

GUÍA DOCENTE DE LA ASIGNATURA

(curso 2023/24)

Titulación	DOBLE GRADO MAESTRO EN EDUCACIÓN INFANTIL - PEDAGOGÍA (2020)
Plan de Estudios	GRADO MAESTRO EN EDUCACIÓN INFANTIL: ORDEN ECI/3854/2007, 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 Infantil (BOE 29/12/2007). GRADO PEDAGOGÍA: Resolución de 7 de junio de 2010 (BOE núm. 157 de 29 de junio de 2010)

Asignatura	MEDICIÓN EN EDUCACIÓN	Créditos ECTS	6
Código	901457	Idioma	Español
Carácter	Obligatoria	Curso	3º
Módulo	Específico de Formación Pedagógica		
Materia	Ciencias Aplicadas a la Educación		

EQUIPO DOCENTE		
Profesor	Email	URL
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1.- PRESENTACION

This subject aims to develop communicative competence in the English language in an intermediate level (B1 according to the Common European Framework of Reference) in each one of the linguistic competences through a series of activities and tasks based on different real-life contexts and situations.

2.-COMPETENCIAS

Generales	CG8. Diseñar estrategias didácticas adecuadas a la naturaleza del ámbito científico concreto, partiendo del currículo de Primaria, para el área de Lengua.
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	<p>CM8.7 Conocer los fundamentos de los procesos de enseñanza y aprendizaje en las Ciencias del Lenguaje y la Comunicación.</p> <p>CM8.8 Valorar distintas estrategias metodológicas adecuadas a las diferentes áreas del conocimiento en Lengua y la Literatura</p>
Materia	<p>CM8.7.1 Comprender los principios básicos de las Ciencias del Lenguaje y la Comunicación.</p> <p>CM8.7.5 Expresarse, oralmente y por escrito en una Lengua Extranjera.</p> <p>CM8.8.1 Conocer el proceso de aprendizaje del lenguaje escrito y su enseñanza.</p> <p>CM8.8.2 Fomentar la lectura y animar a escribir.</p> <p>CM8.8.4 Afrontar situaciones de aprendizaje de lenguas en contextos multilingües.</p> <p>CM8.8.5 Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover las competencias correspondientes en los estudiantes.</p>

3.- RESULTADOS DE APRENDIZAJE

Al superar la asignatura se espera que el alumnado:

1. The students will get a communicative competence in the English language in an intermediate level (B1) in each of the language skills.
2. The students will participate in an active way in class and will develop a sense of autonomy and responsibility in their own learning process.
3. The students will show interest in the sociocultural contexts of English speaking countries.
4. The students will practice the English language as related to their teaching profession and will be committed with their own learning developing a professional responsibility.
5. The students will develop the communicative competence (linguistic, discursive, sociolinguistic and strategic) through the basic linguistic skills according to the B1 level (CEFR).

EXPECTED LEVEL IN THE LINGUISTIC COMPETENCE OF THE ENGLISH LANGUAGE

The CEFR describes level B1's user capable of carrying out the following linguistic skills:

- Understanding:
 - o Listening:
 - Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
 - Can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
 - o Reading:
 - Can understand texts that consist mainly of high frequency, everyday or job-related language.
 - Can understand the description of events, feelings and wishes in personal letters.

- Speaking:
 - o Spoken interaction:
 - Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
 - Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
 - o Spoken production:
 - Can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.
 - Can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
- Writing:
 - o Writing:
 - Can write simple connected text on topics which are familiar or of personal interest.
 - Can write personal letters describing experiences and impressions.

4.- CONTENIDOS

UNIT 1:

- Eating in.... and out. Present simple and continuous, action and non-action verbs.
- Modern families. Future forms: present continuous, be going to, will/won't.
- Practical English. Reacting to what people say.

UNIT 2:

- Spending money. Present perfect and past simple.
- Changing lives. Present perfect+ for/since, present perfect continuous
- Revise and check 1&2

UNIT 3:

- Survive the drive. Choosing between comparatives and superlatives
- Men, women and children. Articles: a/an, the, no article.
- Practical English. Giving opinions.

UNIT 4:

- Bad manners? Obligation and prohibition: have to, must, should.
- Yes, I can! Ability and possibility: can, could, be able to
- Revise and check 3&4.

UNIT 5:

- Sporting superstitions. Past tenses: simple, continuous, perfect.
- #thewaywemeet: past and present habits and states.
- Practical English: permission and requests.

5.- METODOLOGÍA DOCENTE

The course methodology will be based on:

1. Practical lessons: classroom practice that will involve analysis and problem solving.
2. Theory: linguistic English features- including grammar, vocabulary and pronunciation-will be analysed within real life contexts.
3. Communicative lessons, so that students can develop their communicative competence, with a special focus on interaction.
4. Lessons will be taught in English, so that students language proficiency can eventually develop at a B1 level.
5. Interactive methodology and use of audiovisual materials.
6. Use of Cooperative Learning Strategies, like the rotating paper.
7. The methodology will combine individual, pair and group work activities.
4. Independent work is a must, so that teacher's evaluation and feedback can be effective.
7. Tutorials: to support students in their learning process in a progressive way, not just at the end of the course.

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 1.1.1; CM 2.1.1;CM 2.1.2;	15% de la carga del módulo 45h/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 1.1.2;CM 2.1.2;	10% de la carga del módulo 30h/ECTS
Tutorías (presencial)	Tutorías iniciales de proceso y finales para el seguimiento de los logros de aprendizaje	CM 1.1.1; CM 2.1.1;CM 2.1.2;	2,5% de la carga del módulo 7,5h/ECTS
Trabajos tutelados (no presencial)	Trabajo de campo y realización de proyectos tutelados individuales o en pequeño grupo	CM 2.1.1.	10% de la carga del módulo 30h/ECTS
Estudio independiente (no presencial)	Trabajo independiente del alumno para la consulta de bibliografía y el estudio de los contenidos de las materias	CM 1.1.1; CM 2.1.1;CM 2.1.2;	60% de la carga del módulo 180h/ECTS
Campus Virtual (no presencial)	Utilización de las Tic para favorecer el aprendizaje, como instrumento de consulta, tutoría online y foro de trabajo.	CM 1.1.1; CM 2.1.1;CM 2.1.2;	2,5% de la carga del módulo 7,5 h/ECTS

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.

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

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

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 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.
- All the tasks will be uploaded to the campus. All those sent by email, won't be corrected.
- The Communicative Competence (B1) will be assessed through the different evaluation techniques.
- One of the language skills that is assessed in a language course like this 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".
- 9.- Making "plural" adjectives, when they are invariable. E.g. *She has differents ideas.

"Those students who hold a language certificate with a higher level than the one given in the course are exempt to attend lessons, as long as they apply for a convalidation by sending an email to the teacher with an scanned copy of the certificate from the following Table (<https://cesdonbosco.com/documentos/grados/Acreditacion-idioma-ingles.pdf>). In that case their final mark would be 5.

ALUMNOS DE SEGUNDAS Y SUCESIVAS MATRÍCULAS

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

The students who have not passed the subject in the first year will have to take a final exam in the same date as their classmates. This written test will account for the 50% 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. The project will account for another 50% too.

- 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.

6.2. Técnicas de Evaluación

TÉCNICA	TIPO DE PRUEBA	PONDERACIÓN
Pruebas escritas	Students will take a written test at the end of the term with the following sections: - reading comprehension - vocabulary - grammar - writing 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	Students will do an individual show and tell presentation , thus demonstrating their public speaking skills in class.	10%



	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.	
Debates y exposiciones	<p>Students will take two Listening Comprehension tests. Each test will be worth a 5%</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 pt. out of 2.</p>	20%
Casos prácticos	<p>- Students will hand in 5 different types of writing, one for each unit. These writings will be worth a 10% of the final mark.</p> <p>- Students will take 5 online self-assessment tests, one for each unit. These tests will be worth a 10% of 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 pt. out of 2.</p>	20%
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

- Clemen, G.D.B. (2014). *British and American Festivities: A2-niveau ERK*. Vicens Vives.
- Deuter, M, Bradbery, J, & Turnbull, J. (Eds.). (2015). *Oxford Advanced Learner's Dictionary*. (9th ed.). OUP.
- Hancock, M. y McDonald, A. (2014). *Authentic Listening Resource Pack*. Delta Publishing.
- Hancock, M. (2017). *English Pronunciation in Use. Intermediate*. Cambridge: CUP.
- Hornby, A. S. (2006). *Oxford Dictionary of Current English*. OUP.
- Latham-Koenig, C., Oxenden, C & Lambert, J. (2019). *English File B1, Intermediate with Online Practice for Speakers of Spanish*. A. (4th ed.). OUP.
- Logan, S. & Thaine, C. (2008). *Real Listening and Speaking with Answers*. CUP.
- McCarthy, M., & O'Dell, F. (2017). *Pre-intermediate and Intermediate Book with Answers: Vocabulary Reference and Practice*. CUP.
- McCarthy, M., & O'Dell, F. (2017). *English Collocations in Use Intermediate Book with Answers: How Words Work Together for Fluent and Natural English*. CUP.



McCarthy, M., & O'Dell, F. (2017). *English Idioms in Use Intermediate Book with Answers: Vocabulary Reference and Practice*. CUP.

Murphy, R. (2017). *English Grammar in Use Book with Answers: A Self-Study Reference and Practice Book for Intermediate Learners of English*. CUP.

Parrott, M. (2010). *Grammar for English Language Teachers*. (2nd ed.). CUP. Roam, D. (2014). *How Everybody can make extraordinary presentations*. Portfolio Penguin

Stevenson, A. (Ed.). (2010). *New Oxford Dictionary of English*. Oxford: OUP.

Swam, M. (2016). *Practical English Usage with online access*. OUP.

7.2.- Otros recursos

<http://www.flo-joe.co.uk/fce/students/>

<http://www.examenglish.com>

<http://www.englishgrammarssecrets.com/>

<https://learnenglish.britishcouncil.org/en/english-grammar>

<http://www.perfect-english-grammar.com/>

<http://www.podcastsinenglish.com>

<http://digitalstorytelling.coe.uh.edu/>

<http://www.bbc.co.uk/worldservice/learningenglish/language/>

<http://www.learnenglish.de/vocabpage.html>

<http://www.flo-joe.co.uk/preliminaryenglish/pet-speaking-practice-tests.htm>

http://writefix.com/?page_id=359#part3

<http://www.busuu.com/>

<http://learnenglish.britishcouncil.org/en/>

<http://daily-english-activities.blogspot.com/>

<http://thefreedictionary.com>

<http://www.wordreference.com/>

<http://www.oxfordadvancedlearnersdictionary.com>

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