



## IDENTIFYING DATA

### Foreign language teaching: English

|                     |  |          |      |            |
|---------------------|--|----------|------|------------|
| Subject             | Foreign language teaching: English   |          |      |            |
| Code                | O05G120V01916  |          |      |            |
| Study programme     | Grado en Educación Primaria  |          |      |            |
| Descriptors         | ECTS Credits   | Choose   | Year | Quadmester |
|                     | 6  | Optional | 3rd  | 2nd        |
| Teaching language   | English  |          |      |            |
| Department          |  |          |      |            |
| Coordinator         | Mcnicholls , Stuart John   |          |      |            |
| Lecturers           | Llantada Díaz, María Francisca<br>Mcnicholls , Stuart John   |          |      |            |
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| Web                 |  |          |      |            |
| General description | (*)Esta materia proporciona ao futuro profesorado unha visión metodológica sobre o ensino da lingua inglesa nas aulas de infantil e primaria. Esta aproximación levarase a cabo a través de actividades prácticas. |          |      |            |

## Skills

|      |   |
|------|---|
| Code |   |
| A3   | Students have the ability to gather and interpret relevant data (usually within their study area) to make judgements that include a reflection on the relevant social, scientific or ethical issues.  |
| A4   | Students can transmit information, ideas, problems and solutions to both specialised and non-specialised public.  |
| A5   | Students have developed the necessary learning skills to undertake further studies with a high degree of autonomy.  |
| B2   | Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the centre.  |
| B3   | Effectively address language learning situations in multicultural and multilingual contexts. Encourage reading and critical appreciation of texts from the various scientific and cultural domains contained in the syllabus.                         |
| B4   | Design and regulate learning spaces in diversity contexts, to address gender equality, equity and respect for human rights that constitute the values of citizenship training.  |
| B5   | Promote coexistence in and out of the classroom, solve discipline problems and contribute to peaceful resolution of conflicts. Encourage and appreciate effort, perseverance and personal discipline in students.                                     |
| B7   | Collaborate with the different sectors of the educational community and of the social environment. Take on the educator dimension of the teaching role and promote democratic education for active citizenship.                                       |
| B8   | Maintain a critical and autonomous relationship with regard to knowledge, values and public and private social institutions   |
| B9   | Appreciate individual and group responsibility for achieving a sustainable future   |
| B10  | Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning and promote them among students.   |
| B11  | Know and apply the information and communication technologies in classrooms. Selectively discern audio-visual information that contributes to learning, civic training and cultural wealth.   |
| B12  | Understand the role, possibilities and limits of education in today's society and the key competencies that affect the primary education schools and their professionals. Know quality improvement models that can be applied to educational centres. |
| C11  | To know the processes of interaction and communication in the classroom.  |
| C13  | To promote cooperative work and individual work and effort.   |
| C16  | To design, plan and evaluate teaching and learning activities in the classroom.   |
| C34  | To promote the democratic education of the citizenry and the practice of critical thinking about society.   |
| C43  | To understand the basic principles of the sciences of language and communication.   |
| C45  | To know the languages and literatures school curricula.   |
| C48  | To Promote reading and writing habits.  |
| C50  | To deal with situations of language learning in multilingual contexts.  |
| C51  | To be able to communicate, both orally and in writing, in a foreign language.   |

- C52 To develop and evaluate curricular contents through use of appropriate teaching resources to promote the acquisition of the relevant competencies by students.
- C62 To know and apply the processes of interaction and communication in the classroom and master the social skills and abilities required to create an atmosphere in the classroom conducive to facilitating learning and respectful coexistence.
- C63 To control and monitor the education process, in particular the teaching-learning process, through the mastery of the required techniques and strategies.
- C65 To participate in teaching activities and learn from them, reflecting on practices and acting accordingly.
- D1 Capacity for analysis and synthesis
- D2 Capacity for organisation and planning
- D3 Oral and written communication in the native language.
- D4 Knowledge of foreign language
- D5 Knowledge of computing related to the field of study
- D6 Capacity for information management
- D7 Troubleshooting
- D8 Decision-making
- D9 Team work
- D10 Work in an interdisciplinary team
- D11 Work in an international context
- D12 Skills in interpersonal relationships
- D13 Recognition of diversity and multiculturalism
- D14 Critical reasoning
- D15 Ethical commitment
- D16 Autonomous learning
- D17 Adaptation to new situations
- D18 Creativity
- D19 Leadership
- D20 Knowledge of other cultures and customs
- D21 Initiative and an entrepreneurial spirit
- D22 Motivation for quality
- D23 Awareness about environmental issues.

### Learning outcomes

| Expected results from this subject   | Training and Learning Results |   |                   |   |
|--|-------------------------------|---|-------------------|---|
| (*)1. Diseñar, planificar y evaluar procesos de enseñanza y aprendizaje, tanto individualmente como en colaboración con otros docentes y profesionales del centro. | A3                            | B2<br>B3<br>B4<br>B5<br>B7<br>B9<br>B10<br>B11<br>B12 | C16               | D1<br>D2<br>D4<br>D9  |
| (*)  | A3<br>A4<br>A5                | B2<br>B3<br>B4<br>B7<br>B8<br>B9<br>B10<br>B11<br>B12 | C16<br>C43<br>C45 | D1<br>D2<br>D4<br>D5<br>D6<br>D8<br>D9<br>D10<br>D12<br>D16<br>D17<br>D19<br>D21<br>D23 |

|     |    |     |     |     |
|-----|----|-----|-----|-----|
| (*) | A3 | B2  | C34 | D4  |
|     | A4 | B3  | C62 | D13 |
|     | A5 | B4  |     |     |
|     |    | B7  |     |     |
|     |    | B8  |     |     |
|     |    | B9  |     |     |
|     |    | B10 |     |     |
|     |    | B11 |     |     |
|     |    | B12 |     |     |
| (*) | A3 | B2  | C34 | D4  |
|     | A4 | B3  | C50 | D11 |
|     | A5 | B4  | C62 | D13 |
|     |    | B7  |     | D15 |
|     |    | B8  |     |     |
|     |    | B9  |     |     |
|     |    | B10 |     |     |
|     |    | B11 |     |     |
|     |    | B12 |     |     |
| (*) | A3 | B3  | C43 | D1  |
|     | A4 | B4  | C45 | D2  |
|     | A5 | B7  | C50 | D3  |
|     |    | B8  | C51 | D4  |
|     |    | B9  | C65 | D20 |
|     |    | B10 |     |     |
|     |    | B11 |     |     |
|     |    | B12 |     |     |
| (*) | A3 | B2  | C11 | D1  |
|     | A4 | B3  | C13 | D2  |
|     | A5 | B4  | C16 | D4  |
|     |    | B7  | C43 | D6  |
|     |    | B8  | C48 | D7  |
|     |    | B9  | C51 | D8  |
|     |    | B10 | C52 | D9  |
|     |    | B11 | C62 | D12 |
|     |    | B12 | C63 | D14 |
|     |    |     | C65 | D16 |
|     |    |     |     | D18 |
|     |    |     |     | D22 |

## Contents

| Topic   |  |
|---|--|
| (*)1. Modelo teórico da lingua como comunicación. | (*)1.1. O enfoque orientado á acción.<br>1.2. Enfoque didáctico por tarefas e competencias.<br>1.3. O enfoque CLIL |
| (*)2. Elaboración de unidades didácticas.         | (*)2.1. Estrutura das unidades didácticas.<br>2.2. Planificación das leccións.<br>2.3. Tipoloxía de actividades.   |
| (*)3. Métodos de avaliación.                      | (*)3.1. Avaliación global.<br>3.2. Avaliación análitica.<br>3.3. Autoevaluación.                                   |
| (*)4. Currículo oficial de linguas estranxeiras.  | (*)4.1. Características.<br>4.2. Obxectivos.<br>4.3. Bloques de contidos.  |

## Planning

|                         | Class hours | Hours outside the classroom | Total hours |
|-------------------------|-------------|-----------------------------|-------------|
| Lecturing               | 17          | 38                          | 55          |
| Mentored work           | 18          | 30                          | 48          |
| Presentation            | 12          | 26                          | 38          |
| Introductory activities | 1           | 3                           | 4           |
| Laboratory practice     | 2           | 0                           | 2           |
| Essay                   | 3           | 0                           | 3           |

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

## Methodologies

|                         | Description   |
|-------------------------|---|
| Lecturing               | (*)Exposición teórica dos contidos por parte do profesorado.    |
| Mentored work           | (*)Elaboración na aula de tarefas sobre supostos prácticos.     |
| Presentation            | (*)Exposición e discusión das tarefas realizadas polo alumnado. |
| Introductory activities | (*)Explicación de normas e presentación da materia.             |

### Personalized assistance

| Methodologies | Description |
|---------------|-------------|
| Lecturing     |             |
| Presentation  |             |

### Assessment

|                     | Description  | Qualification | Training and Learning Results |  |  |  |
|---------------------|--|---------------|-------------------------------|--|--|--|
| Presentation        | (*)Avaliación continua (en inglés): Presentación e exposición oral na aula dun traballo de grupo sobre unha unidade didáctica, con apoio de material. Valorarase a aplicación didáctica e a creatividade.  | 30            | A3<br>A4<br>A5                | B2<br>B3<br>B4<br>B5<br>B7<br>B10<br>B11 | C11<br>C13<br>C16<br>C34<br>C43<br>C45<br>C48<br>C50<br>C51<br>C62<br>C63<br>C65 | D2<br>D4<br>D6<br>D7<br>D8<br>D9<br>D10<br>D11<br>D12<br>D15<br>D18<br>D19<br>D21<br>D22                     |
| Laboratory practice | (*)Avaliación continua (en inglés): Probas para a avaliación que inclúen actividades, problemas ou exercicios prácticos a resolver. O alumnado debe dar resposta á actividade suscitada, aplicando os coñecementos teóricos e prácticos da materia.  | 40            | A3<br>A4                      | B3<br>B8<br>B9<br>B10<br>B12             | C11<br>C34<br>C43<br>C50<br>C51<br>C62   | D1<br>D2<br>D4<br>D6<br>D7<br>D8<br>D9<br>D10<br>D11<br>D12<br>D14<br>D18<br>D19<br>D21<br>D22<br>D23        |
| Essay               | (*)Avaliación continua (en inglés): O alumnado presenta o resultado obtido na elaboración dun documento sobre a temática da materia, na preparación de seminarios, investigacións, memorias, ensaios, resumos de lecturas, conferencias, etc. Pódese levar a cabo de xeito individual ou en grupo, de forma oral ou escrita. | 30            | A3<br>A4                      | B7<br>B8<br>B9<br>B10<br>B11<br>B12      | C43<br>C45<br>C51<br>C65   | D1<br>D2<br>D4<br>D6<br>D7<br>D8<br>D9<br>D10<br>D11<br>D12<br>D13<br>D14<br>D15<br>D16<br>D20<br>D22<br>D23 |

### Other comments on the Evaluation

### Sources of information

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**Basic Bibliography**

McNicholls, S., **Teaching English (apuntes de la asignatura)**, Meu Moodle, 1.2.2021

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**Complementary Bibliography**

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Council of Europe, **Common European framework of reference for languages: Learning, teaching, assessment**, Cambridge University Press & Modern Languages, 2001

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González Piñeiro, M., Guillén Díaz, C. y Vez, J.M., **Didáctica de las lenguas modernas: Competencia plurilingüe e intercultural**, Editorial Síntesis, 2010

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House, S., **CLIL (Content and Language Integrated Learning): A new model for language teaching**. Durán, R. & Sánchez-Reyes, S. (eds.) **El componente lingüístico en la didáctica de la lengua inglesa**, Ediciones Universidad de Salamanca, 2007

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Madrid, D. & McLaren, N. (eds.), **TEFL in primary education**, Universidad de Granada, 2004

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Marsh, D., **Using languages to learn and learning to use languages**, University of Jyväskylä, 2000

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**Recommendations**

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**Subjects that are recommended to be taken simultaneously**

Foreign language through children´s literature: English/O05G120V01914

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**Subjects that it is recommended to have taken before**

Foreign language: English/O05G120V01907

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