

Guía docente de la asignatura

**Enseñanza y Aprendizaje de la Lengua Extranjera.: Inglés**

Fecha última actualización: 30/06/2021

Fecha de aprobación: 30/06/2021

<b>Grado</b>	Grado en Educación Primaria	<b>Rama</b>	Ciencias Sociales y Jurídicas				
<b>Módulo</b>	Lengua Extranjera. Inglés	<b>Materia</b>	Enseñanza y Aprendizaje de la Lengua Extranjera. Inglés				
<b>Curso</b>	4 <sup>o</sup>	<b>Semestre</b>	1 <sup>o</sup>	<b>Créditos</b>	6	<b>Tipo</b>	Optativa

**PRERREQUISITOS Y/O RECOMENDACIONES**

- B2 in the corresponding language

**BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Grado)**

- Theories on language acquisition and teaching methods.
- Bilingual education
- Individual learner characteristics and foreign language (FL) curriculum design
- Teaching and learning of linguistic components: pronunciation, grammar, vocabulary
- Teaching and learning of oral and written communication skills
- Teaching and learning of cultural aspects
- The FL teacher and classroom management
- Materials and resources for FL teaching and learning
- FL assessment and assessment

**COMPETENCIAS ASOCIADAS A MATERIA/ASIGNATURA****COMPETENCIAS GENERALES**

- CG01 - Analizar y sintetizar la información
- CG02 - Organizar y planificar el trabajo
- CG03 - Identificar, formular e investigar problemas
- CG04 - Examinar alternativas y tomar decisiones
- CG05 - Comunicar oralmente y por escrito con orden y claridad, en la propia lengua y en una segunda lengua
- CG06 - Buscar, seleccionar, utilizar y presentar la información usando medios tecnológicos avanzados
- CG07 - Adquirir y desarrollar habilidades de relación interpersonal
- CG10 - Apreciar la diversidad social y cultural, en el marco del respeto de los Derechos



### Humanos y la cooperación internacional

- CG11 - Fomentar y garantizar los principios de accesibilidad universal, igualdad, no discriminación y los valores democráticos y de la cultura de paz
- CG15 - Trabajar de forma autónoma y liderar equipos
- CG16 - Diseñar y gestionar proyectos e iniciativas para llevarlos a cabo
- CG17 - Afrontar los retos personales y laborales con responsabilidad, seguridad, voluntad de autosuperación y capacidad autocrítica
- CG19 - Comprender y relacionar los conocimientos generales y especializados propios de la profesión teniendo en cuenta tanto su singularidad epistemológica como la especificidad de su didáctica
- CG21 - Comprender la complejidad de los procesos educativos en general y de los procesos de enseñanza-aprendizaje en particular
- CG22 - Conocer los fundamentos científicos y didácticos de cada una de las áreas y las competencias curriculares de la Educación Primaria: su proceso de construcción, sus principales esquemas de conocimiento, la relación interdisciplinar entre ellas, los criterios de evaluación y el cuerpo de conocimientos didácticos en relación con los procedimientos de enseñanza y aprendizaje respectivos
- CG23 - Conocer los fundamentos psicológicos, pedagógicos y sociales de los procesos de desarrollo y aprendizaje en los diversos contextos educativos
- CG24 - Diseñar, planificar, investigar y evaluar procesos educativos individualmente y en equipo
- CG25 - Abordar con eficacia situaciones de aprendizaje de lenguas en contextos multiculturales y plurilingües
- CG29 - Adquirir destrezas, estrategias y hábitos de aprendizaje autónomo y cooperativo y promoverlos entre los estudiantes, estimulando el esfuerzo personal y colectivo
- CG30 - Conocer la organización de los colegios de Educación Primaria y la diversidad de acciones que comprende su funcionamiento, así como los modelos de evaluación y mejora de la calidad de los centros educativos, analizando críticamente sus resultados
- CG35 - Conocer y aplicar en las actividades de aula las tecnologías de la información y la comunicación, para impulsar un aprendizaje comprensivo y crítico. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural
- CG36 - Conocer las funciones, posibilidades y limitaciones de la educación para afrontar las responsabilidades sociales, promoviendo alternativas que den respuestas a dichas necesidades, en orden a la consecución de un futuro solidario y sostenible

### COMPETENCIAS ESPECÍFICAS

- CE02 - Diseñar, planificar y evaluar procesos de enseñanza y aprendizaje, tanto individualmente como en colaboración con otros docentes y profesionales del centro
- CE03 - Abordar con eficacia situaciones de aprendizaje de lenguas en contextos multiculturales y plurilingües. Fomentar la lectura y el comentario crítico de textos de los diversos dominios científicos y culturales contenidos en el currículo escolar
- CE10 - Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo entre los estudiantes
- CE11 - Conocer y aplicar en las aulas las tecnologías de la información y de la comunicación. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural
- CE62 - Conocer las dificultades para el aprendizaje de las lenguas oficiales de estudiantes de otras lenguas
- CE63 - Afrontar situaciones de aprendizaje de lenguas en contextos multilingües
- CE64 - Expresarse, oralmente y por escrito en una lengua extranjera



## RESULTADOS DE APRENDIZAJE (Objetivos)

Students completing this subject must attain the following objectives

1. To be able to diagnose the interests and linguistic and communicative needs of learners in order to plan, programme, and teach an open and flexible L2 curriculum in such a way that it fulfils learner needs and the demands of the curricular designs employed in the Autonomous Community (Andalusia), Spain, and the Common European Framework (C1, C2, CDM7.3, CDM7.10).
2. To know and be able to apply the most frequently recommended teaching techniques which arise from the different teaching theories, methods and approaches, justifying their suitability in different learning contexts (CG19, C2, C3, CDM7.10).
3. To develop learners' communicative competence and the relevant sub-competences, offering L2 teaching and learning situations which are meaningful and comprehensible (CG5, C2, C3, CDM7.9).
4. To employ classroom spaces and a variety of grouping strategies for individual and pair work and for cooperative learning through and group activities (C3, C10, CDM7.8).
5. To know and be able to apply techniques which motivate and generate positive attitudes towards the learning of the language (C2, C10, CDM7.8)
6. To cater for differentiation in learning, taking into account the different special educational needs and integrating the contributions and pace of learning of high-performing students, those with difficulties and taking into account different social and cultural backgrounds (C1, C2, C3, CDM7.8).
7. To use a variety of resources and sources of information, including new technologies, and to be able to apply them for the teaching and learning of the L2 (C2, C10, C11,).
8. To evaluate the L2 curriculum, teacher actions and student performance by means of a variety of assessment and self-assessment techniques (C1, C2, CDM7.10).
9. To reflect upon the teaching actions and to investigate the nature of classroom phenomena (C10, CDM7.8).
10. To be able to teach non-language subjects through the medium of L2 in Primary Education. (C3, C9).

## PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS

### TEÓRICO

1. Learning and acquisition of languages. Theories and methods of teaching and learning.
2. The content-based approach, CLIL and bilingualism in monolingual settings.
3. Fundamental considerations for the construction of Units of Work (Unidades didácticas) and student-centred learning. Task-based learning and projects.



4. English curriculum and methodological considerations I: Listening comprehension skills in a foreign language
5. English curriculum and methodological considerations II: Speaking and oral interaction in a foreign language
6. English curriculum and methodological considerations III: Reading in a foreign language.
7. English curriculum and methodological considerations IV: Writing in a foreign language.
8. English curriculum and methodological considerations V: Developing linguistic competence. The teaching and learning of grammar, vocabulary, pronunciation and spelling.
9. Culture in the EFL Classroom.
10. Materials and resources for ELT. The use of new technologies in the EFL class.
11. Evaluation and testing.
12. The FL teacher and class management. Preparation, presentation and exploitation of work. Task correction, grouping strategies, controlling discipline.

## PRÁCTICO

1. Teaching and learning activities and techniques related to different teaching methods.
2. Teaching and learning activities and techniques related to bilingual education.
3. Activities related to the construction of Units of Work and planning centred on learners as active agents. Task-based and Project-based learning.
4. Activities, techniques, tasks and teaching resources related to oral communication (listening) in the L2. Legislative considerations. Activity analysis.
5. Activities, techniques, tasks and teaching resources related to oral communication (speaking and oral interaction) in the L2. Legislative considerations. Activity analysis.
6. Activities, techniques, tasks and teaching resources related to the reading of texts in the L2. Study of the use of graded readers. Legislative considerations. Analysis of proposed reading activities.
7. Activities, techniques, tasks and teaching resources related to the writing of texts in the L2. Legislative considerations. Analysis of proposed writing activities.
8. Activities, techniques, tasks and teaching resources related to grammar, vocabulary and pronunciation, speech acts and communicative functions. Study of the use of graded readers. Legislative considerations. Linguistic and paralinguistic analysis of activities.
9. Analysis and appropriate selection of texts for the development of cultural competence. Selection of songs and nursery rhymes for L2 learning in Primary Education.
10. Use of materials and resources, with special attention to the use of new technologies, for L2 learning in Primary Education.
11. Elaboration and/or selection of activities and techniques to evaluate oral and written communicative skills.



## 12. Strategies for L2 classroom management and control

## SEMINARS AND WORKSHOPS

Supervision of tasks, clarification of doubts, discussion and debate on the usefulness of activities contained in the practical contents.

## FIELDWORK

Research into L2 teaching and learning in different school contexts. Completion of questionnaires to collect information about L2 teaching and learning in the classroom.

## BIBLIOGRAFÍA

## BIBLIOGRAFÍA FUNDAMENTAL

- Brown, H. Douglas (2000). Principles of language teaching and learning. New York: Longman.
- Cameron, Lynne (2004). Teaching languages to young learners. Cambridge University Press.
- CoE (2020). Common European framework of reference for languages: Learning, teaching, assessment. Companion volume with new descriptors. <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>
- Dixon, Robert M. (2005). A semantic approach to English grammar. Oxford: Oxford University Press.
- Goh, Christine C.M. & Burns, Anne (2012). Teaching speaking: A holistic approach. New York: Cambridge University Press.
- Harmer, Jeremy (2012). Essential teacher knowledge: Core concepts in English language teaching. Harlow: Pearson.
- Long, Michael H. (2000). Focus on form: A design feature in language teaching methodology. In C.N. Candlin, & N. Mercer (Eds.), English language teaching in its social context (pp. 180-190). Florence, KY: Routledge.
- Newby, David, Allan, Rebecca, Fenner, Anne-Brit, et al. (2007). European portfolio for student teachers of languages. [http://archive.ecml.at/mtp2/fte/pdf/C3\\_Epost1\\_E.pdf](http://archive.ecml.at/mtp2/fte/pdf/C3_Epost1_E.pdf)
- Polio, Charlene (2017). Teaching second language writing. London: Routledge
- Renandya, Willy A., and Jacobs, George M., (2016). Extensive reading and listening in the L2 classroom. In W.A. Renandya and H. Puji Widodo (eds.). English language teaching today: Linking theory and practice. pp. 13-22. Basel: Springer
- Renandya, Willy A. & Widodo, Handoyo P. (eds.) (2016). English language teaching today. New York: Springer.
- Richards, Jack. (2015). Key issues in language teaching. Cambridge: Cambridge University Press.
- Richards, Jack, & Rodgers, Theodore (2016). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.
- Richards, Jack C. (2015). Key Issues in Language Teaching. Cambridge: Cambridge University Press.
- Rost, Michael. & Candlin, Christopher (2014). Listening in language learning. Routledge.
- Stoller, Fredericka (2006). Establishing a theoretical foundation for project-based learning in second and foreign language contexts. In G. H. Beckett, & P. C. Miller, Eds., Project-based second and foreign language education: Past, Present, and Future (pp. 19-40). Greenwich, CT: Information Age.
- Ur, Penny (2004). A course in language teaching: Practice and theory. Cambridge:



Cambridge University Press.

- Willis, Dave, & Willis, Jane (2009). Task-based language teaching: Some questions and answers. *The Language Teacher*, 33(3), 3-8.

\*Aparte de esta bibliografía, se trabajará con la legislación vigente para la enseñanza y aprendizaje de la lengua extranjera en Educación Primaria.

## BIBLIOGRAFÍA COMPLEMENTARIA

## ENLACES RECOMENDADOS

<http://www.bbc.co.uk/schools/wordsandpictures/index.shtml> (Uso de “phonics” para la enseñanza de la pronunciación)

<http://www.teachers.tv/home.do;jsessionid=0CBC3F9BE05F38F11B2544055FEF692E> (Recursos y estrategias didácticas para la enseñanza)

<http://www.mansioningles.com/> (Actividades para la enseñanza del inglés)

<https://learnenglishkids.britishcouncil.org> (actividades para estudiantes jóvenes – inglés)

<https://www.adideandalucia.es/?view=disposicion&cat=38> (legislación)

## METODOLOGÍA DOCENTE

- MD01 Aprendizaje cooperativo. Desarrollar aprendizajes activos y significativos de forma cooperativa.
- MD02 Aprendizaje por proyectos. Realización de proyectos para la resolución de un problema, aplicando habilidades y conocimientos adquiridos.
- MD03 Estudio de casos. Adquisición de aprendizajes mediante el análisis de casos reales o simulados.
- MD04 Aprendizaje basado en problemas. Desarrollar aprendizajes activos a través de la resolución de problemas.
- MD05 Metodología expositiva. Transmitir conocimientos y activar procesos cognitivos en el estudiante.
- MD06 Contrato de aprendizaje. Desarrollar el aprendizaje autónomo. Ejercitar, ensayar y poner en práctica los conocimientos previos
- MD07 Metodología CLIL/AICLE. Aprendizaje integrado de contenidos en Lengua Extranjera. Aplicable a las materias/asignaturas impartidas en modalidad bilingüe.

## EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

### EVALUACIÓN ORDINARIA

- Continuous assessment



### Assessment instruments:

EV-I1: Written examinations: essays, short answers, objective questions, case studies, problem-solving activities.

EV-I2: Oral examinations: presentation of work and readings (individual or in groups), interviews, debates.

### Assessment criteria

#### Theory (50%)

Demonstration of mastery of theoretical and practical contents by means of examination: 50%

#### Practice (50%)

- - Portfolio: 30%. This includes evidence from work carried out (among which, a Unit of Work), taking into account presentation, expression, clarity of ideas, structure and scientific appropriateness, creativity, rationale behind arguments, critical capacity and scope in relation to work completed, recency of bibliography consulted.
- - Practice and expositions: 20%. Demonstration of teaching ability by means of assessable practices presentations in class.

The scoring system will be expressed with a numerical score in accordance with that which has been established in Article 5 of R.D. 1125/2003, 5 September, which establishes the European Credit Transfer system of qualifications in official university degrees which are valid throughout national territory. The global score will correspond to the weighed score of the different aspects and activities which make up and integrate the assessment system; in other words, the final marks of the subject will take into account the totality of the assessment criteria.

In order for the final score to be positive, the score in each of the sections (theory and practice) must be equal to or more than 50% of the score (i.e. it is necessary to pass the theory credits and the practical credits and have a final score of at least 5 in order to be able to calculate the average score).

Students who meet the requirements to complete the Single Final Assessment (for those unable to attend class) (article 8 of NCG71/2: Normativa de evaluación y de calificación de los estudiantes de la Universidad de Granada [Norms for assessment and scoring of students of the University of Granada]) will have to pass an examination with theoretical contents of the subject and an oral examination.

### Attendance

Except in the cases of students completing the Single Final Assessment, all students are required to attend at least 80% of classes.

### EVALUACIÓN EXTRAORDINARIA

- Extraordinary assessment

#### Theory (50%)

Demonstration of mastery of theoretical and practical contents through an examination: 50%



### Practice (50%)

- Portfolio: 30%. This includes evidence from work carried out (among which, a Unit of Work), taking into account presentation, expression, clarity of ideas, structure and scientific appropriateness, creativity, rationale behind arguments, critical capacity and scope in relation to work completed, recency of bibliography consulted.
- Practice and expositions: 20%. Demonstration of teaching ability by means of assessable practices presentations in class.

In order for the final score to be positive, the score in each of the sections (theory and practice) must be equal to or more than 50% of the score (i.e., it is necessary to pass the theory credits and the practical credits and have a final score of at least 5 in order to be able to calculate the average score).

### Attendance

Except in the cases of students completing the Single Final Assessment, all students are required to attend at least 80% of classes.

## EVALUACIÓN ÚNICA FINAL

### Single Final Assessment

This will be carried out in a single academic act which will consist in:

1. An examination of theoretical and practical questions by means of a written test based on the programme
2. An oral examination based on the programme.

The value of the final score of each part will be that which is presented below and each section must be passed in order to pass the subject:

- a) Theory and practical components: 70% written examination
- b) Oral examination with answers to questions about the content of topics as well as the defence of a Unit of Work: 30% written examination

## INFORMACIÓN ADICIONAL

### Information on plagiarism

1. The university of Granada encourages the respect for intellectual property and will communicate to students that plagiarism is a practice which goes against the principles of university training. For this reason, the authorship of works and their protection will be recognised in accordance with current legislation.
2. Plagiarism, understood as the presentation or work completed by another person and presented as one's own, or the copying of texts without citing the origin and presenting them as one's own, will automatically lead to a score of zero in the subject in which this is detected, regardless of any other scores the student may have obtained. This consequence should be understood without prejudice to the disciplinary responsibilities which could be incurred among any student who plagiarises.





### Incidence Assessment

In relation to Incidence Assessments, the current guidelines approved by the University of Granada will be taken into account:

<https://www.ugr.es/~minpet/pages/enpdf/normativaevaluacionycalificacion.pdf>

### Extraordinary Assessment with a Panel

Those students who wish to Access the procedure of Assessment through a Panel must make a request in writing to the Head of Department. The request must be presented at least 15 days in advance until the date of the commencement of the final examinations in each period of final examinations, thus waiving the scores obtained during the stage of continuous assessment. In the case of subjects with sessions shared by more than one Department, the student will send their request to any one of these, and the request must be attended by the Head of Department who receives the request. The procedure of Assessment with a Panel will only be applicable for Final Examinations (Article 10).

### Students with a disability or other educational support needs

For students with a disability or other specific educational support needs, the assessment examinations must be adapted to their needs, in accordance with the assessment guidelines provided by the University of Granada. <https://www.ugr.es/~minpet/pages/enpdf/normativaevaluacionycalificacion.pdf>

