

## GUÍA DOCENTE DE LA ASIGNATURA

### (curso 2023/24)

<b>Titulación</b>	<b>GRADO DE MAESTRO EN EDUCACIÓN PRIMARIA</b>
<b>Plan de Estudios</b>	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).  <a href="https://www.boe.es/boe/dias/2007/12/29/pdfs/A53747-53750.pdf">https://www.boe.es/boe/dias/2007/12/29/pdfs/A53747-53750.pdf</a>

<b>Asignatura</b>	TEACHING ORACY IN ENGLISH AS A FOREIGN LANGUAGE	<b>Créditos ECTS</b>	6
<b>Código</b>	800484	<b>Idioma</b>	Inglés
<b>Carácter</b>	Optativa	<b>Curso</b>	3º
<b>Módulo</b>	Formación Complementaria		
<b>Materia</b>	Didácticas Específicas		

EQUIPO DOCENTE		
Profesor	Email	URL
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### 1.- PRESENTACION

Students from the 3rd year of the BA in Primary Education with English specialism must take this complementary training course in which they will work on the main principles to promote an effective development of oral skills, apply different strategies and techniques to develop oral skills as well as other complementary language components, critically select and assess a set of different methods, resources and strategies for teaching oral skills and design interactive listening and speaking lessons for the EFL Primary classroom.

### 2.-COMPETENCIAS

<b>Generales</b>	CG10. Comprender la metodología del análisis de campo, las estrategias de recogida de información, las técnicas de análisis la interpretación de resultados e informes y la toma de decisiones.
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<b>Transversales</b>	<p>CT1. Conocer la dimensión social y educativa de la interacción con los iguales y saber promover la participación en actividades colectivas, el trabajo cooperativo y la responsabilidad individual.</p> <p>CT8. Conocer y abordar situaciones escolares en contextos multiculturales.</p> <p>CT14. Aplicar el uso oral y escrito de una lengua extranjera en el desarrollo de la titulación.</p>
<b>Módulo</b>	<p>CM10.2 Aplicar los conocimientos científicos al hecho educativo, profundizando en el ámbito didáctico disciplinar en diversos campos del saber, dirigidos especialmente a la resolución de problemas de la vida diaria.</p>
<b>Materia</b>	<p>CM10.2.4 Conocer el uso de las estrategias metodológicas y recursos didácticos para la iniciación a la enseñanza aprendizaje de las lenguas extranjeras, en la etapa de Educación Infantil.</p> <p>CM10.2.5 Profundizar en la formación musical de los estudiantes para una mejor práctica docente en esta área</p> <p>CM10.2.6 Usar los cuentos y canciones populares como recursos didácticos fundamentales en esta etapa para potenciar el aprendizaje musical</p> <p>CM10.2.7 Profundizar en la importancia de la Expresión Corporal como medio para consolidar el desarrollo psicomotor en la etapa de 0-3 y de 3-6 años</p>

### 3.- RESULTADOS DE APRENDIZAJE

Al superar la asignatura se espera que el alumnado:

By the end of this course, students will...

- Understand the main principles to promote an effective development of oral skills - listening and speaking – in the Primary English classroom.
- Apply different strategies and techniques to present and develop oral skills as well as other complementary components in the Primary English classroom.
- Critically assess the effectiveness of different methods, resources and strategies for teaching oral skills in the Primary English classroom.

LINGUISTIC COMPETENCE - CEFR B2

According to the CEFR, the level B2's user should be capable of carrying out the following linguistic skills:

- Understanding:
  - o Listening:
    - Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.
    - Can understand most TV news and current affairs programmes.
    - Can understand the majority of films in standard dialect.
  - o 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 0. Introduction

UNIT 1. Teaching Pronunciation to YLs.

UNIT 2. Developing Oral Skills with YLs.

UNIT 3. The Role of Songs and Games, Stories and Drama to improve Oral Competences in the Primary Classroom

UNIT 4. Designing Oral Skills Lessons and Assessing Oral Competences in the Primary Classroom.

#### 5.- METODOLOGÍA DOCENTE

- Students will critically analyse a set of principles, strategies, activities and resources for teaching oral skills in the EFL Primary classroom will be done.
- Students will work collaboratively doing practical tasks in small groups and planning-assessing oral skills at Primary level.
- The course will be in taught English, so that students can develop their own language competence at a B2 level.
- 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 and cooperative strategies like the rotating paper.
- Other methodological strategies will be project work and the use of graphic organizers.
- Students are expected to actively participate in class on a daily basis.

#### 5.1.- Actividades formativas

ACTIVIDAD/ TIPOLOGÍA	DESCRIPCIÓN GENERAL	COMPETENCIAS ASOCIADAS	ECTS <sup>1</sup> (horas)
Exposición (presencial)	Exposición de los contenidos mediante presentación del profesor de los aspectos esenciales de las materias.	CM 8.13.1; CM 8.13.3; CM 8.13.4	5% de la carga del módulo 172,5h/ECTS

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

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 8.13.2; CM 8.13.5; **CM 8.13.6; **CM 8.13.7; CM 8.13.8	25% de la carga del módulo 862,5h/ECTS
Tutorías (presencial)	Tutorías iniciales de proceso y finales para el seguimiento de los logros de aprendizaje	CM 8.13.1; CM 8.13.3; CM 8.13.4 **CM 8.13.6; **CM 8.13.7	5% de la carga del módulo 172,5h/ECTS
Trabajos tutelados (no presencial)			
Estudio independiente (no presencial)	Trabajo independiente del alumno para la consulta de bibliografía y el estudio de los contenidos de las materias	CM 8.13.1; CM 8.13.3; CM 8.13.4 **CM 8.13.6; **CM 8.13.7	60% de la carga del módulo 2082h/ECTS
Campus Virtual (no presencial)	Utilización de las Tic para favorecer el aprendizaje, como instrumento de consulta, tutoría online y foro de trabajo.	CM 8.13.1; CM 8.13.3; CM 8.13.4	5% de la carga del módulo 172,5h/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.

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

The common evaluation criteria applied in other subjects will be followed:

- Plagiarism in any course task and the attempts to cheat in the final exam will entail a fail mark in the current call.
- A minimum of 5 (50%) out of 10 (100%) must be obtained in order to pass both the course and every assessment technique.
- The Communicative Competence (B2) will be assessed through the different evaluation techniques. Therefore, one of the language skills that is assessed in a course like this is language accuracy and control-what can also be described as “correctness”.

Although some errors may not significantly affect the marks from the assessment techniques, systematic repetition of basic mistakes may and will lead to a fail mark in the corresponding assessment technique.

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.

#### 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 did not pass the course during the first year they were enrolled in must comply with the following assessment plan in subsequent years:
  - a) take a written test / final exam on the same date as their classmates. This written test will account for 50% of the final mark.
  - b) submit a project, meeting the guidelines given by the teacher, on the date of the official exam too. The project will account for another 50% of the final mark.
- A minimum of 5 (50%) out of 10 (100%) must be obtained in order to pass both the course and every assessment technique.
- The students themselves are responsible for their own learning process. In other words, 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 the course, that is, the work plan and the guidelines for the assessment techniques.

## 6.2. Técnicas de Evaluación



TÉCNICA	TIPO DE PRUEBA	PONDERACIÓN
Pruebas escritas	<p>A final exam, which will account for the 50% of the final mark.</p> <p>It will consist of both theoretical and practical questions and will include all the content students have been working with throughout the entire course.</p> <p>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 out of 5</p>	50%
Proyectos	<p>Around two projects that will account for the 30% from the final mark.</p> <p>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 1.5 out of 3.</p>	30%
Debates y exposiciones	<p>Around two presentations that will account for the 10% from the final mark.</p> <p>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 out of 1.</p>	10%
Casos prácticos	<p>Around two practical tasks that will account for the 10% from the final mark.</p> <p>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 out of 1.</p>	10%
Otros		

### 6.3.- Sistema de Evaluación

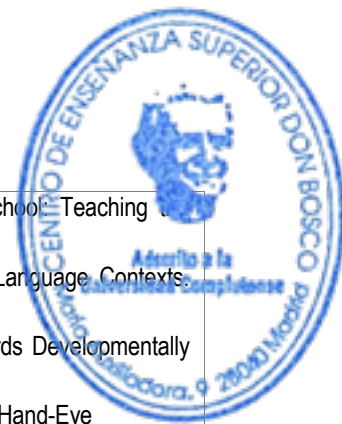
El sistema de calificación se realiza según los criterios descritos en el **RD1125/2003**

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

## 7.- DOCUMENTACIÓN Y RECURSOS

### 7.1.- Bibliografía Básica

- Adams, E. & Brosius, P. (2013). Igniting Wonder. Plays for Preschoolers. University of Minnesota Press.
- Burk, R. (2021). Stomp, Wiggle, Clap, and Tap: My First Book of Dance. Rockridge Press.
- Collins, M. & Wilkinson C. (2006). Music and Circle Time. Sage Publication Company.
- Cothen Low, E. (2011) Big Book of Seasons, Holidays, and Weather: Rhymes, Fingerplays, and Songs for Children. Libraries Unlimited.
- Ellis, G., J. Brewster & Girard, D. (2004). The Primary English Teacher's Guide. Penguin English.
- Marsh, K. (2008). The Musical Playground Global Tradition and Change in Children's Songs and Games. Oxford University Press.
- Marsh, K. (2021). The Politics of Diversity in Music Education: 29 (Landscapes: the Arts, Aesthetics, and Education, 29).
- McCuiston, J. (2015). Teaching Drama to Little Ones: 12 Ready-to-Go Lesson Plans for Kids Age 3-7. Beat by Beat Press.
- Moon, J. (2005). Children Learning English: A Guidebook for English Language Teachers. Macmillan ELT.



- Morrow, L.M., Roskos, K.A. & Gambrell, L. B. (2015). Oral Language and Comprehension in Preschool: Teaching Essentials. The Guilford Press.
- Oliver, R. & Nguyen, B. (2018). Teaching Young Second Language Learners: Practices in Different Language Contexts. Routledge.
- Otto, A. & Cortina-Pérez, B. (Eds.). (2023). Handbook of CLIL in Pre-primary Education: Moving Towards Developmentally Appropriate Practices. Springer.
- Patch, C. (2020). Sensory Play for Toddlers and Preschoolers: Easy Projects to Develop Fine Motor Skills, Hand-Eye Coordination, and Early Measurement Concepts. Skyhorse Publishing.
- Philips, S. (1997). Young Learners. Oxford University Press.
- Puchta, H. & Elliot, K. (2017). Activities for Very Young Learners Book with Online Resources. Cambridge University Press.
- Reilly, V. & Ward, T. (1997). Very Young Learners. Oxford University Press.
- Rooyackers, P. (2003) 101 More Dance Games for Children. Hunter House Smart Fun Book.
- Schatt, D. & Ryan, P. (2021). Story Listening and Experiencing in Early childhood. Palgrave Macmillan.
- Storms, J. (2001). 101 More Music Games for Children: New Fun and Learning with Rhythm and Song. Hunter House Smart Fun Book.
- Shin, J.K. & Crandall, J. (2014). Teaching young learners English: From Theory to Practice. Boston: Heinle Cengage Learning.
- Williams, B. (2008). Fun with Action Rhymes and Poems. Brilliant Publications
- Wietsema, H. (2002). 101 Movement Games for Children: Fun and Learning With Playful Moving. HunterHouse Smart Fun Book.
- Young, S. (2018). Critical New Perspectives in Early Childhood Music : Young Children Engaging and Learning Through Music. Routledge.

## 7.2.- Otros recursos

Materials & resources provided by the teacher through the virtual platform.

### USEFUL WEBSITES

- BBC BITESIZE - KS2: <https://www.bbc.co.uk/bitesize/subjects/zv48q6f>
- BBC BITESIZE - Literacy & English: <https://www.bbc.co.uk/bitesize/subjects/z8rdtfr>
- Big Books Online: [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)
- British Council: <http://learnenglishkids.britishcouncil.org/en/>
- Colorín Colorado: <https://www.colorincolorado.org/>
- Children´s books: <http://www.childrens-books.com/>
- David Marsh: <https://davidmarsh.education/es-2/>
- English Club: <http://www.englishclub.com/>
- English for Young Learners: <http://englishforyounglearners.org/>
- Fun English Games: [www.funenglishgames.com](http://www.funenglishgames.com)
- Games and activities for the ESL/EFL Classroom: <http://iteslj.org/games/>
- Herbert Puchta: <http://www.herbertpuchta.com/>
- Joan Kang Shin Resource Page: <http://sites.google.com/site/shinjinshil/resources>
- Lesson Planet: <https://www.lessonplanet.com/search>
- Lesson resources: <https://www.tes.com/teaching-resources>
- MES-English: <http://www.mes-english.com/games.php>
- Mother Goose nursery rhymes that can be used for phonics activities: <http://www.zelo.com/family/nursery/>
- MyEnglishPages: [https://www.myenglishpages.com/?utm\\_content=cmp-true](https://www.myenglishpages.com/?utm_content=cmp-true)
- OnestopEnglish: <https://www.onestopenglish.com/>



- Profesor J. C. Richards: <https://www.professorjackrichards.com/teaching-young-learners/>
- Reading Rockets: <https://www.readingrockets.org/>
- Scholastic Teachables: <https://teachables.scholastic.com/teachables/lp/free-resources-scholastic-teachables.html>
- Songs for teaching: [www.songsforteaching.com](http://www.songsforteaching.com)
- Sparkle Box - Free Primary Teaching Resources: <https://www.sparklebox.co.uk/>
- Super Simple Songs: [www.supersimplesongs.com](http://www.supersimplesongs.com)
- Songs, chants, rhymes: [http://www.ifayed.net/Main\\_Folders/Resources/SPEER\\_02/TEAS\\_CH4.PDF](http://www.ifayed.net/Main_Folders/Resources/SPEER_02/TEAS_CH4.PDF)
- TEFLPEDIA: [https://teflpedia.com/Main\\_Page](https://teflpedia.com/Main_Page)
- Teaching ideas and resources: <https://www.teachingideas.co.uk/>
- Teachit: <https://www.teachit.co.uk/>
- TPR Storytelling: <http://www.tprstorytelling.com/index.php>
- UK Parliament - Lesson Resources: <https://learning.parliament.uk/en/resources/>

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