

## 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>	DIDÁCTICA DE LA LENGUA EXTRANJERA (INGLÉS)	<b>Créditos ECTS</b>	4
<b>Código</b>	800434	<b>Idioma</b>	Español
<b>Carácter</b>	Obligatoria	<b>Curso</b>	2º
<b>Módulo</b>	Didáctico Disciplinar		
<b>Materia</b>	Enseñanza y Aprendizaje de las Lenguas		

EQUIPO DOCENTE		
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### 1.- PRESENTACION

This didactic-curricular course 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

<b>Generales</b>	CG8. Diseñar estrategias didácticas adecuadas a la naturaleza del ámbito científico concreto, partiendo del currículo de Primaria, para el área de Lengua
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<b>Transversales</b>	<p>CT4. Dominar estrategias de comunicación interpersonal en distintos contextos sociales y educativos.</p> <p>CT6. Valorar la importancia del liderazgo, el espíritu emprendedor, la creatividad y la innovación en el desempeño profesional.</p> <p>CT7. Valorar la importancia del trabajo en equipo y adquirir destrezas para trabajar de manera interdisciplinar dentro y fuera de las organizaciones, desde la planificación, el diseño, la intervención y la evaluación de diferentes programas o cualquier otra intervención que lo precisen.</p> <p>CT8. Conocer y abordar situaciones escolares en contextos multiculturales.</p> <p>CT13. Adquirir la capacidad de trabajo independiente, impulsando la organización y favoreciendo el aprendizaje autónomo.</p> <p>CT14. Aplicar el uso oral y escrito de una lengua extranjera en el desarrollo de la titulación.</p>
<b>Módulo</b>	<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>
<b>Materia</b>	<p>CM8.7.1 Comprender los principios básicos de las Ciencias del Lenguaje y la Comunicación.</p> <p>CM8.7.2 Adquirir formación Literaria y conocer la Literatura Infantil.</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>

### 3.- RESULTADOS DE APRENDIZAJE

Al superar la asignatura se espera que el alumnado:

By the end of the course students will be able to ...

- Design, plan and evaluate teaching and learning processes for the English Primary classroom both individually and in collaboration with other teachers and school professionals.
- Reflect about their classroom practice in order to innovate and improve their teaching process. They will acquire habits and skills to work autonomously and cooperatively.
- Select the audio visual information that contributes to their civic learning and cultural richness.

EXPECTED LEVEL IN THE LINGUISTIC COMPETENCE OF THE ENGLISH LANGUAGE - B1

The CEFR describes level B1's user capable of carrying out the following linguistic skills:

- Understanding:
  - o Listening:
    - Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
    - Can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
  - o Reading:
    - Can understand texts that consist mainly of high frequency, everyday or job-related language.
    - Can understand the description of events, feelings and wishes in personal letters.

- Speaking:
  - o Spoken interaction:
    - Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
    - Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
  - o Spoken production:
    - Can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.
    - Can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
- Writing:
  - o Writing:
    - Can write simple connected text on topics which are familiar or of personal interest.
    - Can write personal letters describing experiences and impressions.

#### 4.- CONTENIDOS

UNIT 1. Teaching English to Young Learners.

UNIT 2. Approaches and Methods in Second Language Teaching.

UNIT 3. The Development of the Communicative Competence in the English Primary Classroom.

UNIT 4. Lesson Planning and Assessment.

#### 5.- METODOLOGÍA DOCENTE

- Students will do a critical analysis of principles, strategies, activities and resources for teaching English in Primary Education.
- 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 at a B1 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.
- 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 8.7.1; 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

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

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 h/ECTS% 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.

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

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 (B1) 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% from 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% from 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. 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	A final exam. It will account for the 50% of the final mark.	50%

	<p>The final exam will have both theoretical and practical questions and will include all the content students have worked with throughout the entire course. The guidelines for the final exam will be provided and explained in class at least a week before.</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 pt. out of 5.</p>	
Proyectos	<p>Project work in cooperative groups that will account for the 20% 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 pt. out of 2.</p>	20%
Debates y exposiciones	<p>One presentations in collaborative groups that will account for the 20% 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 pt. out of 2.</p>	20%
Casos prácticos	<p>Around two practical tasks in small groups 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 pt. 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

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.

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- 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

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://itesj.org/games/>
- Herbert Puchta: <http://www.herbertpuchta.com/>
- Joan Kang Shin Resource Page: <http://sites.google.com/site/shinjinhil/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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