



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 LITERACY IN ENGLISH AS A FOREING LANGUAGE	Créditos ECTS	6
Código	800488	Idioma	Ingles
Carácter	Optativa	Curso	3º
Módulo	Formación Complementaria		
Materia	Didácticas Específicas		

EQUIPO DOCENTE		
Profesor	Email	URL
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1.- PRESENTACION		
The purpose of this subject is to approach students to the principles, strategies and techniques for reading and writing teaching in Primary Education. Students will get a theoretical analysis for reading comprehension and writing process, and a wide variety of activities and exercises will be dealt to fully develop both skills.		

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

Al superar la asignatura se espera que el alumnado:

At the end of the semester, students will be able to:

- Analyze reading and writing process.
- Know different resources for reading and writing development.
- Use techniques for reading and writing practice.
- Design teaching strategies for writing and reading skills teaching.

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

INTRODUCTION: reading and writing

UNDERSTANDING READING

TEACHING READING IN EFL

UNDERSTANDING WRITING



TEACHING WRITING IN EFL

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 puntuamente a los estudiantes.

5.- METODOLOGÍA DOCENTE Y ACTIVIDADES DE APRENDIZAJE

In line with the methodological approach defined at CES Don Bosco, we will develop a methodology that goes beyond presenting the content, transmitting the "what". We understand that our mission is to mediate in order to build that content, preparing students to be able to build it on their own and transfer it to their future professional context. This involves teaching people to think in a well-founded, orderly, effective and practical way that encourages maturity and autonomy. To do this, we will use varied thinking techniques that will allow students to structure, deepen and streamline some cognitive processes; specific analysis, establish connections with others, promote knowledge (metacognitive processes). This will help balance the development of the capacities. We will rely on techniques such as critical thinking activities, interview...

To give solidity to the structures we want our students to build, we will support the development of techniques in graphic and visual organizers. In this way, the mental processes that we want to stimulate and strengthen are being built with the content and are "visualized" better.

Throughout the course, we will propose activities to be carried out individually, in pairs, in small heterogeneous teams and in large groups. We will apply techniques typical of the cooperative learning strategy, such as team work. Likewise, we will take advantage of the possibilities offered by the effective integration of technical devices (flexibility, interactivity, simulation of educational realities...) to improve learning experiences and achieve the planned objectives. For this we will use tools like Kahoot, Mentimeter and others.

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	60% de la carga del módulo 2082h/ECTS

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



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 Adscrito a la Universidad Complutense 172,5h/ECTS
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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	<p>The final exam will include two sections: short questions and writing parts with concepts learnt during the semester. Details will be explained previously in the class and on the webpage. The minimum score to be considered in the final mark: 2,5 points out of 5.</p> <p>The content of the exam is the material uploaded on the virtual campus, nevertheless, aspects or concepts explained in class, also expressions or vocabulary in English considered important will also be part of the material that can be asked about in the exam.</p> <p>Students will have to read two or three short books in English every term. They will read it at home, but we will comment on the books in class, mentioning vocabulary or expressions that students don't know and will enrich their level of English. Students will have to answer one or two questions about the book in the exam, as well as being asked about the vocabulary/ expressions mentioned in class. The book is a compulsory part of the module. The exam will not be considered passed without passing the books.</p>	50%
Proyectos	Group project about concepts of the subject. Details will be explained previously in the class and on the webpage. The minimum score to be considered in the final mark: 1 point out of 2.	20%
Debates y exposiciones	Debates and presentations (1-3). They can be in groups or individual. Students will be informed previously in the class about all the details. The minimum score to be considered for the final mark: 1 point out of 2.	30%
Casos prácticos		
Otros	<p>There will be linguistic intercambio sessions online with English speakers with a minimum of 10 sessions in the term. They can be individual or in pairs.</p> <p>Students are expected to pay attention in class even if they are connected online. They are expected to have their cameras on and answer the questions that the teacher or any classmate can ask.</p>	



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 cita y referencia de fuentes de información de los trabajos académicos, los alumnos deben seguir las recomendaciones de las normas APA 7^a ed.
- 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 plagiarism in the works and the attempts of cheating in the exams will entail a fail mark in the current call.
 - The use of English in exams, tests, presentations will be taken into account when assessing them. The teacher will mark them down if there are mistakes in spelling, grammar, confusing ways of expressing ideas, etc., both written and spoken. That means that the mistakes in English will have an effect on the final grade.
 - To pass every type of evaluation techniques, a minimum of 5 out of 10 must be obtained.

CRITERIOS PARA 2^a CONVOCATORIA

The marks/activities already passed in the 1st call are kept for the July call.

Students who fail the subject will have to take a written test in July that will collect all the parts of the subject.

The use of English in exams, tests, presentations will be taken into account when assessing them. The teacher will mark them down if there are mistakes in spelling, grammar, confusing ways of expressing ideas, etc., both written and spoken. That means that the mistakes in English will have an effect on the final grade.

ALUMNOS DE SEGUNDAS Y SUCESIVAS MATRÍCULAS

Evaluation of students who repeat the subject:

Examination of the material uploaded to the platform (60% of the grade).

Final project (40% of the grade). This consists of the creation of a microteaching that lasts between 7 and 10 minutes. It must include a description of the session, group, objectives, materials and timing. Details will be provided about the theme, structure...

The student will present it in person or in a video call with other classmates or he/she will send a previously recorded video. If that is the case, in the presentation you must address the camera as if it was a student and explain how it will work. Also, you must send or upload a document with all the information required about the session. Should be perfectly adequate to the level of the course you have chosen.

The use of English in exams, tests, presentations will be taken into account when assessing them. The teacher will mark them down if there are mistakes in spelling, grammar, confusing ways of expressing ideas, etc., both written and spoken. That means that the mistakes in English will have an effect on the final grade.

7.- DOCUMENTACIÓN Y RECURSOS



7.1.- Bibliografía Básica

We will work with these books: 1.- Nuttal, C. (2005) Teaching reading skills in a foreign language. Oxford: Macmillan. 2.- Harmer, J. (2004). How to teach writing. Harlow: Longman.

Moreover, we strongly recommend to read these other books:

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

BYRAM, M. and Grundy, M. (Eds.) (2003). Context and Culture in Language Teaching and Learning. Clevedon: Multilingual Matters.

COOK, V. (2008). Second Language Learning and Language Teaching. London: Hodder Education.

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.

LASAGABASTER, D. y SIERRA, J. M. (Ed.). (2005). Identidades, competencias lingüísticas y el uso de las nuevas tecnologías en aulas multilingües. Barcelona: Horsori.

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_marshall-report.pdf

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: Editorial Universidad 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. Information.

7.2.- Otros recursos

They will be shown on the webpage.

REVISADO Y CONFORME:

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