

GUÍA DOCENTE DE LA ASIGNATURA

(curso 2021/22)

Titulación	GRADO DE MAESTRO EN EDUCACIÓN PRIMARIA + GRADO EN PEDAGOGÍA
Plan de Estudios	GRADO DE MAESTRO EN EDUCACIÓN PRIMARIA: 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). GRADO PEDAGOGÍA: Resolución de 7 de junio de 2010 (BOE núm. 157 de 29 de junio de 2010)

Asignatura	DIDÁCTICA DE LA LENGUA EXTRANJERA INGLÉS	Créditos ECTS	4
Código	901494	Idioma	Español
Carácter	Obligatoria	Curso	2º
Módulo			
Materia			

EQUIPO DOCENTE		
Profesor	Email	URL
SANTIAGO BAUTISTA MARTÍN	sbautista@cesdonbosco.com	http://cesdonbosco.com/claustr-didactica-lengua-literatura/333-santiago-bautista-martin.html

1.- PRESENTACION

This course aims to provide students with useful and significant principles, strategies, activities, materiales and resources to design, plan and evaluate the teaching and learning processes in the EFL Primary classroom.

2.-COMPETENCIAS

Generales	
-----------	--

Transversales	
Módulo	
Materia	

3.- RESULTADOS DE APRENDIZAJE

Al superar la asignatura se espera que el alumnado:

- 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.
- Students will be able to 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.
- Students will be able to select the audio visual information that contributes to their civic learning and cultural richness.

EXPECTED LEVEL IN THE LINGUISTIC COMPETENCE OF THE ENGLISH LANGUAGE

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

1. Teaching English to Young Learners: An Introduction

2. Approaches and Methods in Second Language Teaching

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

The four language skills:

i. Oral skills: Teaching Listening & Speaking

ii. Written skills: Teaching Reading & Writing

Strategies, resources and activities.

4. Lesson Planning and Assessment.

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

- A set of key principles, strategies, resources and activities for teaching English in the Primary classroom will be critically analysed and coherently implemented.

- Students will work in a collaborative way in the methodological planning, integrating the linguistic skills that children will work in the classroom to learn English as a second language.

- The teacher's explanations will be in English and complemented by practical activities developed by students in small groups.

- Audio visual material will be used in class to show good practices in the Primary classroom to the students.

- 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.

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

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

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

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

- Students will work on their communicative competence in English, including the linguistic competence, the pragmatic competence and the sociolinguistic competence.
- Students are expected to actively participate in the class, thus contributing with their own ideas or experiences in a critical way.
- The reference book that will be used in class is Shin and Crandall. (2014). Teaching Young Learners English: From Theory to Practice. Boston, USA: National Geographic Learning.

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 8.7.1; 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
Tutorías (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% de la carga del módulo 70h/ECTS
Trabajos tutelados (no 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
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. 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 entire course. The guidelines for the final exam will be provided and explained in class at least a week before.	50%

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

	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.	
Proyectos	One project in groups that will account for the 20% of the final mark. Students will work cooperatively to design a complete didactic unit integrating everything they have learned during the course. 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.	20%
Debates y exposiciones	One presentation in groups. It will account for the 20% of the final mark. Each group will have to work on a different methodology or approach in 2nd language teaching. 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.	20%
Casos prácticos	2 practical tasks in small groups. They will account for the 10% 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 0.5 pt. out of 1.	10%
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 cita y referencia de fuentes de información de los trabajos académicos, los alumnos deben seguir las recomendaciones de las normas APA 7ª 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:

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 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 (B1) will be crosscurricularly 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.

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 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.

7.- DOCUMENTACIÓN Y RECURSOS

7.1.- Bibliografía Básica

- Anderson, J. (2006). Teamwork. Interactive Tasks to Get Students Talking. Delta Publishing.
- Ball, P., Kelly, K. y Clegg, J. (2015). Oxford Handbooks For Language Teachers. Putting CLIL Into Practice. CUP.
- Bearne, E. & Reedy, D. (2017). Teaching Primary English: Subject knowledge and classroom practice. Routledge.
- Bland, J. (2015). Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 Year Olds. Bloomsbury Publishing.
- Cameron, L. (2001). Teaching Languages to Young Learners. CUP.
- Campbell, C. and Smith, J. (2009). Listening. University of Reading. Garnet Education.
- Can, A. and Superfine, W. (1997). Developing Resources for Primary. Richmond Publishing.
- Ellis, G., Brewster, J., and Girard, D. (2004). The Primary English Teacher's Guide. Penguin English.
- Ellis, G. and Ibrahim, N. (2015). Teaching Children How to Learn: Plan, Do Review. Delta Publishing.
- Emery, H., and Rich, S. (2015). Teaching English to Young Learners. TESOL Press.
- Garton, S. and Copland F. (2018). The Routledge Handbook of Teaching English to Young Learners. Routledge.
- Gavienas, E. (2004). Speaking and Listening. Cross-curricular activities. Scholastic. Graham, C. (2006). Creating Chants and Songs. OUP.
- Halliwell, S. (1992). Teaching English in the Primary Classroom. Longman.
- House, S. (1997). An Introduction to Teaching English to Children. Richmond. Lewis, G. and Bedson, G. (1999). Games for Children. OUP.
- Lockyer, S. (2016). Lesson Planning for Primary School Teachers. Bloomsbury Education. Lowe, S. and Pile, L. (2007). Presenting. Surrey: Delta Publishing.
- Madrid, D. and N. McClaren (2004). TEFL in Primary Education. Universidad de Granada.
- Maley, A. (1999). Games for Children. Resource books for teachers. OUP.
- Manning, A. and Wilding, E. (2007). Presentations. Garnet Publishing Ltd.
- Medwell, J., Wray, D., Coates, E., Minns H. and Griffiths V. (2014). Primary English. Teaching Theory and Practice. Learning Matters Ltd.
- Mehisto, P., Frigols, M.J. and Marsh, D. (2008). Uncovering CLIL: Content and Language Integrated Learning in bilingual and multilingual education. Hueber Verlag GmbH & Co.
- Moon, J. (2006). Children Learning English. Macmillan-Heinemann.
- Pérez, P. and Roig, V. (2004). Enseñar y aprender inglés en educación infantil y primaria. Vol. II. Ice Horsori. Phillips, S. (2002). Drama with Children. Oxford: OUP. Phillips, S. (2006). Young Learners. OUP.
- Pinter, A. (2017). Teaching Young Language Learners. OUP.
- Puchta, H. and Williams, M. (2012). Teaching young learners to think. CUP.
- Ruiz, U. (ed.) (2000). Didáctica de la segunda lengua en educación infantil y primaria. Editorial Síntesis.
- Really, V. and Ward, S. (2005). Very Young Learners. Resource Book for Teachers. OUP. Roach, P. (2009). English Phonetics and Phonology: A Practical Course. CUP.
- Roth G. (1998). Teaching Very Young Children: Pre-School and Early Primary. Richmond.
- Schauer, G. A. (2019). Teaching and Learning English in the Primary School: Interlanguage Pragmatics in the EFL Context. Springer.
- Shin, J.K. and Crandall, J. (2014). Teaching Young Learners English: From Theory to Practice. National Geographic Learning.
- Slattery, M. and Willis, J. (2009). English for Primary Teachers. OUP. Williams, E.J. (2008). Presentations in English. Macmillan.

7.2.- Otros recursos

USEFUL WEBSITES

British Council: <http://www.teachingenglish.org.uk/teaching-kids/>

English Club: <http://www.englishclub.com/>

Big Books Online: www.oxfordowl.co.uk

English for Young Learners: <http://englishforyounglearners.org/>

MES-English: <http://www.mes-english.com/games.php>

Games and activities for the ESL/EFL Classroom: <http://iteslj.org/games/>

Fun English Games: www.funenglishgames.com

Joan Kang Shin Resource Page: <http://sites.google.com/site/shinjinshil/resources>

Songs for teaching: www.songsforteaching.com

Super Simple Songs: www.supersimplesongs.com

Mother Goose nursery rhymes that can be used for phonics activities: <http://www.zelo.com/family/nursery/>

Songs, chants, rhymes: http://www.ifayed.net/Main_Folders/Resources/SPEER_02/TEAS_CH4.PDF

Children's books: <http://www.childrens-books.com/>

TPR Storytelling: <http://www.tprstorytelling.com/index.php>

<http://learnenglishkids.britishcouncil.org/en/>

<http://resources.woodlands-junior.kent.sch.uk/>

<https://www.tes.co.uk/teaching-resources>

http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml

http://www.lessonplanet.com/search?rating=4&reviewed_in=5&type_ids%5B%5D=357917&subject_ids%5B%5D=365210&gclid=Cj0KEQjw_YKtBRC7zZjFp8bF_foBEiQAfyigczlb2TC4SeaMRdqF6VdTGfCsJlfKwyEHghxqv0hjR9QaAnHK8P8HAQ

<http://www.parliament.uk/education/teaching-resources-lesson-plans/> <http://www.sparklebox.co.uk/>

<http://www.teachingideas.co.uk/>

http://www.teachit.co.uk/?gclid=Cj0KEQjw_YKtBRC7zZjFp8bF_foBEiQAfyigc6EYgqgV0R2yEIXmGrHBETKuVHdeSROq_IR_YyGXddYaAjQc8P8HAQ

<http://www.twinkl.co.uk/>

<http://hubpages.com/hub/Storytelling-with-children>

REVISADO Y CONFORME:

LORENA SILVA BALAGUERA
Coordinadora de grado.

LOURDES PÉREZ GONZÁLEZ
Responsable dobles grados.

FECHA: 27/07/2021