CESdonbosco
Centro Universitario Salesiano

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	TEACHING ORACY IN ENGLISH AS A FOREING LANGUAGE	**Créditos ECTS**	6
Código	800484	**Idioma**	Inglés
Carácter	Optativa	**Curso**	3º
Módulo	Formación Complementaria		
Materia	Didácticas Específicas		

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

This course aims to provide prospective teachers with effective principles, theories and techniques to develop and improve oral skills (listening & speaking) in the Primary English classroom.

2.-COMPETENCIAS

Generales	CG7.Comprender la necesidad de organizar y estructurar los espacios escolares (aulas, espacios de ocio, servicios, etc.), los materiales y los horarios de acuerdo a las características de los estudiantes de esta etapa. 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.

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Transversales	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. CT.4 Dominar estrategias de comunicación interpersonal en distintos contextos sociales y educativos. CT.10 Conocer y utilizar las estrategias de comunicación oral y escrita y el uso de las TIC en el desarrollo profesional. CT.13 Adquirir la capacidad de trabajo independiente, impulsando la organización y favoreciendo el aprendizaje autónomo. CT.14 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	CM8.13.5 Conocer el uso de determinados recursos didácticos relevantes para la enseñanza de la Lengua materna, las lenguas extranjeras, entre otros.

3.- RESULTADOS DE APRENDIZAJE

Once this course has been completed students will be able to …

- 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 COMPETENCES - 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:

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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

0.1. Language systems v language skills

0.2. Language skills: priority, order and integration

UNIT 1. Teaching Pronunciation to YLs

1.1. Segmental & Suprasegmental Traits.

1.2. The most difficult sounds for Spanish speakers of English.

1.3. Developing and Improving Pronunciation Skills.

1.4. Assessing Pronunciation.

UNIT 2. Developing Oral Skills with Young Learners

2.1. The Role of Oral Skills in the YLs classroom.

2.2. Principles and strategies to develop listening and speaking skills in the YLs classroom.

2.3. Speaking and Listening Activities: A Typology.

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

3.1. Rhymes, Chants and Poems.

3.2. Action, Miming and Guessing Games.

3.3. Selecting and Using Stories and Plays.

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

4.1. Planning Listening.

4.1.1. How listening works: top-down and bottom-up processing.

4.1.2. Designing effective while listening tasks

4.1.3. Designing effective pre- and post-listening



4.2. Planning Speaking.

4.2.1. Fluency vs Accuracy

4.2.2. Developing fluency: from controlled to freer activities

4.2.3. Integration with other skills and systems

4.2.4. Feedback and error correction

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 speaking and listening processes will be studied with a special focus on the strategies and activities to plan and evaluate oral competence in the Primary classroom.

- A set of key strategies, resources and activities for the development of oral skills in the Primary classroom will be critically analysed and coherently implemented.

- The search and management of course content will be shared both by the teacher and the students alike, thus the flipped classroom model will be adopted. This means that the effort of the teaching-learning process will be partially transferred outside of the classroom so that the class time enhances more complex cognitive processes, which may result in a more significant learning.

- Students will work in a cooperative way, especially in the design of the didactic planning, also integrating the language skills, the thinking routines and the multiple intelligences.

- Students will deeply work on their communicative competence in English, including linguistic competence, pragmatic competence and sociolinguistic competence.

- Students will put into practice some thinking techniques, like the logic wheel and the interview.

- Students will perform some techniques typical of cooperative work, like the rotating paper and 1-2-4.

- Other methodological strategies will be Problem Solving and Project work, which will be supported by the use of graphic organisers.

- Teacher's work - through presentations, explanations and clarifications - will be complemented with practical tasks that students will complete either individually or in small groups.

- Students are expected to actively participate in the class, thus contributing with their own ideas or experiences in a critical way.

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 8.13.1;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 */**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. 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	A final exam. It will account for the 50% of the final mark. The final exam will have both theoretical and practical questions and 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 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.	50%
Proyectos	Two projects. They will account for the 25% of the final mark. Project 1- (15%) Students will design a storytelling session in small groups. If possible, it will be implemented in a Primary school. Project 2- (10%). In small groups, students will design a lesson plan making an effective use of oral techniques to develop listening and speaking in the Primary English classroom.	25%

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

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	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 1.25 out of 2.5.	
Debates y exposiciones	Two presentations. They will account for the 10% of the final mark. Students will present activities and resources to promote oral skills in the EFL classroom. 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.	10%
Casos prácticos	Three practical tasks. They will account for the 15% 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 0.75 out of 1.5.	15%
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:

Students will take into account general and common evaluation criteria to be applied in other 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.

- A minimum of 5 (50%) out of 10 (100%) must be obtained in order to pass both the course and every assessment technique.

- Those students who do not actively participate in and cooperate with their working group in the completion of the assigned tasks will have to complete them individually and therefore they will be individually assessed too.

- The Communicative Competence (B2) will be croscurricularly 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 affect the marks from the assessment techniques significantly, systematic repetition of basic errors will lead to a fail mark.

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.

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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.

CRITERIOS PARA 2ª CONVOCATORIA

- The students who have not passed the course in the 1st call must resit only the pending assessment techniques for the 2nd call.

- Marks from the assessment techniques already passed in the 1st call will be kept for the 2nd call, but not for subsequent calls/years.

- A minimum of 5 (50%) out of 10 (100%) must be obtained in order to pass both the course and every assessment technique.

ALUMNOS DE SEGUNDAS Y SUCESIVAS MATRÍCULAS

- The sudents 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.

7.- DOCUMENTACIÓN Y RECURSOS

7.1.- Bibliografía Básica

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Can, A. & Superfine, W. (1997). *Developing Resources for Primary*. Richmond Publishing.

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Van Oort, H. (2005). *Challenging Children: Imaginative Activities to Inspire Young Learners*. Delta Publishing.

Williams, E.J. (2008). *Presentations in English*. Macmillan.

7.2.- Otros recursos

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FECHA: 18/07/2021