



IDENTIFYING DATA

Foreign language communication situations: English

Subject	Foreign language communication situations: English			
Code	O05G120V01913			
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	Mcnicholls , Stuart John			
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Web				
General description	(*O obxectivo desta materia é proporcionar ao futuro profesorado unha visión metodolóxica sobre o ensino da lingua inglesa e profundar con elas y eles no enfoque comunicativo, con especial fincapé en situacións nas que comunicamos habitualmente. Ademais da abordaxe experiencial como estudantes do idioma, as y os alumnos en tanto que futuros docentes poderán explorar como xerar situacións de comunicación na aula.			

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.
C43	To understand the basic principles of the sciences of language and communication.
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.
C61	To acquire practical knowledge about the classroom and its management.
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			
(*)		B2 B3 B9 B12	C61	D2 D6 D9 D10 D17 D21 D22
(*)	A3 A5	B2 B3 B4 B10 B11	C61	D5 D10 D16 D21 D22
(*)3. Address with efficiency situations of learning of tongues in contexts *multiculturales and *plurilingües.		B5	C50 C52	D3 D4 D5 D11 D12 D13 D20
(*)4. Design and regulate spaces of learning in contexts of diversity and that attend to the equality of gender, to the equity and to the respect to the human rights that conform the values of the citizen training.	A3	B3 B7 B8		D8 D10 D12 D13 D14 D15
(*)			C43 C51 C52	D3 D4
(*)6. Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding competitions in the students.	A4	B2	C51 C61	D2 D8 D18 D20 D22
(*)To. Identify the types of communicative activities in the personal fields, public, professional and educational.			C43 C51 C52	D3 D4

(*)B. Elaborate tasks (situations of communication) that contemplate the distinct types of communicative activities in distinct fields, suitable to the level To.1 of the Frame.		C43 C51 C52	D3 D4 D8 D10 D17 D18 D20 D21 D22
(*)C. Elaborate cognitive diagrams that allow to divide each task in *subtareas.	A4	C51 C61	D7 D21
(*)		C43 C51 C52	D1 D20
(*)		C51 C61	D4 D20 D23
(*)12. Carry out the task representing it in the classroom.		C43 C51 C52	D2 D3 D4 D9 D19 D21
(*)13. Know use the scales *holísticas and specific for the evaluation of the tasks.		C43 C61	

Contents

Topic	
(*)1. Introduction to the basic concepts of the communicative activities.	(*)
(*)2. The context of the use of the tongue.	(*)
(*)3. The speech like basic unit of communication.	(*)
(*)4. The cognitive diagrams like tool to structure the tasks.	(*)
(*)6. The evaluation through the levels of reference	(*)

Planning

	Class hours	Hours outside the classroom	Total hours
Mentored work	18	29	47
Presentation	10	29	39
Introductory activities	1	3	4
Problem solving	18	22	40
Laboratory practice	5	15	20

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

Methodologies

	Description
Mentored work	(*)O alumnado desenvolve exercicios ou proxectos na aula baixo as directrices e supervisión do profesorado. Pode estar vinculado o seu desenvolvementos con actividades autónomas do alumnado.
Presentation	(*)Exposición por parte do alumnado ante a ou 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.
Introductory activities	(*)Actividades encamiñadas a tomar contacto e reunir información sobre o alumnado, así como a presentar a materia,
Problem solving	(*)Exposición por parte do profesorado dos contidos da materia obxecto de estudo, bases teóricas e/ou directrices dun traballo, exercicio ou proxecto a desenvolver polo alumnado.

Personalized assistance

Methodologies	Description
Problem solving	

Mentored work

Presentation

Assessment			
Description	Qualification	Training and Learning Results	
Mentored work	(*)Avaliación continua (en inglés): O alumnado desenvolve exercicios ou proxectos na aula baixo as directrices e supervisión do profesorado. Pode estar vinculado o seu desenvolvemento con actividades autónomas do alumnado.	30	A3 B2 C43 D1 A4 B3 C50 D2 A5 B4 C51 D3 B5 C52 D4 B7 C61 D5 B8 D6 B9 D7 B10 D8 B11 D9 B12 D10 D11 D12 D13 D14 D15 D16 D17 D18 D19 D20 D21 D22 D23
Presentation	(*)Avaliación continua (en inglés): Probas para avaliación das competencias orais e escritas adquiridas nos traballos de aula e mediante mensaxes textuais e audiovisuais colgados na plataforma virtual da materia.	30	A3 B2 C43 D1 A4 B3 C50 D2 A5 B4 C51 D3 B5 C52 D4 B7 C61 D5 B8 D6 B9 D7 B10 D8 B11 D9 B12 D10 D11 D12 D13 D14 D15 D16 D17 D18 D19 D20 D21 D22 D23
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 presentada, aplicando os coñecementos teóricos e prácticos da materia.	40	D1 D2 D6 D9 D12 D17

Other comments on the Evaluation

Sources of information

Basic Bibliography

McNicholls, S., **Communicative Situations (apuntes de la asignatura)**, Meu Moodle, 20.1.2022

Complementary Bibliography

Agencia de Programas Educativos Europeos, **Portfolio Europeo de las Lenguas (PEL)**, Comité Nacional para el desarrollo del PEL, 2003

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

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

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

Frank, C., Rinvolucrí, M. y Berer, M., **Challenge to Think**, OUP, 1982

Hadfield, C. y Hadfield, J., **Writing Games**, Nelson, 1990

Hadfield, J., **Elementary Communication Games**, Nelson, 1984

Hadfield, J., **Intermediate Communication Games**, Nelson, 1990

Hadfield, J., **Advanced Communication Games**, Nelson, 1987

Klippel, F., **Keep Talking**, CUP, 1984

Maley, A. y Duff, A., **Drama Techniques in Language Learning**, CUP, 1982

Morgan, J. y Rinvolucrí, M., **The Q Book**, Longman, 1988

Rinvolucrí, M., **Grammar Games**, CUP, 1984

Recommendations

Subjects that continue the syllabus

Foreign language teaching: English/O05G120V01916

Foreign language through children's literature: English/O05G120V01914

Subjects that are recommended to be taken simultaneously

Foreign language: English/O05G120V01907

Subjects that it is recommended to have taken before

English language and its teaching/O05G120V01507