IDENTIFYING DATA
Foreign language through new technologies: English

Subject	Foreign language through new technologies: English			
Code	O05G120V01912			
Study programme	Grado en Educación Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	3rd	2nd
Teaching language	Spanish English			
Department				
Coordinator	Fernández Carballo Calero, María Victoria			
Lecturers	Fernández Carballo Calero, María Victoria			
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Web				
General description	(*)Integración das novas tecnoloxías da información e a comunicación (NTICs) no proceso de ensino-aprendizaxe da lingua inglesa.			

Skills

Code	
A1	Students have shown to have and understand knowledge in an area of study based on general secondary education, and are at a level in which they can have recourse to advanced textbooks and also to have updated knowledge on the progress made in their field of study.
A2	Students know how to apply knowledge in their work or vocation in a professional manner and have competences that are usually proven through preparation and defence of arguments and problem-solving in their area of study.
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.
B1	Know the curricular areas of Primary Education, the interdisciplinary relation between them, the evaluation criteria and the body of didactic knowledge that encompasses the teaching and learning procedures.
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.
B6	Know how primary education schools are organised and the diversity of actions in their operation. Perform functions of mentoring and guidance to students and their families, addressing the singular learning needs of students. Assume that the performance of teaching needs to be refined and adapted to scientific, pedagogical and social changes throughout life.
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.

C1	To understand the learning processes in the 6-12 age range in the family, social and school contexts.
C2	To know the characteristics of these students, as well as the characteristics of their motivational and social contexts.
C5	To know the current approaches and developments that are based on the acquisition of competencies.
C6	To identify and plan the resolution of educational issues affecting students with different abilities and different learning paces.
C7	To analyze and understand the educational processes that are specific of the 6-12 age range inside and outside the classroom.
C8	To know the fundamentals of Primary Education.
C11	To know the processes of interaction and communication in the classroom.
C13	To promote cooperative work and individual work and effort.
C15	To know and deal with school situations in multicultural contexts.
C16	To design, plan and evaluate teaching and learning activities in the classroom.
C17	To be familiar with and apply innovative experiences in Primary Education.
C19	To know and to be able to apply the basic techniques of research in education and to be able to design innovation projects, identifying assessment indicators.
C23	To critically analyze and incorporate the most relevant developments of present-day society that have a bearing on family and school education: the impact of audiovisual languages and screens on society and education; changes in gender and intergenerational relationships; multiculturalism and interculturalism; social inclusion and discrimination and sustainable development.
C43	To understand the basic principles of the sciences of language and communication.
C45	To know the languages and literatures school curricula.
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.
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
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
D22	Motivation for quality

Learning outcomes

Expected results from this subject	Training and Learning Results			
(*)1. Capacity of handle of the Tics like didactic resource for the command of *lasreglas that *subyacen to the utilisation of the language, in relation to the *componentesfonológico, morphological, syntactic, semantic and lexical.	A1 A2 A3	B6 B11	C13 C16 C17 C19 C43 C45 C51 C52	D2 D4 D5 D16
(*)2. Capacity of handle of the Tics like didactic resource for the command of the different registers, linguistic varieties and rules *socioculturales.		B3 B4 B7 B8 B10 B11	C1 C2 C15 C23 C43 C50 C51 C52	D4 D5 D13 D15 D17

(*)3. Capacity of handle of the Tics like didactic resource for the creation of texts of distinct types and interpretation of his sense.	B1 B2	C8 C13 C17 C19 C23 C51 C52	D1 D4 D5 D6 D7 D8 D14 D16 D17 D18 D22
(*)4. Capacity of handle of the Tics like didactic resource for an implication so much in the cognitive appearances like *actitudinales, in a constant dialogue *conindividuos of another community.	B3 B4 B5 B6 B7 B9 B11 B12	C1 C2 C7 C11 C13 C15 C23 C50	D4 D5 D9 D12 D13 D15 D16 D17
(*)5. Capacity of handle of the Tics like didactic resource for the command of strategies of verbal communication and no verbal that compensate *deficiencias of communication or to achieve a main effectiveness in the communication.	B11 B12	C1 C5 C6 C11 C13 C43 C51 C52	D3 D4 D5 D7 D8 D16 D17

Contents

Topic	
(*)1. Programas de Office	(*)-
(*)2. CD-*ROMs	(*)
(*)1. Programs of *Office	(*)1.1. *Word *processor1.2. *Presentation Software
(*)3. Electronic post	(*)
(*)4. Chat	(*)
(*)5. Websites	(*)
(*)6. *Webquests	(*)
(*)7. Tools of author	(*)7.1. *Hot *Potatoes
(*)8. Blogs and other tools of the Web 2.0.	(*)
(*)9. Platforms of virtual learning.	(*)
(*)11. Programas de concordancia	(*)-

Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	1	1	2
Lecturing	9	10	19
Laboratory practical	32	21	53
Presentation	1	3	4
Autonomous problem solving	2	8	10
Discussion Forum	1	3	4
Mentored work	1	2	3
Previous studies	1	3	4
Objective questions exam	1	9	10
Essay	3	28	31
Self-assessment	1	9	10

*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	(*)Actividades encamiñadas a tomar contacto e reunir información sobre o alumnado, así como a presentar a materia.
Lecturing	(*)Exposición por parte do profesor dos contidos sobre a materia obxecto de estudo, bases teóricas e/ou directrices dun traballo, exercicio ou proxecto a desenvolver polo estudante.

Laboratory practical	(*)Actividades de aplicación dos coñecementos a situacións concretas e de adquisición de habilidades básicas e procedimentais relacionadas coa materia obxecto de estudo. Desenvólvense a través das TIC de xeito autónomo	
Presentation	(*)Exposición por parte do alumnado ante o docente e/ou un grupo de estudantes dun tema sobre contidos da materia ou dos resultados dun traballo, exercicio, proxecto... Pódese levar a cabo de xeito individual ou en grupo.	
Autonomous problem solving	(*)Actividade desenvolvida nunha contorna virtual na que se debaten temas diversos relacionados co ámbito académico e/ou profesional.	
Discussion Forum	(*)Entrevistas que o alumno mantén co profesorado da materia para asesoramento/desenvolvemento de actividades da materia e do proceso de aprendizaxe.	
Mentored work	(*)O estudante, de xeito individual ou en grupo, elabora un documento sobre a temática da materia ou prepara seminarios, investigacións, memorias, ensaios, resumos de lecturas, conferencias, etc. Xeralmente trátase dunha actividade autónoma do/s estudante/s que inclúe a procura e recolleita de información, lectura e manexo de bibliografía, redacción, etc.	
Previous studies	(*)Procura, lectura e traballo de documentación, propostas de resolución de problemas e/ou exercicios que se realizarán na aula e/ou laboratorio de forma autónoma por parte do alumnado.	

Personalized assistance

Methodologies	Description
Autonomous problem solving	
Mentored work	
Laboratory practical	

Tests	Description
Essay	

Assessment

	Description	Qualification	Training and Learning Results			
Laboratory practical	(*)Realización de prácticas no laboratorio de idiomas, ante a presenza da profesora. O seguimiento realizarase con técnicas baseadas na observación directa. Nalgúns casos concretos haberá que facer entrega de resultados.	20	A1 A2 A3	B1 B2 B3 B4 B5 B7 B10 B11	C1 C2 C6 C7 C8 C11 C13 C15 C16 C17 C19 C23 C50 C51 C52	D1 D2 D3 D4 D5 D6 D7 D8 D9 D12 D13 D14 D15 D16 D17 D18 D22
Objective questions exam	(*)Proba tipo test sobre contidos teóricos da materia. Cando o profesorado estímeo oportuno, o exame escrito poderá ser complementado cun exame oral.	30		B6 B8 B10 B12	C5 C43 C45	D1 D4 D7 D14
Essay	(*)Presentación de traballo ou proxecto final. É necesario facer a súa entrega en formato dixital dentro do prazo concretado. Para a súa cualificación teranse en conta, entre outros aspectos, o contido, a estrutura, orixinalidade e uso apropiado da lingua inglesa.	50		B3 B4 B7 B9 B11	C16 C17 C19 C23 C51 C52	D1 D2 D4 D5 D6 D7 D8 D9 D12 D13 D14 D15 D16 D17 D18 D22

Other comments on the Evaluation

Sources of information

Basic Bibliography

Dudeney, G., & Hockly, N., **How to teach English with technology**, Pearson ꞏ Longman, 2007

Gordon-Smith, D., & Baber, E., **Teaching English with information technology**, Modern English Publishing, 2005

Complementary Bibliography

Fernández, M.V., **The EFL teacher and the introduction of multimedia in the classroom**, 2001

Fernández, M.V., **Aprendiendo inglés en la Red**, Abecedario, 2008

Levy, M., **Computer-assisted language learning: Context and conceptualization**, Oxford University Press, 1997

Villatoro, J., **La Web 2.0 aplicada a la enseñanza del ELE**, 2008

Warschauer, M, **Computer-assisted language learning: an introduction**, Logos International, 1996

Warschauer, M., & Healey, D, **Computers and language learning: an overview**, 1998

Recommendations