



## IDENTIFYING DATA

### Foreign language: English

Subject	Foreign language: English			
Code	O05G120V01907			
Study programme	Grado en Educación Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	3rd	2nd
Teaching language	English			
Department				
Coordinator	Llantada Díaz, María Francisca			
Lecturers	Llantada Díaz, María Francisca			
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General description	The aim is to bring students taking this course closer to the B2 level of communicative competence in English as defined in the Common European Framework of Reference for Languages. English Friendly subject: International students may request from the teachers: a) resources and bibliographic references in English, b) tutoring sessions in English, c) exams and assessments in English.			

## Training and Learning Results

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.
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.
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.
- 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.
- 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.
- 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.
- 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.
- C64 To establish links between theory and practice and the classroom and school contexts.
- C67 To control the processes of interaction and communication in the groups of students aged between 6-12.
- D1 Capacity for analysis and synthesis
- D2 Capacity for organisation and planning
- 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

### Expected results from this subject

Expected results from this subject	Training and Learning Results			
	A1	B3	C23	D4
1. Understanding extended speech and following complex lines of argument provided the subject matter is relatively familiar. Understanding almost all television news and current affairs programmes. Understanding most films in which the language is spoken at a standard level.	A2	B8	C43	D11
	A3	B11		D13
				D16 D20
2. Being able to read articles and reports relating to contemporary issues in which the authors adopt specific positions and points of view. Understanding contemporary literary prose	A5	B3	C23	D1
		B11	C43	D4
				D6
				D7
				D11
				D13
				D14
			D16	
			D18	
			D20	

3. Being able to participate in conversation with a certain fluency and spontaneity, and take an active part in debates in everyday situations on topics related to the personal, professional or educational sphere, explaining and defending their points of view. Understanding and reacting appropriately and make use of the language as it is used in normal classroom and teaching transactions.	A2	B2	C11	D4
	A3	B3	C15	D6
	A4	B4	C50	D7
		B5	C51	D8
			C52	D9
			C62	D11
			C64	D12
			C67	D13
				D14
				D16
			D17	
			D18	
			D19	
			D20	
4. Presenting clear and detailed descriptions of topics related to their speciality. Developing the communicative competence necessary to deal fluently and confidently in English with the topics of interest to pupils in pre-primary and primary education listed in the recommendations for the design of foreign language programmes at these levels.	A2	B3	C15	D1
	A3	B4	C16	D2
		B6	C50	D4
		B7	C51	D11
			C52	D12
			C63	D13
			C64	D18
			D20	
5. Being able to write clear, detailed texts on topics related to his/her interests. Writing essays and reports	A2	B2	C15	D1
	A3	B3	C51	D2
	A4		C63	D4
				D6
				D7
				D8
				D11
				D12
				D14
				D18
			D20	
6. Developing strategies for autonomous learning and cooperative work, favouring the analysis and observation of their own learning processes.	A5	B1	C13	D2
		B2	C16	D6
		B5	C61	D7
		B9		D8
		B10		D9
		B12		D10
				D11
				D12
				D13
				D16
				D17
				D18
			D20	
			D21	
7. Learning about the sources and means available to continue enriching their own cultural and linguistic training..	A5	B10		D2
				D4
				D5
				D6
				D11
				D14
				D15
				D16
				D17
				D18
			D20	
			D21	

## Contents

Topic	
1. Linguistic aspects	Lexis, grammar, semantics, phonetics, spelling, orthoepy.
2. Sociolinguistic aspects	Linguistic markers of social relations, rules of politeness, expressions of popular wisdom. Differences in register, dialect and accent.

3. Discourse aspects	Ordering sentences according to 'natural' sequence, cause and effect relationships (or vice versa), and structuring of discourse; ordering discourse according to thematic organisation, coherence and cohesion, style and register. Organisation of text according to different macro-functions. Elaboration, marking and sequencing of written texts
4. Strategic aspects	Verbal strategies used to prevent miscommunication: request for repetition, paraphrasing, use of general words, approximation, clarification, and request for help. Use of 'catch-all' and 'filler' words.
5. Cultural and intercultural aspects	Daily life, personal relationships, values, beliefs and attitudes, body language, social conventions, ritual behaviour, etc. Diachronic level: history, arts, monuments, etc.

### Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	1.5	0	1.5
Mentored work	23	41.5	64.5
Workshops	23	36	59
Presentation	3	10	13
Essay questions exam	2	10	12

\*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	Activities aimed at making contact with and gathering information about students, as well as introducing the subject.
Mentored work	The student develops tasks or projects in the classroom under the guidance and supervision of the teacher. The development may be linked to the student's autonomous activities.
Workshops	Activities focused on the acquisition of knowledge and manipulative and instrumental skills on a specific topic and with specific assistance from the teacher to the individual and/or group activities developed by the students
Presentation	Presentation by the students to the teacher and/or a group of students of a topic related to the contents of the subject, or the results of a project, exercise, project... It can be carried out individually or in a group.

### Personalized assistance

#### Methodologies Description

Presentation	Students will have personalised attention, both in tutorial hours and in the hours of work in smaller groups.
Mentored work	Students will have personalised attention, both in tutorial hours and in the hours of work in smaller groups.
Workshops	Students will have personalised attention, both in tutorial hours and in the hours of work in smaller groups.

### Assessment

Description	Qualification	Training and Learning Results
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Mentored work	The student carries out exercises or assignments in the classroom under the guidance and supervision of the teacher. These exercises/works may be linked to the student's autonomous activities	16.6	A1 A2 A3 A4 A5	B1 B2 B3 B4 B5	C11 C13 C15 C16 C23	D1 D2 D4 D5 D6
					C43 C50 C51 C52	D7 D8 D9 D10
					B10 B11 B12	D11 D12 D13
					C67	D14
						D15 D16 D17 D18 D19 D20 D21
Workshops	Activities focused on the acquisition of knowledge and manipulative and instrumental skills on a specific subject and with specific assistance from the teacher to the individual and/or group activities developed by the students.	16.6	A1 A2 A3 A4 A5	B2 B3 B4 B5 B8	C11 C13 C15 C16 C23	D1 D2 D4 D5 D6
					B10 B11	D7 D8
					C51 C52	D9 D10
					C62 C63 C64 C67	D11 D12 D13 D14
						D15 D16 D17 D18 D19 D20 D21
Presentation	Presentations of a subject related to the contents of the course or the results of a project / task, etc. in front of the teacher and/or a group of students. This may be carried out individually or in a group	16.8	A1 A2 A3 A4	B1 B2 B3 B6 B7 B8 B9 B11 B12	C11 C13 C15 C23 C43 C50 C51 C52 C61 C62	D1 D2 D4 D5 D6 D7 D8 D9 D10 D11 D12 D13 D14 D15 D16 D17 D18 D19 D20 D21
Essay questions exam	There will be a final test consisting of two parts: a writing test and an oral one of about ten minutes. Each of these tests will account for 25% of the final mark.	50	A2 A3 A4 A5		C11 C50 C51	D1 D2 D4 D7 D13 D14 D16 D18 D20

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**Other comments on the Evaluation**

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In order to pass this subject, the student must obtain at least 25% of the total mark in those aspects that are NOT part of the final exam. With regard to the final exam, the student must pass both the written and oral parts.

The competences not passed in the June exam may be retaken in July.

Students who are unable to attend class should contact the teacher at the beginning of the course to agree a work plan with her.

Exam dates: See the faculty website in the "Datos exámenes" menu.

In coherence with the inclusive character that characterizes the Faculty of Education and Social Work, this guide may be adapted to meet the specific educational support needs of students enrolled in the PIUNE program (PAT).

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**Sources of information**

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**Basic Bibliography****Complementary Bibliography**

**Oxford Spanish Dictionary**, 4, Oxford University Press, 2009

Adelson-Goldstein, J., **Collins diccionario español-inglés. inglés-español**, Harper Collins, 2002

**Longman Dictionary of Contemporary English**, 6, Longman, 2014

**Oxford Advanced Learner's Dictionary**, 8, Oxford University Press, 2016

Eastwood, J. & Mackin, R., **Oxford Practice Grammar**, Oxford University Press, 2006

Murphy, R., **English Grammar in Use**, Cambridge University Press, 2006

**Co-Build English Guides**, Harper Collins, 2008

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**Recommendations**

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**Subjects that continue the syllabus**

Foreign language teaching: English/O05G120V01916

Foreign language through children's literature: English/O05G120V01914

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

Foreign language through new technologies: English/O05G120V01912

Foreign language communication situations: English/O05G120V01913

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

English language and its teaching/O05G120V01507

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**Other comments**

It is recommended that students taking this course have previously acquired a high level B1 in English, both written and oral.

This subject is taught in a faculty committed to the sustainability of the environment and people. In keeping with this philosophy, this subject will promote educational practices based on materials with low environmental impact in line with the principles of sustainability (ODS).

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