



## IDENTIFYING DATA

### English language and its teaching

Subject	English language and its teaching			
Code	P02G120V01507			
Study programme	Grado en Educación Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	1st
Teaching language	English			
Department				
Coordinator	Lareo Martín, Inés			
Lecturers	Lareo Martín, Inés			
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General description	Taking into account the linguistic and didactic character of this matter pretends reinforce the level of communicative competition in the foreign tongue in addition to offering to the *alumnado a methodological vision on the education of the foreign tongue in the classrooms of Primary.			

## 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.
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 language learning situations 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.
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 appropriate 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 in one's mother tongue.
D4	Knowledge of a foreign language.
D7	Problem resolution.
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	
1. Comprise the main ideas of the speech spoken when this is clear and normal and treat daily subjects of the personal fields, public, professional and *educacional (Common Frame, Picture 5)			D1
			D3
			D4
			D11
			D12
2. 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
3. Comprise texts written drafted in a tongue of usual and daily use or related with the work.			D20
			D1
			D3
4. Comprise the description of events, feelings and wishes in personal letters.			D4
			D1
			D3
5. Know manage in almost all the situations that present him when it travels to where speaks this tongue.			D4
			D13
			D17
			D20
	C50		D1
	C51		D3
6. Can participate spontaneously in a conversation that treat daily subjects of personal interest or that they are pertinent for the daily life (for example family, fans, work, trips and current events).			D4
			D12
			D20
	C50		D1
	C51		D3
			D4
7. Can tackle *oralmente in French/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.	A3	B3	C11
			D1
	A4		C50
			D3
	A5		C51
			D4
			D12
			D20

8. Can explain and justify in brief his opinions and projects.		C50 C51	D1 D3 D4 D12 D17 D20 D21
9. Know narrate a history or relate, the plot of a book or film, and can describe his reactions		C51	D1 D3 D4
10. 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
11. Know the areas *curriculares of the Primary Education, the relation *interdisciplinar 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
12. 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
13. Boost the *convivencia 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
14. *Reflexionar On the practices of classroom for *innovar and improve 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
15. Comprise the basic principles of the sciences of the language and of the communication.		C43	D1 D3 D4
16. 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
17. Differentiate between linguistic competitions, *socioculturales, and pragmatic (Common Frame, Chapter 5, Sections 5.2.1, 5.2.2 and 5.2.3).		C11 C43 C52	D1
18. Know the process of learning of the language written and his education.		C43 C51 C63	D1 D3 D4
19. Know the school curriculum of the foreign tongue.		C43 C45	D1 D4
20. Know develop a program of education and communicative learning of the foreign tongue.	A1 A2	C45 C52	D1 D2 D4
21. Be able to prepare and give a didactic unit.	A1 A2 A3 A4 A5	C16 C51 C52 C62 C63	D1 D2 D3 D4 D9
22. Be able to present new functional elements, grammatical and lexica.		C43 C51 C52 C62 C63 C65	D1 D2 D3 D4 D9
23. 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
24. Know create opportunities for the free and communicative production by means of games, activities *lúdicas and creative.		C43 C52 C62 C63 C65	D1 D2 D4 D9 D21

25. Know like boosting the reading and encourage to write.	C48	D2 D4
26. 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.	I. Presentation of oneself and of the others. II. Personal experiences of the learning of the foreign tongue. III. Identification of opportunities in the students's context to boost the own learning. Diagnostic of needs and aims.
L2 - physical Description and of the personality.	I. Physical characteristics, affective and personal. II. Describe oneself and to the others in terms of the appearance and of character. III. Express agreement and the disagreement.
L3 - The surroundings in which we live.	I. Discussion of the distinct types of house in foreign countries and comparison with Galicia. II. Description of the houses of the students, understanding of announcements of flats and houses in rent. III. Tourist videos giving to know Pontevedra.
L4 □ The animals.	I. The animals of the farm, parts of the body. II. The animals of the forest. III. The wild animals.
D1 - communicative Education of the foreign tongue.	I. Linguistic functions. II. Competitions and communicative strategies.
D2 □ Methodology 1: Presentation and practical.	I. Presentation of new functional, grammatical and lexical elements in the classroom. II. Oral practice by means of communicative activities in pairs and groups.
D3 - Methodology 2: Production, creativity and game.	I. The games: ludic dimension of learning. II. Traditional English songs. III. The storytelling in the foreign language classroom IV. Use of internet for autonomous learning.
D4 - The didactic unit.	I. Aims II. Linguistic competitions, socio-cultural, discursive and strategic competence. III. The evaluation. IV. The use of the PEL (European Portfolio of tongues) as an evaluation tool.

## Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	3	0	3
Lecturing	30	15	45
Previous studies	2	0	2
Mentored work	0	72.6	72.6
Presentation	6.5	3.9	10.4
Problem and/or exercise solving	10	6	16
Oral 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
Introductory activities	Activities directed to take contact and gather information on the students, as well as to present the subject.
Lecturing	Sessions in which they will tackle the theoretical contents of the matter. The sessions will be developed with all the class, in the A group and other points in the C hours. Since the subject has a double focus, language and teaching methods, part of the sessions will be devoted to contents dealing with language and teaching methods. In case of justified absence of the teacher, alternative online activities will be proposed by the teacher.
Previous studies	Sessions in which students will discover their needs in terms of theory in order to carry out the tutored group work.

Mentored work	This activity will be carried out in groups. Students must apply the theory and methodology learnt to the design of their project. They must choose one of the topics proposed by the teacher. The groups must at least have an appointment with the teacher to discuss their proposals and their progress.
Presentation	The student develops exercises or projects in the classroom under the guidance and supervision of the teacher. These tasks may be linked to the student's autonomous activities. Problem solving and/or exercises related to the subject. The student must develop the appropriate or correct solutions through the application of transformation procedures of the available information and the interpretation of the results. Presentation by the students to the teacher and their classmates of the work carried out. This can be done in groups. The presentation will be peer-assessed and self-assessed.

## Personalized assistance

### Methodologies Description

Presentation	Personalised attention will be given in office 115 (or virtual office 1354) during tutoring hours. It is essential to request an appointment by e-mail. During the tutoring schedule that the teacher will explain in the introductory session of the course. Students must make an appointment with the teacher during these hours by e-mail. In these appointments, students will be able to solve doubts, make suggestions and reinforce practical aspects of the subject with the teacher. Students can also contact the teacher via remote campus or e-mail.
Mentored work	Group work will take place in office 115 or in the virtual office (1354) during tutoring hours. It is essential to request an appointment by e-mail. The teacher will inform about the office hours in the introductory session of the course. Students must make an appointment with the teacher during these hours and by e-mail. During the course, it is essential to have at least one appointment with the teacher in which the work plan of the group will be presented and points and doubts will be discussed. These actions may also be carried out telematically.

## Assessment

Description		Qualification Training and Learning Results					
Mentored work	On the indicated date, a pdf file with the written work for exhibition 1 (25=20+5 points) must be uploaded to moovi.	40	A1	B1	C11	D1	
			A2	B2	C13	D2	
			A3	B3	C16	D4	
			A4	B5	C34	D7	
			A5	B6	C43	D9	
				B10	C45	D11	
					C48	D12	
					C50	D13	
					C51	D15	
					C52	D16	
			C62	D17			
			C63	D19			
			C65	D20			
				D21			
Presentation	Throughout the course, students, in groups, will have to carry out a series of compulsory presentations or expositions.	40	A1	B1	C11	D1	
			A2	B2	C13	D2	
	Exposition 1 (in groups): design of a CLIL sequence with the methodology and activities students consider relevant for the selected level and subject matter.		A3	B3	C16	D3	
			A4	B5	C34	D4	
			A5	B6	C43	D7	
				B8	C45	D9	
				B10	C48	D11	
					C50	D12	
					C51	D13	
					C52	D15	
					C62	D16	
					C65	D17	
						D19	
						D20	
						D21	
	Exposition 3 (in pairs)						
	It consists of a karaoke contest The jury will be the whole class (15+5=20 points). If it is not possible to perform it live, the participations will be recorded on video. Students need to record 2-minute videos.						
	Exposition 4 (individual) is only proposed as an optional work to get extra points. It consists of a 5-minute presentation on a topic of interest for the subject and the rest of the students. The topic will be selected by the teacher.						

Oral exam	7-8 minute conversation in English and individually with the teacher on the subject matter of the compulsory readings and the recommended film (20)	20	A3 A4	C45 C48 C50 C51	D1 D2 D4 D16 D20
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### Other comments on the Evaluation

#### OTHER WAYS:

In case of absence of the teacher, the tasks and contents may be taught virtually through the remote campus and moovi, or in the virtual office 1354.

#### ASSESSMENT:

THE USE OF AUTOMATIC TRANSLATORS TO MAKE THE TASKS OR WORKS IS STRICTLY FORBIDDEN. FAILURE TO COMPLY WITH THIS RULE WILL RESULT IN THE FAILURE OF THE SUBJECT FOR THE WHOLE ACADEMIC YEAR.

In both face-to-face and virtual classes, the recording of any member of the subject is strictly forbidden except with explicit permission.

#### Globalassessment:

Since the subject has two distinct parts, the end term evaluation will have one part focused on didactics and the other on language. The evaluation in the first call will be continuous. Therefore the completion of all compulsory tasks on the proposed dates is essential to pass the subject.

All students who are not eligible for continuous assessment have the right to be assessed by means of an exam consisting of a written test with four tasks (70) and an oral test (30). The oral test will last 10 minutes and will consist of a conversation in English on points of didactic interest from the recommended stories and film. The date for the written exam will be the official date for the exams as stated on the faculty website in the academic organisation section (fcced.webs.uvigo.es).

In a confined state or through the remote campus, the exam will consist of 4 oral tests in English: 3 tasks and a talk on the compulsory stories and film.

Students who are unable to attend class and who wish to take advantage of continuous assessment must complete the compulsory assignments and presentations on the established dates. If, once the student has taken the continuous assessment, he/she is unable to fulfil ALL the requirements, he/she will be graded as a no-show in the first exam session. Attendance at the presentations is compulsory as students will have to evaluate the work of their classmates.

During the four-month period, students must read the 3 of the 4 compulsory reading stories and watch the film recommended in the bibliography.

Any extraordinary situation should be communicated to the teacher for being taken into consideration.

If students are unable to meet the requirements of continuous assessment or if they do not obtain the minimum score necessary to pass the subject in the first call, they must take the second call in June.

All the tasks specified above are compulsory for the continuous assessment: written work (25) and its presentation and dramatisation (ExPOSITION 1 25 points), exposition 2, advert (15 points), exposition 3, karaoke (20 points), oral test (20 points).

#### SECOND CALL:

It will consist of an exam composed of two tests in English: a four-tasks written test related to the contents of the programme. It will include questions on a theoretical level and practical assumptions; once the written test has been passed, students should take an oral test (70+30), in which they will have to talk for 10 minutes about didactic aspects of the compulsory stories and film included in the bibliography.

In the case of having to take the tests virtually through the remote campus, the exam of the second call will consist of 4 activities to be developed orally: 3 oral performances and a talk about the books and the film. 25 points for each part.

The date of the written exam will be the official date set by the Faculty in June, which can be found on the centre's website in the academic organisation section (feduc.webs.uvigo.es). The dates of the oral exams will be agreed according to the timetable availability of the Faculty and of the students who have passed the written exam.

#### VIDEOS TO BE WORKED WITH:

Once upon a time LIFE. The fantastic story of the human body. Series of videos about the human body.

#### COMPULSORY FILM:

School of rock. 2003. Directed by Richard Linklater

#### COMPULSORY READINGS:

Burns, Marilyn (2008). The greedy triangle. Scholastic bookshelf

Manley, Heather (2015). The Human Body detectives (story 1 and 2). Heather Manley N.D.

Silverstein, Shel (2005). The giving tree. UK: Harper Collins

### Sources of information

#### Basic Bibliography

Boid, Amanda, et al., **Natural Sciences Primary (1,2,3,4,5,6)**, Macmillam Education, 2015

Manley, Heather, **The Human body detectives (book collection)**, Heather Manley N.D., 2015

Slattery, Mary; Willis, Jane, **English for primary teachers**, OUP, 2003

VVAA, **Top natural science 5 student's book**, Richmond-Santillana, 2011

VVAA, **Top natural Science 4 student's book**, Richmond-Santillana, 2011

VVAA, **Natural Sciences 5 student's book**, Richmond-Santillana, 2017

**Complementary Bibliography**

Barillé, Albert, **Once upon a time life (24)**, 1989

Bentley, Kay, **TKT. Teaching Knowledge Test Course.**, CUP, 2010

Bestard Monroig, J. y Pérez Martín M.C., **La didáctica de la lengua inglesa. Fundamentos lingüísticos y metodológicos**, Editorial Síntesis, 1992

Burns, Marilyn, **The greedy triangle**, Scholastic bookshelf, 2008

Cameron, Lynne, **Teaching languages to young learners.**, CUP, 2005

Collins, **Collins diccionario español-inglés-inglés-español**, Grijalbo, 2002

Dale, Liz; Tanner, Rosie, **CLIL activities. A resource for language and subject teachers.**, CUP, 2012

Doff, A., **Teach English**, CUP, 1994

Elsworth, S. y Walker, E., **Grammar Practice for Intermediate Students.**, Pearson Longman, 2007

Estaire, S. y Zanón, J., **Planning classwork: a task-based approach**, Heinemann, 1999

García Arreza, M. et al., **La lengua inglesa en la Educación Primaria**, Ediciones Aljibe, 1994

Graham, Carolyn, **Creating Chants and songs**, OUP, 2011

Halliwell, S., **La Enseñanza del Inglés en la Educación Primaria**, Longman, 1993

Harmer, Jeremy., **How to teach English**, Longman, 2000

Ioannou-Georgiou, Sophie; Pavlou, Pavlos, **Assessing young learners**, OUP, 2003

Ioannou-Georgiou, Sophie; Pavlou, Pavlos, **Guidelines for CLIL implementation in primary and pre-primary education**, 2011

Jensen, Margie, **What is Montessori?**, 2011

LePort Montessori Schools, **Montessori Language Programme**,

Lewis, Gordon; Bedson, Günter., **Games for Children**, OUP, 2009

Lewis, Gordon; Mol, Hans, **Grammar for young learners.**, OUP, 2009

Lewis, Gordon; Mol, Hans, **The internet and young learners.**, OUP, 2004

Linklater, Richard, **School of rock**, 2003

LoPresti, Angeline Sparagna, **A place for zero**, Charlesbridge Publishing, 2003

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McLoughlin, Amanda Jane, **Natural Sciences. Think, do, learn (1,2,3,4,5,6)**, OUP, 2015

Montessori, Maria, **The Montessori Method.**, Frederick A. Stokes Company, 1912

Moon, Jane, **Children Learning English**, Macmillan books, 2011

Murphy, Tim, **Music and song.**, OUP, 1992

Oxford, **Oxford Spanish Dictionary: Spanish-English, English Spanish**, OUP, 2008

Pastor Cisneros, S., **Aprendizaje de Segundas Lenguas**, Universidad de Alicante, 2004

Phillips, Sarah, **Young Learners.**, OUP, 1993

Phillips, Diane; Burwood, Sarah; Dunford, Helen, **Projects with young learners**, OUP, 2003

Redman, S., **English Vocabulary in Use.Pre-Intermediate/Intermediate (with answers).**, OUP, 2000

Reilly, Jackie; Reilly, Vanessa, **Writing with children**, OUP, 2005

Ruiz Bikandi, U., **Didáctica de la Segunda Lengua en Educación Infantil y Primaria.**, Síntesis, 2000

Salaberri, S., **Classroom language: Handbooks for the English Classroom**, Heinemann, 1995

Silverstein, Shel, **The giving tree**, Harper Collins, 2005

Vale, D. y Feunteun, A., **Teaching Children English: An Activity Based Training Course**, CUP, 1995

Wright, Andrew, **Creating stories with children.**, OUP, 1997

Wright, Andrew, **Story telling with children.**, OUP, 2003

## Recommendations

### Subjects that are recommended to be taken simultaneously

Language and literature teaching: Spanish/P02G120V01506

Language and literature teaching: Galician/P02G120V01501

French language and its teaching/P02G120V01505

Language and literature: Spanish/P02G120V01603

Language and literature: Galician/P02G120V01602

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

Education: Design and development of the primary education curriculum/P02G120V01201

Education: New technologies applied to primary education/P02G120V01202

Psychology: Educational psychology: School learning processes/P02G120V01205

Psychology: Developmental psychology from 6 -12 years/P02G120V01103

Spanish language/P02G120V01303

**Other comments**

Since the subject is taught in English and the tongue of class will also be English, at least a B1 level of English (MECR) is recommended.

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