GUÍA DOCENTE DE LA ASIGNATURA
(curso 2022/23)

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 ENGLISH AS A FOREIGN LANGUAGE	Créditos ECTS	4
Código	800434	Idioma	Inglés
Carácter	Obligatoria	Curso	2º
Módulo	Didáctico Disciplinar		
Materia	Enseñanza y Aprendizaje de las Lenguas		

EQUIPO DOCENTE		
Profesor	Email	URL
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1.- PRESENTACION

Students from the 2nd year of the BA in Primary Education are expected to complete this didactic-curricular course by achieving the following aims:

- to help students 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.
- to master the language classroom instruction and the Primary English curriculum.
- to learn the most significant theories, principles, techniques, strategies, activities, materials and resources for teaching English at Primary school level in an effective way.
- to develop a critical view on the different approaches, methods, strategies and resources for teaching English in the Primary classroom.
- to acquire and develop the necessary skills in order to design and implement teaching units that cater for the needs and the learning styles of students as well as the main aspects of the English Primary curriculum.

2.-COMPETENCIAS

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Generales	CG13. Diseñar estrategias didácticas adecuadas a la naturaleza del ámbito científico concreto, partiendo del currículo de Infantil, para las áreas de Ciencias Experimentales, Ciencias Sociales, Matemáticas, Lengua, Musical Plástica y Visual y Educación Física.
Transversales	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	CM13.3 Conocer los fundamentos de los procesos de enseñanza y aprendizaje de las Lenguas y Lectoescritura CM13.4 Valorar y aplicar distintas estrategias metodológicas adecuadas a las diferentes áreas del conocimiento en Lengua y Lectoescritura.
Materia	CM13.3.1 Conocer y dominar técnicas de expresión oral y escrita. CM13.3.2 Conocer la tradición oral y el folklore. CM13.4.1 Afrontar situaciones de aprendizaje de lenguas en contextos multilingües. CM13.4.2 Adquirir formación literaria y, en especial, conocer la literatura infantil. CM13.4.3 Ser capaz de fomentar una primera aproximación a una lengua extranjera.

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 individually as well as in collaboration with other teachers and school professionals.

- Students will be able to reflect on the classroom practice to innovate and improve the teaching process. They will acquire habits and skills for autonomous and cooperative learning and promote it among the students.

- Students will be able to distinguish in a selective way the audiovisual information that contributes to the civic learning and cultural richness.

- Students from the bilingual group will be able to show a communicative competence in the English language following the descriptors for the B2 level according to the Common European Framework of Reference for languages.

LINGUISTIC COMPETENCIES THAT 2nd YEAR STUDENTS HAVE TO SHOW:
 OVERALL LISTENING COMPREHENSION
 • Listening:
 - Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.

- Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.

- Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers

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UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS IN ACADEMIC AND PROFESSIONAL CONTEXTS

- Can keep up with an animated conversation between native speakers.

- Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.

 LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS

Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.

RECEPTION AUDIO/VISUAL

Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.

OVERALL READING COMPREHENSION

 • 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. Teaching English to Young Learners: An introduction

2. Approaches and Methods in Second Language Teaching

3. Development of the communicative competence in the English classroom in Primary Education

The four basic skills:

- Oral comprehension: Teaching Listening and Speaking

- Written comprehension: Teaching Writing and Reading

Strategies, Resources and Activities used by the teacher in the teaching of English as a second language.

4. Lesson Planning and Assessment

5.- METODOLOGÍA DOCENTE Y ACTIVIDADES DE APRENDIZAJE

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- 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.

- Use of thinking techniques to facilitate the comprehension of the contents treated in class and also achieve that students can transfer these techniques to other contexts. One of these techniques that will be used by the students will be the Logic Wheel.

- 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 sociolingüistic 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)	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	17,5h/ECTS10% de la carga del módulo 70h/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	2,5% 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

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

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	All the contents will be assessed with a written exam that will take place at the end of the term. The final exam 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 exam is taken. 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.	50%
Proyectos	The design of a complete Didactic Unit.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. Group work	20%
Debates y exposiciones	Presentation of the different Methodologies and Approaches to teach a second language. Each group will have to work on a different methodology to teach a second language. Each group will present it in class. 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	Around two practical tasks in small groups. They will account for the 10% of the final mark, each one will be worth a 5%.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 y los intentos de engaño en las técnicas de evaluación supondrá la pérdida de la convocatoria en curso.
- 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. Este criterio será detallado en cada una de las técnicas de evaluación

Sin embargo, quedarán exentos de la aplicación de este criterio de calificación todas aquellas personas que acrediten presentar una Necesidad Específica de Apoyo Educativo acreditados a través del SOUAE.

General and common evaluation criteria due to be applied in the subjects of the Degree:

- The plagiarism in the papers and the attempts of cheating in the exams will entail a fail mark in the current call.

- To pass every type of evaluation technique, a minimum of 5 must be obtained.

-Communicative oral skills will be assessed through presentations en class.

-Communicative written skills will be assessed through the production of written projects.

- Those students who do not take active participation in the planning, development and implementation of the different tasks and projects, either in the classroom or outside, will have to do them individually.

- All the tasks will be uploaded to the campus. All those sent by email won´t be corrected.

One of the language skills that is assessed in Bilingual coursework is language accuracy and control - what can also be described as "correctness". Although some errors may not affect exam marks significantly, systematic repetition of basic errors will, and may even lead to a fail mark.

The following basic errors are well below the language level we are working on in class (Upper-Intermediate, B2 CEF). It is strongly recommended that you study the list and make sure you do not make these mistakes repeatedly, otherwise you can be penalized -0,20 points for each basic mistake in the final exam.

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.

"Those students who hold a language certificate from the following Table, obtained less than 5 years before, with a higher level than the one from the course, have two options:

a) Not to attend lessons: Their final mark will be 5.

b) Attend lessons: Their final mark will be the average of the final exam (50%) and a final paper (50%).

CRITERIOS PARA 2ª CONVOCATORIA

La nota de todas las técnicas aprobadas se guarda para segunda convocatoria teniendo que recuperar las técnicas suspensas.

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- The marks from the assessment techniques already passed in the 1st call will be kept for the July call, but not for subsequent calls.

- Students who have to hand in tasks or assignments in the extraordinary call will do so individually, even if they have been done as a group during the course. These papers shall be due on the same day as the extraordinary exam or some days before but never after the day of the exam.

ALUMNOS DE SEGUNDAS Y SUCESIVAS MATRÍCULAS

Students from previous years:

• They won´t have to attend classes. They will be helped through personal and virtual tutorials if needed.

• They will have to take a written test and develop a final project which will be handed in on the day of the exam. Each part will be worth a 50%. According to this, to be able to opt to the weighted average it is necessary to obtain at least 2.5 pt. out of 5.

- 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.

 * Para el alumnado de segundas y sucesivas matrículas se tendrán en cuenta los criterios generales de evaluación.

7.- DOCUMENTACIÓN Y RECURSOS

7.1.- Bibliografía Básica

Bland, J. (2015). *Teaching English to Young learners.* Bloomsbury Publishing.

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.Ellis, G y Ibrahim, N. (2015). Teaching children how to learn. Delta Publishing.

Emery, H & Rich, S. (2015). *Teaching English to Young learners (English Language Teacher Development Series).* TESOL Press.Heathfield, D. (2014). Storytelling with our students. Delta Teacher Development Trainer.

House, S. (1997). *An Introduction to Teaching English to Children*. Richmond.Ioannou-Georgiou, S y Pavlou, P. (2003). *Assessing Young Learners*. OUP.

Kang Shin, J & Crandall J, (2014). *Teaching Young Learners English.* Heinle Cengage Learning.

Lewis, G. y Bedson, G. (1999). *Games for Children*. OUP.

Moon, J. (2004). *Children Learning English*. Macmillan Heinemann.

Moya Guijarro, A.J. y Albentosa Hernández, J.I. (2003). *La enseñanza de la lengua extranjera en la educación infantil.* Ediciones de la Universidad de Castilla La Mancha.

Murado Bouso, J.L. (2010). *Didáctica de inglés en Educación Infantil*. Ideaspropias Editorial.Pasty M. Lightbown, Nina Spada. (2013). *How languages are learned*. OUPNunan, D. (2011). *Teaching English to Young Learners.* Anaheim University Press.Pascual, B & Real, V. (2020). *English for Early Years Education*. Educália Editorial.

Phillips, S. (1999). *Drama with Children*. OUP.

Phillips, S. (1993). *Young Learners*. OUP.

Really, V & Ward, S. (1997). *Very Young Learners. Resource Book for Teachers.* OUP.

Richards, J (2016). *Key Issues in Language Teaching*. CUP

Roth, G. (1998). *Teaching Very Young Children: Pre-School and Early Primary.* Richmond.

Scott, W.A. y Ytreberg, L.H. (1991). *Teaching English to Children*. LongmanThoma, D & Thomas , A. (2021). *Teaching and Learning Primary English*. 0xford

Wright, A. (2001). *Art and Crafts with Children*. OUP.

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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_foBEiQAfyigczlb2TC4SeaMRdqF6VdTGfCsjIfKwyEHghxqv0hjR9QaAnHK8P8HAQ

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 Coordinador de grado.
FECHA: 20/07/2022

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