



## IDENTIFYING DATA

### Language and literature teaching: Spanish

Subject	Language and literature teaching: Spanish			
Code	P02G120V01506			
Study programme	Grado en Educación Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	1st
Teaching language	#EnglishFriendly Spanish			
Department				
Coordinator	Vázquez Rodríguez, Sara			
Lecturers	Vázquez Rodríguez, Sara			
E-mail	savazquez@uvigo.es			
Web				
General description	Knowledge and application of methodologies, activities and resources that provide Primary Education students with a communicative competence and an adequate literary training.			
	English Friendly subject: International students may request from the teachers: a) materials and bibliographic references in English, b) tutoring sessions in English, c) exams and assessments in English			

## Skills

Code	
A1	Students will have shown they have sufficient knowledge and understanding of an area of study, starting after completion of general secondary education, and normally reaching a level of proficiency that, being mostly based on advanced textbooks, will also include familiarity with some cutting-edge developments within the relevant field of study.
A2	Students will be able to apply their knowledge and skills in their professional practice or vocation and they will show they have the required expertise through the construction and discussion of arguments and the resolution of problems within the relevant area of study.
A3	Students will be able to gather and interpret relevant data (normally within their field of study) that will allow them to have a reflection-based considered opinion on important issues of social, scientific and ethical nature.
A4	Students will be able to present information, ideas, problems and solutions both to specialist and non-specialist audiences.
A5	Students will acquire the learning skills that are required to pursue further studies with a high degree of independence.
B1	To know the curricular areas of Primary Education, the interdisciplinary relationships between them, the assessment criteria and the body of pedagogical knowledge about their respective teaching and learning procedures.
B2	To design, plan and assess learning and teaching processes, both individually and working with other teachers and professionals from the school.
B3	To deal effectively with situations of language learning in multicultural and multilingual situations. To promote reading and critical commentary of texts from several scientific and cultural domains that are part of the school curriculum.
B4	To design and regulate teaching spaces in contexts of diversity, paying attention to gender equality, fairness and respect for human rights as central values in the education of the citizenry.
B8	To uphold a critical, independent attitude with regard to all forms of knowledge and all values and to every public and private social institution.
B10	To reflect on classroom practices with the aim of innovating and improving teaching. To acquire habits and skills for independent and cooperative learning and to promote it among students.
B11	To know and use information and communication technologies in the classroom. To develop the discerning capacity to select the kind of audiovisual information that contributes to learning, civic education and cultural enrichment.
B12	To understand the function, possibilities and limits of education in present-day society and the fundamental competences impinging on primary education schools and their professionals. To know models of quality improvement that can be applied in schools.
C43	To understand the basic principles of the sciences of language and communication.

- C44 To acquire literary training and knowledge of children's literature.
- C45 To know the languages and literatures school curricula.
- C46 To speak, read and write correctly and proficiently the official languages of the relevant Autonomous Community.
- C47 To be familiar with the learning/teaching process of written language.
- C48 To promote reading and writing habits.
- C49 To be familiar with the difficulties to learn the official languages experienced by students who speak other languages.
- C50 To approach language learning situations in multilingual contexts.
- C52 To develop and evaluate curricular contents through use of appropriate teaching resources to promote the acquisition of the relevant competencies by students.
- C69 These competences, along with the specific competences of the rest of the subjects, will be displayed in the Degree's Final Project, which encapsulates the knowledge and skills acquired in all the courses that have been described.
- D1 Analysis and synthesis skills.
- D2 Organization and planning skills.
- D3 Oral and written communication in one's mother tongue.
- D5 Computing knowledge applied to the relevant area of study.
- D6 Information-management skills.
- D9 Teamwork skills.
- D13 Appreciation of diversity and multiculturalism.
- D16 Independent-learning skills.
- D17 Ability to adapt to new situations.

### Learning outcomes

Expected results from this subject	Training and Learning Results			
Know the school curriculum of the Spanish tongue and of the literature.	A1	B1	C43	D1
	A2	B2	C44	D2
	A3	B3	C45	D3
	A4	B4	C46	D5
	A5	B8	C47	D6
		B10	C48	D9
		B11	C49	D13
		B12	C50	D16
			C52	D17
			C69	
Purchase knowledges around the procedures of education and learning of the Spanish tongue like media.	B1		C43	D1
	B2		C44	D2
	B3		C45	D3
	B10		C46	D5
	B11		C47	D6
	B12		C48	D9
			C49	D13
			C50	D16
			C52	D17
			C69	
Know apply didactic strategies to improve the process of development of the skills linguistics of expression and oral understanding	B1		C43	D2
	B2		C44	D3
	B3		C45	D5
	B4		C46	D6
	B8		C47	D9
	B10		C48	D13
	B11		C49	D16
	B12		C50	D17
			C52	
			C69	
Know the process of learning of the language written and his education.	A1	B1	C43	D1
	A2	B2	C44	D2
	A3	B3	C45	D3
	A4	B4	C46	D5
	A5	B8	C47	D6
		B10	C48	D9
		B11	C49	D13
		B12	C50	D16
			C52	D17
			C69	

Develop didactic strategies for the understanding of the text written and promote the creativity	A1	B1	C43	D1	
	A2	B2	C44	D2	
	A3	B3	C45	D3	
	A4	B4	C46	D5	
	A5	B8	C47	D6	
		B10	C48	D9	
		B11	C49	D13	
		B12	C50	D16	
			C52	D17	
			C69		
	Know and use properly resources for promote the reading like source of pleasure and of personal enrichment.	A1	B1	C43	D1
		A2	B2	C44	D2
		A3	B3	C45	D3
A4		B4	C46	D5	
A5		B8	C47	D6	
		B10	C48	D9	
		B11	C49	D13	
		B12	C50	D16	
			C52	D17	
			C69		
Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding competitions in the students.		A1	B1	C43	D1
		A2	B2	C44	D2
		A3	B3	C45	D3
	A4	B4	C46	D5	
	A5	B8	C47	D6	
		B10	C48	D9	
		B11	C49	D13	
		B12	C50	D16	
			C52	D17	
			C69		
	Understand the basic principles of language and communication sciences.	A1	B1	C43	D1
		A2	B3	C44	D2
		A3	B10	C45	D3
A4		B11	C46	D5	
A5			C47	D6	
			C48	D9	
			C49	D13	
			C50	D16	
			C52	D17	
			C69		

## Contents

Topic	
1. Knowledge for the development of communication skills.	Development of communication skills. Comprehension and oral expression. Communicative competence. Methodology, strategies and techniques.
2. Encouragement to reading and writing.	Comprehensive reading. The reading ages. Literary competence and reading competence. The classroom library. Reading encouragement. Written expression: objectives. Forms of written expression. Didactic process of composition. Creative writing.
3. Development of educational experiences and didactic materials.	Development of educational experiences and didactic materials.

## Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	2	0	2
Lecturing	16	32	48
Mentored work	10	10	20
Seminars	2	20	22
Presentation	7	30	37
Seminars	3	6	9
Essay	10	0	10
Problem and/or exercise solving	2	0	2

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

## Methodologies

	Description
Introductory activities	Presentation on the contents of the subject, methodology and evaluation.
Lecturing	In the lecture sessions, the theoretical contents of each subject are presented, which will serve as the basis for the work to be carried out by the students.
Mentored work	The students will develop in the classroom the practical activities that they have previously prepared individually, on a topic of the program, relating them with those of the other members of the group and in which the teacher will act as coordinator.
Seminars	The seminars will expand on the contents covered in the master session, proposing and commenting on new activities that illustrate the subject in greater depth.
Presentation	Presentation by the students of the work done by them on different topics of the subject.
Seminars	In the tutorials, the teacher supervises the practical work of the group, advising and guiding them in their realization and being able to consider the contribution that each student makes to the development of the same.

### Personalized assistance

#### Methodologies Description

Mentored work	Both in the classroom work and in the group tutoring, the student will receive personalized attention, with which the teacher will guide their proposals, listen to their opinions and clarify any doubts that may arise about the tasks on which the group is working or on any topic related to the subject.
Seminars	Both in the classroom work and in the group tutoring, the student will receive personalized attention, with which the teacher will guide their proposals, listen to their opinions and clarify any doubts that may arise about the tasks on which the group is working or on any topic related to the subject.

### Assessment

	Description	Qualification	Training and Learning Results
Essay	INDIVIDUAL WORK. Assessment of the proposed activities: -Correctness in their realization. -Structuring and systematization. -Elaboration of didactic resources. -Originality and creativity. - Capacity of self-evaluation of the own learning. GROUP WORK. It will be valued: -Attendance and participation in all the activities outlined in the teaching methodology. -Adequacy and relevance of the contents covered. -Clarity and coherence in the exposition. -Group creation of didactic resources. -Handling of rich, varied and updated bibliography.	50	B1 C45 D3 B2 C46 D6 B3 D9 B4
Problem and/or exercise solving	The student will be able to take a final short answer test, where he/she will have to demonstrate both his/her theoretical and practical knowledge of the contents of the course, developed in the lectures and seminars, and his/her level of competence in the language: correct, adequate, cohesive and coherent expression, at an effective operative level.	50	C47 D1 D2 D3 D9 D13 D16 D17

### Other comments on the Evaluation

The official dates of the exams can be consulted on the faculty website: <http://fcced.uvigo.es/gl/docencia/exames/>

### Sources of information

#### Basic Bibliography

CRUZ RIPOLL, J., **Enseñar a leer. Cómo hacer lectores competentes**, EOS, 2015

Paredes, F., Álvaro, S. y Paredes, L., **Las 100 dudas más frecuentes del español**, Instituto Cervantes, 2019

CASSANY, Daniel, y otros, **Enseñar lengua**, Graó, 2003

QUILES, MC., MARTÍNEZ, A. Y PALMER, I., **Enredos de palabras: gramática y uso de la lengua en nuevos espacios de comunicación**, Graó, 2019

#### Complementary Bibliography

MENDOZA FILLOLA, Antonio (coord.), **Didáctica de la lengua y la literatura para Primaria**, Pearson, 2003

PRADO ARAGONÉS, Josefina, **Didáctica de la lengua y la literatura para educar en el siglo XXI**, La Muralla, 2004

DÍEZ de ULZURRUN, Ascen (coord.), **El aprendizaje de la lectoescritura desde una perspectiva constructivista**, Graó, 2005

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## **Recommendations**

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## **Contingency plan**

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### **Description**

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#### === EXCEPTIONAL MEASURES PLANNED ===

In view of the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University establishes an extraordinary planning that will be activated at the moment when the administrations and the institution itself determine it, taking into account safety, health and responsibility criteria, and guaranteeing the teaching in a non face-to-face or not totally face-to-face scenario. These already planned measures guarantee, when it is mandatory, the development of teaching in a more agile and effective way by being known in advance (or well in advance) by students and faculty through the standardized and institutionalized tool of DOCNET teaching guides.

#### === ADAPTATION OF METHODOLOGIES ===

In case the classrooms are taught through the mixed or non face-to-face modality, the same teaching methodologies are maintained through the Remote Campus and Moovi platform.

#### - Non-attendance mechanism for student attention (tutorials)

Students will be attended during tutoring hours through e-mail and the Remote Campus platform, in this case, by appointment.

#### - Modifications (if any) of the contents to be taught

The contents will be the same in any of the teaching modalities.

#### - Additional bibliography to facilitate self-teaching

Through Moovi, students will be provided with the essential material for the development of the teaching-learning process.

#### === ADAPTATION OF THE EVALUATION ===

Depending on the moment in which the common development of the classrooms is altered, the modifications that the tests, works, etc. and the evaluation percentages will be explained and exposed in the appropriate spaces, and following the indications that are received.

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