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

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

The main purpose of this subject is to provide the future teachers with knowledge and tools to be able to teach Reading and Writing in the English language in Primary Educaction.

This subject, which is necessary to obtain "Mención en lengua inglesa", consists on the principles, strategies and techniques of reading and writing in the English language in EFL in Primary Education. Throughout the course, students will be provided with theoretical grounds, opportunities/experiences to develop the skills required in the aforementioned educational context. After an analysis of the subskills and the processes of reading comprehension and writing production, we propose to the students different didactic approaches to work in the classroom and a variety of exercises to give the future teacher the tools to work with these skills in the English lessons.

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.

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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.

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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

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)	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

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[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	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 mínimum score to be considered in the final mark: 2,5 points out of 5. 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. 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.	50%
Proyectos	Group project about concepts of the subject. Details will be explained previously in the class and on the webpage. The mínimum 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 mínimum score to be considered for the final mark: 1 point out of 2.	30%
Casos prácticos		
Otros	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. 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.	

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.

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- 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.

- 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.

The linguistic written level is very important, the communicative Competence will be assessed through the different evaluation techniques: the exam, the project and the activities. All of them are compulsory and they have to reach at least 50%.

- One of the language skills that is assessed in this course is 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, and may even lead to a fail mark ("suspenso").

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".

"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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Students will take into account general and common evaluation criteria, applied in others 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.

- The marks/activities already passed in the 1st call are kept for the July call. - To pass every type of evaluation technique, a minimum of 5 out of 10 must be obtained.

- They have to do a final written exam again in July that will collect all the parts of the subject.

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

- The grupal assesments techniques (if they haven´t passed) will done individually with the guidelines given by the teacher and the students will give to the teacher the official exam day.

- They will have to hand in a Project meeting the guidelines given by the teacher on the date of the official exam and explain it orally.

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:

Students from previous years: attendance will not be required and they will be tutored through online or/and face-to-face tutorials. The students will have to contact with the teacher

The students who have not passed the subject in second call and in subsequent calls-will have to take a final exam in the same date as their classmates. This written test will account for the 60% of the final mark. Likewise, they will have to hand in a Project meeting the guidelines given by the teacher on the date of the official exam and explain it orally. The project will account for another 40% too.

They will have to comply with the rest of the aspects (40% assigned to the project and the remaining 60% to the examination).

The pass mark for each assessment technique will be 5 out of 10, that is 2.5 out of 5. Therefore students will have to get at least a 50%, so that the partial mark obtained in every assessment technique can be added to their final mark.
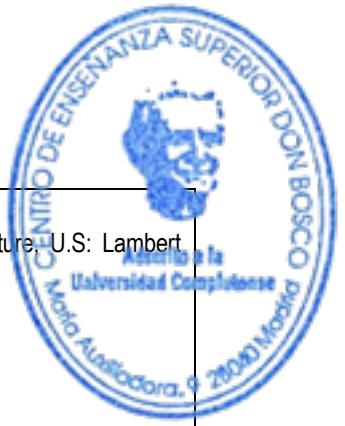

The use of English in exams, tests, presentations will be taken into account when assessing them. The teacher will mark them down if there are mistakes in spelling, grammar, confusing ways of expressing ideas, etc., both written and spoken. That means that the mistakes in English will have an effect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

 * 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

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

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Moreover, we strongly recommend to read these other books:

ANWAR & RANA, M. K. (2010). Perceptive Study: TeachingEnglish Language Through English Literature. U.S: Lambert AcademicPublishing.

A.A.V.V. (2016). Writing for Advanced. Improve your skills. England, London: Macmillan.

A.A.V.V. (2016). Reading for Advanced. Improve your skills. England, London: Macmillan.

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

BACHMAN, L.F. (1991). *Fundamental considerations in Language Testing.* Oxford: Oxford University Press.

BAKER, E. A. & GUTHRIE, J. (2010). Reading motivation among African American and Caucasian students. Voice of Literacy. Podcast retrieved from http://voiceofliteracy.org

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

CECILIA, R. R. (2010). El Proceso de Lectura en Lengua Extranjera: de la Descodificación a la Interpretación. Didáctica, Lengua y Literatura, vol. 22 311- 324.

CLINTON, V., TAYLOR, T., BAJPAYEE, S., DAVISON, M. L., CARLSON, S. E., & SEIPEL, B. (2020). Inferential comprehension differences between narrative and expository texts: A systematic review and meta-analysis. *Reading and Writing, 33*, 2223–2248.

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

DYSON, H., BEST, W., SOLITY, J., & HULME, C. (2017). Training mispronunciation correction and word meanings improves children's ability to learn to read words. Scientific Studies o*f Reading*, *21*(5), 392-407.

DUHIGG, C. (2012) The Power of Habit: Why We Do What We Do, and How to Change. U.S: Random House.

HJETLND, H. N., LERVAG, A., LYSTER, S. A. H., Hagtvet, B. E., HULME, C., & MELBY-LERVAG, M. (2019). Pathways to reading comprehension: A longitudinal study from 4 to 9 years of age. *Journal of Educational Psychology*, *111*(5), 751.

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.

KRASHEN, S. D. (2011). Free Voluntary Reading. ABC-CLIO.

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

LEVY, M. (1997). *Computer-Assisted Language Learning.* Oxford: Oxford University Press.

MARINA, J. A. (2011). Los Secretos de la Motivación. Ariel, Grupo Planeta: España.

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_ marsh-report.pdf

MARSH, D. and MARSLAND, B. (1999). *Learning with languages. A Professional Development Programme forIntroducing Content and Language Integrated Learning* University of Jyväskylä.

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.

PROVOST, G. (2019) *100 Ways to Improve Your Writing (Updated): Proven Professional Techniques for Writing with Style and Power Reading Comprehension: Effective Strategies to Improve Your Reading Comprehension Skills Quickly (Education, Learning, Teaching, Reading)* (English Edition). Penguin Publishing book.
RISAGER, K. (2007). *Language and Culture Pedagogy.* Clevedon: Multilingual Matters.

ROCHE, M. (2019). *Advanced English Writing Skills: Masterclass for English Language Learners. How to Write Effectively & Confidently in English: How to Write Essays, ... Letters, Articles & Reviews.* Independently Published.
SERCU, L, (ed.) (2005). *Foreign Language Teachers and Intercultural Competence; an International Investigation.*Clevedon: Multilingual Matters.

TEDICK, D.J. (2005). *Second Language Teacher Education. International perspectives.* Mahwah, NJ: Lawrence Erlbaum.

THOMAS, M. (Ed.). (2009). *Handbook of Research on Web 2.0 and Second Language Learning.* Information
Toste, J. R., Didion, L., Peng, P., Filderman, M. J., & McClelland, A. M. (2020). A meta-analytic review of the relations between motivation and reading achievement for K–12 students. *Review of Educational Research*, *90*(3), 420-456.

7.2.- Otros recursos

They will be shown on the webpage.

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