



## 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	Spanish Galician			
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			

## Training and Learning Results

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.

### Expected results from this subject

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	2.5	0	2.5
Lecturing	8	15.5	23.5
Debate	8	0	8
Mentored work	6	32	38
Workshops	3	6	9
Portfolio / dossier	10	10	20
Systematic observation	3	0	3
Presentation	6	18	24
Presentation	6	16	22

\*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.
Debate	
Mentored work	
Workshops	

Personalized assistance	
Methodologies	Description
Mentored work	

Assessment		Qualification	Training and Learning Results			
	Description					
Portfolio / dossier	(*)Recompilación do traballo do/a estudante co obxectivo de amosar os seus esforzos, progresos e logros nunha área. A recompilación debe incluír contidos elixidos polo alumno/a, os criterios de selección e evidencias de autorreflexión.	40	A1 A2 A3 A4 A5	B1 B2 B3 B4 B8 B10 B11 B12	C43 C44 C45 C46 C47 C48 C49 C50 C52 C69	D1 D2 D3 D5 D6 D9 D13 D16 D17
Systematic observation	(*)Percepción atenta, racional, planificada e sistemática para describir e rexistrar as manifestacións do comportamento do alumnado.	10	A4 A5	B1 B3 B4 B11	C43 C49 C50 C52	D3 D9 D17
Presentation	(*)Exposición por parte do alumnado ante o/a 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 maneira individual ou en grupo.	30	A1 A2 A3 A4 A5	B1 B2 B3 B4 B8 B10 B11 B12	C43 C44 C45 C46 C47 C48 C49 C50 C52 C69	D1 D2 D3 D5 D6 D9 D13 D16 D17
Presentation	(*)Exposición por parte do alumnado ante o/a 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 maneira individual ou en grupo.	20	A1 A2 A3 A4 A5	B1 B2 B3 B4 B8 B10 B11 B12	C43 C44 C45 C46 C47 C48 C49 C50 C52 C69	D1 D2 D3 D5 D6 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**  
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 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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FONS ESTEVE, Montserrat, **Leer y escribir para vivir. Alfabetización inicial y uso real de la lengua escrita en la escuela**, Graó, 2004

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RODARI, Gianni, **Gramática de la fantasía: El arte de contar historias**, Planeta, 2006

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DORREGO, Luis, **Propuestas para dinamizar la clase de E/LE : más de 80 juegos y actividades teatrales**, Ortega, 2006

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## **Recommendations**

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