

GUÍA DOCENTE DE LA ASIGNATURA

(curso 2021/22)

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	DIDÁCTICA DE LA LECTURA Y DE LA ESCRITURA EN LENGUA EXTRANJERA (INGLÉS)	Créditos ECTS	6
Código	800488	Idioma	Español
Carácter	Optativa	Curso	3º
Módulo	Formación Complementaria		
Materia	Didácticas Específicas		

EQUIPO DOCENTE		
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1.- PRESENTACION

The main purpose of this subject is to provide the future teachers with knowledge and tools to be able to teach Reading and Writing in the English language in Primary Education.

This subject, which is necessary to obtain "Mención en lengua inglesa", consists on the principles, strategies and techniques of reading and writing in the English language in EFL in Primary Education. Throughout the course, students will be provided with theoretical grounds, opportunities/experiences to develop the skills required in the aforementioned educational context. After an analysis of the subskills and the processes of reading comprehension and writing production, we propose to the students different didactic approaches to work in the classroom and a variety of exercises to give the future teacher the tools to work with these skills in the English lessons.

2.-COMPETENCIAS

Generales	CG8. Diseñar estrategias didácticas adecuadas a la naturaleza del ámbito científico concreto, partiendo del currículo de Primaria, para las áreas de Ciencias Experimentales, Ciencias Sociales, Matemáticas, Lengua, Musical Plástica y Visual y Educación Física.
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	CM 8.13 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.
Materia	CM 8.13.5 Conocer el uso de determinados recursos didácticos relevantes para la enseñanza de la Lengua materna, las lenguas extranjeras, entre otros.

3.- RESULTADOS DE APRENDIZAJE

At the end of this course, students will be able to:

- To analyze the main sub-skills and processes related to reading and writing in the English language.
- To use effective techniques and strategies to develop reading and writing in the English language
- To design didactic strategies to improve reading and writing in the English language appropriated to the level and the characteristics of their future students.
- To know how to use didactic relevant resources to teach to develop reading and writing in the English language.
- To know and use ICT to improve and facilitate reading and writing in the English language

Knowledge required in the English language:

Reading for information and argument

Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.

Grammatical accuracy (especially in written assignments)

Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.

Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding

The CEFR describes level B2's user 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

1. INTRODUCTION: Reading and writing in the wider context of EFL

2. UNDERSTANDING READING

2.1. Defining reading

2.2. Reading for understanding

2.3. Intensive and extensive reading

3. TEACHING READING IN EFL

3.1. Reading subskills and teaching strategies

3.2. Planning intensive reading classes

3.3. Reading with young learners

4. UNDERSTANDING WRITING

4.1. Preliminary concepts: text, genre, function, register.

4.2. Writing for learning v writing for writing

5. TEACHING WRITING IN EFL

5.1. Product v process writing

5.2. Stages in product writing

5.3. Process writing

5.4. Giving feedback on writing activities

Las guías docentes contienen la previsión de actividades formativas y técnicas de evaluación previstas para cada materia en la Memoria Verificada, y se desarrollarán de acuerdo con las recomendaciones de las autoridades sanitarias durante el curso 2021/22. En el caso de necesidad de modificación, se hará pública una adenda que informe puntualmente a los estudiantes.

5.- METODOLOGÍA DOCENTE Y ACTIVIDADES DE APRENDIZAJE

The methodology is based in three main points:

a.- Concept of “writing and reading”, teaching and learning.

b.- Working with integrated skills.

c.- Communicative lessons. Assessment, self-assessment (rubrics and individual interview)) and class-assessment.

In this subject we have selected active teaching methodologies to be implemented taking into account the following factors:

The level of the cognitive objectives, the capacity of the method to facilitate the autonomy and continuity learning of the students, self-control learning by the students, number of students, time, lessons and assessment. Then, we are going to follow the next methodologies and techniques:

1.- Task-based language teaching (TBLT), also known as task-based instruction (TBI), focuses on the use of authentic language and on asking students to do meaningful tasks using the target language.

Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task.

Planning

Students prepare a short oral or written report to tell the class what happened during their task.

Report

Students then report back to the class orally or read the written report.

Analysis

The teacher then highlights relevant parts from the text of the recording for the students to analyse. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

Practice

Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases.

2.- Cooperative learning is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member.

Five elements define cooperative learning:

Face-to-Face Interaction

Students are promoting each others' learning through face-to-face activities where they discuss and explain assignment topics with each other.

Positive Interdependence

Students have the sense that they're 'in this together,' feeling that each member's individual effort will not only help him but the whole group. The grade of each student is dependent upon the effort of other group members.

Individual Accountability

Each student is accountable for their own contribution to the group. Clearly described goals ensure that each student knows what she is responsible for and what the group is responsible for.

Group Processing

Students are given a means for analyzing their group for how well the group has learned and whether or not collaborative skills are being used.

Collaborative Skills

Students learn not only the subject matter but interpersonal skills and how to work in teams. Students are taught skills of communication, leadership, and conflict management during the early stages of cooperative learning sessions.

Thinking routines. These routines are simple structures, for example a set of questions or a short sequence of steps, that can be used across various grade levels and content. What makes them routines, versus merely strategies, is that they get used over and over again in the classroom so that they become part of the fabric of classroom' culture. The routines become the ways in which students go about the process of learning.

Is goal oriented in that it targets specific types of thinking

Gets used over and over again in the classroom

Consists of only a few steps

Is easy to learn and teach

Is easy to support when students are engaged in the routine

Can be used across a variety of context

Can be used by the group or by the individual

Moreover, there will be a compulsory book to read which will be part of the assessment. In the final exam there will be one or two questions about the plot and and / or the vocabulary and expressions seen in the book.

5.1.- Actividades formativas

ACTIVIDAD/ TIPOLOGÍA	DESCRIPCIÓN GENERAL	COMPETENCIAS ASOCIADAS	ECTS ¹ (horas)
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¹ Conforme el reparto de créditos ECTS que aparece en la memoria verificada en la materia a la que pertenece esta asignatura.

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
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)			
Trabajos tutelados (no 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
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	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. 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>

6.2. Técnicas de Evaluación

TÉCNICA	TIPO DE PRUEBA	PONDERACIÓN
Pruebas escritas	Final written exam (long written questions and multiple choice questions). This paper will assess the main principles and strategies of reading and writing development in EFL and CLIL.	50%
Proyectos	A Lesson Plan about Reading and Writing development in Primary Ed. in different methodologies (theory of this methodology and the practical lesson plan). Students are expected to apply the procedures studied in class to their original planning. The specific format and evaluation criteria will be announced by the teacher.	30%
Debates y exposiciones	Presentation / peer evaluation of product writing sequence Specific criteria will be announced in class	10%
Casos prácticos	Attendance and in-class assignments. This may include: - Reading comprehension activities (individual and group work taking into account the Covid security and preventive measures). Activities from the workbook given by the teacher (concept of Writing and Reading, Reading skills, types of Reading,...)	10%

	- Writing activities (individual and group work taking into account the Covid security and preventive measures). Activities from the workbook given by the teacher and others (types Writing texts, registers, corrections of writings done by students,...) - Mind maps Only of topics 2 and 4, (individual work), - Lesson plan One lesson plan (in small groups) to develop Reading taking into account the Covid security and preventive measures).	
Otros		

6.3.- Criterios de Evaluación

GENERALES:

- Para obtener la nota final aprobada, es necesario alcanzar al menos el 50% de la puntuación máxima en cada una de las técnicas de evaluación.
- Para la realización de los trabajos, los estudiantes pueden seguir las orientaciones publicadas en el nº 33 de la revista Educación y Futuro http://cesdonbosco.com/documentos/revistaeyf/EYF_33.pdf así como la formación complementaria desarrollada cada curso. A continuación incluimos el enlace con la síntesis de las normas APA 7ª edición: _____
- El plagio en los trabajos y los intentos de engaño en los exámenes supondrá para el alumno la pérdida de la convocatoria en curso.
- Errores ortográficos en todas las técnicas de evaluación. En esta asignatura se concretan de la siguiente manera:

The linguistic written level is very important, the communicative Competence will be assessed through the different evaluation techniques: the exam, the project and the activities.

- One of the language skills that is assessed in this course 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".

CRITERIOS PARA 2ª CONVOCATORIA

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.
- To pass every type of evaluation technique, a minimum of 5 out of 10 must be obtained.
- The marks from the assessment techniques already passed in the 1st call will be kept for the July call, but not for subsequent calls.

ALUMNOS DE SEGUNDAS Y SUCESIVAS MATRÍCULAS

Students from previous years: attendance will not be required and they will be tutored through online or/and face-to-face tutorials.

The students who have not passed the subject in July will-and in subsequent calls-will have to take a final exam in the same date as their classmates. This written test will account for the 60% 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 and explain it orally. The project will account for another 40% too.

They will have to comply with the rest of the aspects (40% assigned to the project and the remaining 60% to the examination).

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.

7.- DOCUMENTACIÓN Y RECURSOS

7.1.- Bibliografía Básica

We are going to work with some chapters of the following books:

1.- NUTTALL, C. (2005) *Teaching reading skills in a foreign language*. Oxford: Macmillan.

2.- HARMER, J. (2004). *How to teach writing*. Harlow: Longman.

We recommend the following books:

ANWAR & RANA, M. K. (2010). *Perceptive Study: Teaching English Language Through English Literature*, U.S: Lambert Academic Publishing.

A.A.V.V. (2016). *Writing for Advanced. Improve your skills*. England, London: Macmillan.

A.A.V.V. (2016). *Reading for Advanced. Improve your skills*. England, London: Macmillan.

AUER, P. and Wei, L. (2007). *Handbook of Multilingualism and Multilingual Communication*. Berlin: Mouton de Gruyter.

- BACHMAN, L.F. (1991). *Fundamental considerations in Language Testing*. Oxford: Oxford University Press.
- BAKER, E. A. & GUTHRIE, J. (2010). Reading motivation among African American and Caucasian students. *Voice of Literacy*. Podcast retrieved from <http://voiceofliteracy.org>
- BYRAM, M. and Grundy, M. (Eds.) (2003). *Context and Culture in Language Teaching and Learning*. Clevedon: MultilingualMatters.
- CECILIA, R. R. (2010). El Proceso de Lectura en Lengua Extranjera: de la Descodificación a la Interpretación. *Didáctica, Lengua y Literatura*, vol. 22 311- 324.
- COOK, V. (2008). *Second Language Learning and Language Teaching*. London: Hodder Education.
- DUHIGG, C. (2012) *The Power of Habit: Why We Do What We Do, and How to Change*. U.S: Random House.
- GARTON, S. & RICHARDS K. (Eds.). (2008). *Professional Encounters in TESOL. Discourses of Teachers in Teaching*. Basingstoke: Palgrave McMillan.
- GRAY, C. (2001). *Mentor Development in the Education of Modern Language Teachers*. Clevedon: Multilingual Matters.
- HARMER, J. (2004). *How to teach writing*. Harlow: Longman.
- HAMP-LYONS & Heasley, B. ((2007); *Study Writing*. Cambridge. Cambridge University Press.
- HARMER, J. ((2003). *The practice of English language teaching*. England. Longman.
- HOLME, R. (2004). *Mind, Metaphor and Language Teaching*. Basingstoke: Palgrave Macmillan.
- KRASHEN, S. D. (2011). *Free Voluntary Reading*. ABC-CLIO.
- LASAGABASTER, D. y SIERRA, J. M. (Ed.). (2005). *Identidades, competencias lingüísticas y el uso de las nuevastecnologías en aulas multilingües*. Barcelona: Horsori.
- LEVY, M. (1997). *Computer-Assisted Language Learning*. Oxford: Oxford University Press.
- MARINA, J. A. (2011). *Los Secretos de la Motivación*. Ariel, Grupo Planeta: España.
- MARSH, D. (2002). *CLIL/EMILE – The European dimension: Actions, trends and foresight potential*. DG Education & Culture, European Commission. Retrieved November 20, 2006, from http://ec.europa.eu/education/policies/lang/doc/david_marsh-report.pdf
- MARSH, D. and MARS LAND, B. (1999). *Learning with languages. A Professional Development Programme forIntroducing Content and Language Integrated Learning* University of Jyväskylä.
- NUTTALL, C. (2005) *Teaching reading skills in a foreign language*. Oxford. Macmillan.
- PÉREZ TORRES, I. (2006). *Diseño de Webquests para la enseñanza/aprendizaje del inglés como lengua extranjera:Aplicaciones en la Adquisición de vocabulario y la destreza lectora*. MA Dissertation. Granada: EditorialUniversidad de Granada.

RISAGER, K. (2007). *Language and Culture Pedagogy*. Clevedon: Multilingual Matters.

SERCU, L. (ed.) (2005). *Foreign Language Teachers and Intercultural Competence; an International Investigation*. Clevedon: Multilingual Matters.

TEDICK, D.J. (2005). *Second Language Teacher Education. International perspectives*. Mahwah, NJ: Lawrence Erlbaum.

THOMAS, M. (Ed.). (2009). *Handbook of Research on Web 2.0 and Second Language Learning*. Information

7.2.- Otros recursos

They will be shown in the virtual platform or website.

REVISADO Y CONFORME:

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FECHA: 17/07/2021