott, M. (2010). Grammar for English Language Teachers, 2nd edition. Cambridge University Press.
Swam, M. (2015). Practical English Usage. OUP

7.2.- Otros recursos

<http://www.flo-joe.co.uk/fce/students/>
<http://www.examenglish.com>
<https://learnenglish.britishcouncil.org/en/english-grammar>
<http://www.podcastsinenglish.com>
<http://digitalstorytelling.coe.uh.edu/>
http://writefix.com/?page_id=359#part3
<http://www.busuu.com/>
<http://daily-english-activities.blogspot.com/>
<http://thefreedictionary.com>
<http://www.wordreference.com/>
<http://www.oxfordadvancedlearnersdictionary.com>

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