

GUÍA DOCENTE DE LA ASIGNATURA

(curso 2023/24)

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 FOREIGN 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 Education.

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 this course, students will be able to:

- To analyze the main sub-skills and processes related to reading and writing in the English language.
- To use effective techniques and strategies to develop reading and writing in the English language.
- To design didactic strategies to improve reading and writing in the English language appropriated to the level and the characteristics of their future students.
- To know how to use didactic relevant resources to teach to develop reading and writing in the English language.
- To know and use ICT to improve and facilitate reading and writing in the English language Knowledge required in the English language: Reading for information and argument.

Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.

Grammatical accuracy (especially in written assignments)

Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.

Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding

The CEFR describes level B2's user 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 experience.

4.- CONTENIDOS

1. INTRODUCTION: Reading and Writing in the wider context of EFL

2. UNDERSTANDING READING

3. TEACHING READING IN EFL

4. UNDERSTANDING WRITING

5. TEACHING WRITING IN EFL

5.- METODOLOGÍA DOCENTE

The methodology is based in three main points:

a.- Concept of “writing and reading”, teaching and learning.

b.- Working with integrated skills.

c.- Communicative lessons. Assessment, self-assessment (rubrics and individual interview)) and class-assesment.



In this subject we have selected active teaching methodologies to be implemented taking into account the following factors: the level of the cognitive objectives, the capacity of the method to facilitate the autonomy and continuity learning of the students, self-control learning by the students, number of students, time, lessons and assessment. Then, we are going to follow the next methodologies and techniques:

1.- Task-based language teaching (TBLT), also known as task-based instruction (TBI), focuses on the use of authentic language and on asking students to do meaningful tasks using the target language.

Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task.

Planning

Students prepare a short oral or written report to tell the class what happened during their task.

Report

Students then report back to the class orally or read the written report.

Analysis

The teacher then highlights relevant parts from the text of the recording for the students to analyse. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

Practice

Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases.

2.- Cooperative learning is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member.

Five elements define cooperative learning:

Face-to-Face Interaction

Students are promoting each others' learning through face-to-face activities where they discuss and explain assignment topics with each other.

Positive Interdependence

Students have the sense that they're 'in this together,' feeling that each member's individual effort will not only help him but the whole group. The grade of each student is dependent upon the effort of other group members.

Individual Accountability

Each student is accountable for their own contribution to the group. Clearly described goals ensure that each student knows what she is responsible for and what the group is responsible for.

Group Processing

Students are given a means for analyzing their group for how well the group has learned and whether or not collaborative skills are being used.

Collaborative Skills

Students learn not only the subject matter but interpersonal skills and how to work in teams. Students are taught skills of communication, leadership, and conflict management during the early stages of cooperative learning sessions.

3.- Thinking routines.

These routines are simple structures, for example a set of questions or a short sequence of steps, that can be used across various grade levels and content. What makes them routines, versus merely strategies, is that they get used over and over again in the classroom so that they become part of the fabric of classroom' culture. The routines become the ways in which students go about the process of learning.

Is goal oriented in that it targets specific types of thinking.

Gets used over and over again in the classroom.

Consists of only a few steps.

Is easy to learn and teach.

Is easy to support when students are engaged in the routine.

Can be used across a variety of context.

Can be used by the group or by the individual.

Moreover, there will be a compulsory book to read which will be part of the assessment. In the final exam there will be one or two questions about the plot and and / or the vocabulary and expressions seen in the book.

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

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. Criterios de Evaluación

Con el objetivo de constatar la adquisición de las competencias descritas, se emplean técnicas de evaluación variadas. Para obtener la nota final aprobada, es necesario alcanzar al menos el 50% de la puntuación máxima en cada una de ellas.

Se tendrá en cuenta la asistencia regular del estudiante (no menos del 75%) para la calificación, tanto en primera como en 2ª convocatoria, de las técnicas de evaluación que requieran presencialidad.

Es decir, aquellas técnicas que evalúan competencias como destrezas de trabajo en equipo, estrategias de comunicación interpersonal y oral, en otras, requieren la participación activa del estudiante en el desarrollo de las clases. Además, por su propio carácter (trabajos y casos prácticos grupales, exposiciones, debates...) no pueden ser realizadas en otro momento ni sustituidas por otras.

El profesor, en el desarrollo de su docencia, podrá incluir requisitos de evaluación para las diferentes técnicas que se detallarán en las plantillas o rúbricas de evaluación pertinentes.

CRITERIOS COMUNES DE CORRECCIÓN

Penalización del plagio o intentos de engaño en las técnicas de evaluación, suponiendo la pérdida de la convocatoria. El docente estimará si precisa aplicar técnicas complementarias en caso de detectarlo.

Realización y entrega en fecha y forma establecida las actividades y trabajos encomendados.

Para la cita y referencia de fuentes de información de los trabajos académicos, el alumnado debe seguir las recomendaciones de las normas APA 7º Ed.

Ortografía en los trabajos académicos y en las pruebas escritas: 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.

En los criterios de evaluación, se atenderán las indicaciones que el SQUAE haga llegar al profesorado del alumnado con Necesidad Específica de Apoyo Educativo

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.

- 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 ("suspense").

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".

ALUMNOS DE SEGUNDAS Y SUCESIVAS MATRÍCULAS

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

CRITERIOS PARA 2ª CONVOCATORIA

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.
- To pass every type of evaluation technique, a minimum of 5 out of 10 must be obtained.
- They have to do a final exam again
- The marks from the assessment techniques already passed in the 1st call will be kept for the second call, but not for subsequent calls.

ALUMNOS DE SEGUNDAS Y SUCESIVAS MATRÍCULAS

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.

6.2. Técnicas de Evaluación

TÉCNICA	TIPO DE PRUEBA	PONDERACIÓN
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Pruebas escritas	Final written exam (long written questions and multiple choice questions). This paper will assess the main principles and strategies of reading and writing development in EFL and CLIL.	50%
Proyectos	A Lesson Plan about Reading and Writing development in Primary Ed. in different methodologies (theory of this methodology and the practical lesson plan). Students are expected to apply the procedures studied in class to their original planning. The specific format and evaluation criteria will be announced by the teacher.	30%
Debates y exposiciones	Presentation / peer evaluation of product writing sequence (around 3 tasks). Specific criteria will be announced in class.	10%
Casos prácticos	- Reading comprehension activities (individual and group work, around three activities). Activities from the workbook given by the teacher (concept of Writing and Reading, Reading skills, types of Reading,...) - Writing activities (individual and group work, around three activities). Activities from the workbook given by the teacher and others (types Writing texts, registers, corrections of writings done by students,...) - Mind maps - Lesson plan One lesson plan (in small groups to develop Reading).	10%
Otros		

6.3.- 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>

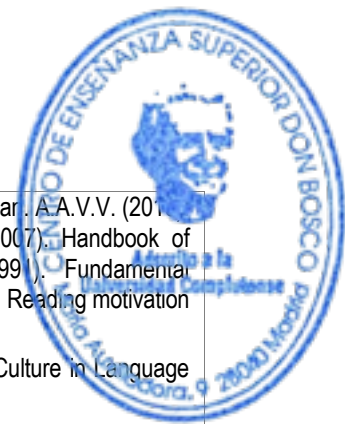
7.- DOCUMENTACIÓN Y RECURSOS

7.1.- Bibliografía Básica

We are going to work with some chapters of the following books: 1.- NUTTALL, C. (2005) Teaching reading skills in a foreign language. Oxford: Macmillan. 2.- HARMER, J. (2004). How to teach writing. Harlow: Longman.

We recommend the following books:

ANWAR & RANA, M. K. (2010). Perceptive Study: Teaching English 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 of 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 Macmillan. 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_marshallreport.pdf MARSH, D. and MARSLAND, B. (1999). Learning with languages. A Professional Development Programme for Introducing 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 in the virtual platform or website.

REVISADO Y CONFORME:

LORENA SILVA BALAGUERA
Coordinadora de grado.

FECHA: 18/07/2023