

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	DIDÁCTICA DE LAS COMPETENCIAS ORALES EN LENGUA EXTRANJERA (INGLÉS)	Créditos ECTS	6
Código	800484	Idioma	Español
Carácter	Optativa	Curso	3º
Módulo	Formación Complementaria		
Materia	Didácticas Específicas		

EQUIPO DOCENTE		
Profesor	Email	URL
SANTIAGO BAUTISTA MARTÍN	sbautista@cesdonbosco.com	https://cesdonbosco.com/santiago-bautista-martin/

1.- PRESENTACION

Students from the 3rd year of the BA in Primary Education with English specialism are expected to complete this complementary training course by achieving the following aims:

- To understand the main principles to promote an effective development of oral skills - listening and speaking – in the EFL Primary classroom.
- To apply different strategies and techniques to present and develop oral skills as well as other complementary components in the EFL Primary classroom.
- To critically select and assess a set of different methods, resources and strategies for teaching oral skills in the EFL Primary classroom.
- To design and implement interactive listening and speaking lesson plans for the EFL Primary classroom.

2.-COMPETENCIAS

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

3.- RESULTADOS DE APRENDIZAJE

Al superar la asignatura se espera que el alumnado:

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

- Understand the main principles to promote 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:

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

UNIT 1. Teaching Pronunciation to YLs.

UNIT 2. Developing Oral Skills with Young Learners.

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

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

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 for example 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 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 to 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)	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
Trabajos tutelados (no presencial)			
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

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

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>A final exam. It will account for the 50% of the final mark.</p> <p>The final exam will have both theoretical and practical questions and will include all the content students have been working with throughout the entire course.</p> <p>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.</p>	50%
Proyectos	<p>Around two projects that will account for the 30% from the final mark.</p> <p>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 1.5 out of 3.</p>	30%
Debates y exposiciones	<p>Around two presentations that will account for the 10% from the final mark.</p> <p>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.</p>	10%
Casos prácticos	<p>Around two practical tasks that will account for the 10% from the final mark.</p> <p>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.</p>	10%
Otros		

6.3.- Criterios de Evaluación
<p>GENERALES:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>

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 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 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.
- 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

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

- 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.
- All pending tasks will be retaken and assessed-either individually or collectively-following the very same guidelines given when carried out during the course, except for presentations that will be recovered by recording the students themselves and sharing the video with their teacher.

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.

- The students themselves are responsible for their own learning process. In other words, they must contact the teacher at the course start, so that they can be closely informed about the course requirements they must meet in order to pass the course, 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

Anderson, J. (2006). *Teamwork. Interactive Tasks to Get Students Talking*. Delta Publishing.

Bearne, E. & Reedy, D. (2017). *Teaching Primary English: Subject knowledge and classroom practice*. Routledge.

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

Cameron, L. (2001). *Teaching Languages to Young Learners*. CUP.

Campbell, C. y Smith, J. (2009). *Listening. Reading*. Garnet Education.

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

Cho, K.W. (2013). *Oral English: Picture Discussion For Upper Primary Levels*. Singapore Asia Publishers.

Ellis, G., Brewster, J. & Girard, D. (2004). *The Primary English Teacher's Guide*. Penguin English.

Emery, H., & 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.

Grogan, D. and Lindsay, J. (2004). *Speaking and listening 5-7_ Activities in Cross Curricular Contexts*. Scholastic.

Grugeon, E., Lubbard, L., Smith C., & Dawes L. (2005). *Teaching speaking and listening in the primary school*. Routledge.

Hancock, M. (2020). *Mark Hancock's 50 Tips for Teaching Pronunciation*. OUP.

Hancock, M. (1995). *Pronunciation Games*. CUP.

- House, S. (1997). *An Introduction to Teaching English to Children*. Richmond.
- Lewis, G. & Bedson, G. (1999). *Games for Children*. OUP.
- Locke, A. (2013). *Teaching speaking and listening: One step at a time*. (Rev. ed.). Featherstone Education Ltd.
- Madrid, D. & N. McClaren (2004). *TEFL in Primary Education*. Universidad de Granada
- Maley, A. (1999). *Games for Children. Resource books for teachers*. OUP.
- McDonald, R. (2013). *Speaking and Listening (The Primary Teachers Guide)*. Scholastic.
- Moon, J. (2000). *Children Learning English*. Macmillan-Heinemann.
- Munro, J. (2011). *Teaching Oral Language: Building a Firm Foundation Using ICPALER in the Early Primary Years*. Camberwell, Vic.: ACER Press
- Newton, J.M. & Nation, P. (2020). *Teaching ESL/EFL Speaking and Listening*. Routledge.
- Nickolson, T. (2006). *Phonics Handbook*. John Wiley & Sons.
- Nixon, C. & Tomlinson, M. (2005). *Primary Pronunciation Box*. CUP.
- Pérez, P. & Roig, V. (2004). *Enseñar y aprender inglés en educación infantil y primaria*. Vol. II. Ice Horsori.
- Phillips, S. (2002). *Drama with Children*. OUP.
- Phillips, S. (2006). *Young Learners*. OUP.
- Really, V. & 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.
- Slattery, M. & Willis, J. (2009). *English for Primary Teachers*. OUP.
- 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

Materials & resources provided by the teacher through the virtual platform.



REVISADO Y CONFORME:

LORENA SILVA BALAGUERA
Coordinador de grado.

FECHA: 20/07/2022