



IDENTIFYING DATA

English language and its teaching

Subject	English language and its teaching			
Code	V51G120V01507			
Study programme	Grado en Educación Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	1st
Teaching language	English			
Department				
Coordinator	Álvarez Ledo, Sandra Teresa			
Lecturers	Álvarez Ledo, Sandra Teresa			
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General description	Attending to the essentially linguistic and didactic character of the matter interests to strengthen the communicative capacity in the foreign tongue, in this case English, and put to disposal of the students methodological resources for the education of the foreign tongue in the level of primary education.			

Training and Learning Results

Code	
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.
B5	To promote respectful coexistence within and outside the classroom, sort out problems of discipline and contribute to the peaceful resolution of conflicts. To stimulate and appreciate students' perseverance and personal discipline.
B6	To be familiar with the organizing structure of primary education schools and the diversity of actions that its functioning comprises. To undertake the tutoring and orientation roles with students and their families, paying attention individually to the singular educational needs of students. To be aware that the practice of the teaching profession will be permanently subject to improvement and adaptation to scientific, pedagogical and social changes throughout one's life.
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.
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 approach situations of language learning in multilingual contexts.
C51	To communicate fluently, orally and in writing, in a foreign language.
C52	To develop and evaluate curricular contents through use of appropriate teaching resources and to promote the acquisition of basic competencies by students.
C62	To know and apply the processes of interaction and communication in the classroom and master the social skills and abilities that are necessary 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 to learn from them, reflecting on practices and acting accordingly.

D1	Analysis and synthesis skills.
D2	Organization and planning skills.
D3	Oral and written communication skills in one's mother tongue.
D4	Knowledge of a foreign language.
D7	Problem-resolution skills.
D9	Teamwork skills.
D11	Work in an international context.
D12	Interpersonal relations skills.
D13	Appreciation of diversity and multiculturalism.
D15	Ethical commitment.
D16	Independent-learning skills.
D17	Ability to adapt to new situations.
D19	Leadership skills.
D20	Knowledge of other cultures and customs.
D21	Entrepreneurship skills.

Expected results from this subject

Expected results from this subject	Training and Learning Results	
Comprise the main ideas of the speech spoken when this is clear and normal and treat of daily subjects of the personal fields, public, professional and educational.		D1 D3 D4 D11 D12
Comprise the main idea of films and of programs of radio or television that treat current subjects or of personal or professional interest, when the articulation is relatively slow and clear.		D1 D3 D4 D11 D13 D20
Comprise texts written drafted in a tongue of usual and daily use or related with the work.		D1 D3 D4
Comprise the description of events, feelings and wishes in personal letters.		D1 D3 D4
Know manage in almost all the situations that present him when it travels where speaks this tongue.	C50 C51	D1 D3 D4 D13 D17 D20
Can participate spontaneously in a conversation that treat daily subjects of personal interest or that they are pertinent for the daily life (for example, the family, friends, work, trips and current events).	C50 C51	D1 D3 D4 D12 D20
Can orally tackle in English, fluently and security, subjects of interest for students of primary education. Know link sentences of simple form with the end to describe experiences and facts, as well as his dreams, hopes and ambitions.	B3 C11 C50 C51	D1 D3 D4 D12 D20
Can explain and justify in brief his opinions and projects.	C50 C51	D1 D3 D4 D12 D17 D20 D21
Know narrate a history or relate, the plot of a book or film, and can describe his reactions.	C51	D1 D3 D4
Be able to write simple texts and very linked on subjects that are him known or of personal interest. Can write personal letters that describe experiences and impressions.	C51	D1 D3 D4

Know the curricular areas of the Primary Education, the relation between them, the criteria of evaluation and the body of didactic knowledges around the procedures of education and respective learning.	B1 B6	C11 C63	D1 D2 D9
Design, schedule and evaluate processes of education and learning, so much individually as in collaboration with other educational and professionals of the centre.	B2 B8	C13 C16 C34 C43 C45	D1 D2 D9 D12 D19
Boost the coexistence in the classroom and out of her, resolve problems of discipline and contribute to the peaceful resolution of conflicts. Stimulate and value the effort, the proof and the personal discipline in the students.	B5	C11 C13 C34	D2 D7 D12 D15
Reflect on the practices of classroom for innovating and improving the educational work. Purchase habits and skills for the autonomous and cooperative learning and promote it between the students.	B10	C13 C16 C34	D2 D9 D12 D16 D21
Comprise the basic principles of the sciences of the language and of the communication.		C43	D1 D3 D4
Handle the basic concepts of the communicative education of a foreign tongue, including the linguistic functions and the competitions and communicative strategies.		C43	D1 D3 D4
Differentiate between linguistic competitions, sociocultural factors and pragmatic.		C11 C43 C52	D1
Know the process of learning of the language written and his education.		C43 C51 C63	D1 D3 D4
Know the school curriculum of the foreign tongue.		C43 C45	D1 D4
Know develop a program of education and communicative learning of the foreign tongue.		C45 C52	D1 D2 D4
Be able to prepare and give a didactic unit.		C16 C51 C52 C62 C63	D1 D2 D3 D4 D9
Be able to present new functional elements, grammatical or lexica.		C43 C51 C52 C62 C63 C65	D1 D2 D3 D4 D9
Know facilitate the oral practice in the classroom by means of communicative activities in couples and groups.		C43 C52 C62 C63 C65	D1 D2 D3 D4 D9
Know create opportunities for the free and communicative production by means of games, enjoyable and creative activities.		C43 C52 C62 C63 C65	D1 D2 D4 D9 D21
Know how boost the reading and encourage to write.		C48	D2 D4
Comprise distinct forms of evaluation and of car-evaluation and know carry the evaluation to cape.		C63 C65	D1 D2 D4

Contents

Topic

L1-Presentation of himself same and of the other. The language in the context of the social relations.

L2-physical Description and of the personality. Lexicon and expressions for the physical description and of the character.

L3-The surroundings in that we live.	The description of the spaces: the city, the field, the house... The professional field. Leisure and culture. Feeding and health.
L4-The animals.	Domestic and wild animals.
D1-communicative Education of the tongue.	Linguistic competitions. The learning of the English in early ages.
D2-Methodology 1: presentation and practical.	Introduction of new elements in the classroom.
D3-Methodology 2: production, creativity and game.	The games. Storytelling.
D4-The didactic unit.	Aims, contents, competitions and evaluation.

Planning

	Class hours	Hours outside the classroom	Total hours
Problem solving	18	45	63
Presentation	10	49	59
Introductory activities	0.5	0	0.5
Lecturing	10	3.5	13.5
Essay	13	0	13
Objective questions exam	1	0	1

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

Methodologies

	Description
Problem solving	Realisation of diverse activities to strengthen the theoretical appearances of the matter.
Presentation	Oral exhibitions in the classroom, in front of the class and the professor, previous orientation and pedagogical supervision.
Introductory activities	Presentation of the matter.
Lecturing	Explanations of the professor during the schedule of theoretical classes, giving always opportunity to take part to the students and boosting the utilisation of the technological resources of the centre.

Personalized assistance

Methodologies Description

Problem solving	The students will be able to expose his doubts and comments during the theoretical and practical sessions.
Presentation	For the preparation and exhibition of the distinct works the students will have the orientation of the professor.

Assessment

	Description	Qualification	Training and Learning Results		
Presentation	Oral exhibition of works that will consist in scheduling educational strategies or in putting in diverse practice didactic procedures.	25	B1	C11	D1
			B2	C13	D2
			B3	C16	D3
			B5	C34	D4
			B6	C43	D7
			B10	C45	D9
				C48	D12
				C50	D13
				C51	D15
				C52	D16
				C62	D17
				C65	D19
					D20
					D21
Essay	Development of didactic proposals.	35			
Objective questions exam	Test to evaluate the acquisition of the contents taught throughout the course.	40			

Other comments on the Evaluation

The final examination will take place in the date established officially. The official date of the examination can be consulted in the web page of the School: <https://www.escuelamagisterioceuvigo.es/organizacion-academica/>

The "objective questions exam" will not compute in the assessment if the student does not obtain at least 2 points.
Participation and the effort in the development of the activities of the classroom will be valued positively.
The students who do not reach the 80% of the attendance will be assessed through the global method.
The students that want to be assessed through the global method have to contact with the teacher during the first month of the term, as it is regulated in the 19th article of the Regulamento sobre a avaliación, a calificación e a calidade da docencia e do proceso de aprendizaxe do estudantado (aprobado no claustro do 18 de abril de 2023).

Sources of information

Basic Bibliography

Complementary Bibliography

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Gran Diccionario Oxford: Español-Inglés. Inglés-Español, Oxford University Press, 2003

Cameron, L., **Teaching Languages to Young Learners.**, Cambridge University Press, 2003

Garcés Rodríguez, A., **Didáctica del inglés para primaria**, Pearson, 2005

Herrera López, R., **Working with Tales Level 2, 3.**, Edelvives, 2005

House, S., **Didáctica del inglés**, Graó, 2011

Lewis, G., **Games for Children**, Oxford University Press, 1999

Luque, G., **Aprendiendo inglés mediante historias.**, Universidad de Jaén, 2000

McKay, P., y Guse, J., **Five-Minute Activities for Young Learners**, Cambridge University Press, 2008

Moon, J., **Children Learning English**, Oxford University Press, 2005

Murphy, R., **English Grammar in Use. A self-study reference and practice book for intermediate learners of English.**, 4th, Cambridge University Press, 2012

O'Grady, W., **How Children Learn Language.**, Cambridge University Press,

Lewis, G., y H. Mol, **Grammar for Young Learners**, Oxford University Press, 2009

Slattery, M., and Willis, J., **English for Primary Teachers.**, Oxford University Press, 2001

Swan, M., **Practical English Usage**, Oxford University Press, 2005

Wright, A., **Story Telling with Children.**, Oxford University Press, 1995

<http://www.bbc.co.uk/worldservice/learningenglish/>,

<http://teachingenglish.org.uk/great>,

<https://learnenglish.britishcouncil.org>,

Recommendations

Subjects that are recommended to be taken simultaneously

Language and literature teaching: Spanish/V51G120V01506

Language and literature teaching: Galician/V51G120V01501

Language and literature: Spanish/V51G120V01603

Language and literature: Galician/V51G120V01602

Subjects that it is recommended to have taken before

Education: Design and development of the primary education curriculum/V51G120V01201

Education: Educational and organisational foundations of learning/V51G120V01101

Education: New technologies applied to primary education/V51G120V01202

Psychology: Developmental psychology from 6 -12 years/V51G120V01103

Teaching research and innovation/V51G120V01504

Other comments

Schedule of personal attention will be indicated by beginning of the term.