

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	RECURSOS DIDÁCTICOS EN LENGUA EXTRANJERA (INGLÉS)	Créditos ECTS	6
Código	800466	Idioma	Español
Carácter	Optativa	Curso	2º
Módulo	Formación Complementaria		
Materia	Didácticas Específicas		

EQUIPO DOCENTE		
Profesor	Email	URL
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1.- PRESENTACION

The purpose of this subject is to get an approach to useful resources and materials that may be used in English Primary Education, focusing on their analysis, selection, adaptation and creation.

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. 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 use a wide variety of resources and materials that will allow them to develop their teaching process.
- To analyze, select and assess the available resources and materials from critical awareness.
- To adapt and design the teaching resources and materials using their creative and innovative skills.
- To know different strategies and skills for the proper use of the teaching resources and materials.

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

Resources and Materials for the Language Classroom.

Evaluation, Selection and Adaptation of Materials and Resources for Primary English Class.

Design and Creation of Materials and Resources for the Primary English Class.

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

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 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>Final exam. It will consist of short questions with definitions and short explanations. Depending on the distribution of content there may be a longer one with the design of an activity.</p> <p>Further details will be explained to students previously in the class and on the webpage.</p> <p>The minimum score to be considered in the final mark: 5 points out of 10. 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	<p>Group Project. The minimum score to be considered in the final mark: half of 3.5.</p> <p>Details will be disclosed to students previously in class.</p>	20%
Debates y exposiciones	<p>Presentations (6) about concepts of the subject.</p> <p>It will be in pairs and or/ individual. If it's in a group, all the members of the group must be in class to be assessed.</p> <p>The minimum score to be considered in the final mark: 1.25 point out of 2.5.</p>	30%

Casos prácticos	
Otros	Students are expected to pay attention in class, so they must not use mobile phones or laptops if it's not strictly necessary for the class.

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 to be applied in the subjects of the Degree:

- The plagiarism in the works and the attempts of cheating in the exams will entail a fail mark in the current call.
- To pass every type of evaluation techniques, a minimum of 5 out of 10 must be obtained.
- The marks/activities already passed in the 1st call are kept for the July call.

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.

CRITERIOS PARA 2ª CONVOCATORIA

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

Students who take the second call within the same academic year will have to prepare the same content as in the first call, as well as the books. If the presentations and final project have been passed, then the students just have to do the exam.

ALUMNOS DE SEGUNDAS Y SUCESIVAS MATRÍCULAS

Evaluation of students who repeat the subject:

Examination of the material uploaded to the platform (50% of the grade).

Final project (50% 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 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.

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.

The following basic mistakes are well below the language level we are working on in class (Upper-Intermediate, B2 CEF):

- 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

It is strongly recommended that you study the list and make sure you do not make these mistakes repeatedly.

Students will have to read a book in English every term. They will read it at home, but we will comment on the book 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.

* 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

- BBC. BBC Learning English. (n.d.) Recuperado de <http://www.bbc.co.uk/worldservice/learningenglish/> Bearn, E y Reedy, D (2017) *Teaching Primary English: subject knowledge and classroom practice*. London: RoutledgeBrewster, J., Ellis, G. y Girard, D. (2007). *The Primary English Teacher's Guide*. London: Penguin. British Council. Learn English. (n.d.) Recuperado de <http://learnenglish.britishcouncil.org/en/>
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- Deller, S., y Rinvolucri M. (2002). *Using the Mother Tongue: Making the Most of Learner's Language*. Surrey: Delta Publishing.
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- Graham, C. (2008). *Creating Chants and Songs*. Oxford, OUP.
- Griffiths, G., y Keohane, K. (2000). *Personalizing Language Learning*. Cambridge: CUP.
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- Nunan, D. (2011). *Teaching English to Young Learners*. Anaheim, CA: Anaheim University Press.
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- Reilly, V., y Ward, S. (2005). *Very Young Learners*. Oxford: OUP.
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- Vale, D., y Feunteum, A. (2006). *Enseñanza de inglés para niños. Guía de formación para el profesorado*. Cambridge: CUP.

7.2.- Otros recursos

REVISADO Y CONFORME:

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