## IDENTIFYING DATA

### Foreign language: English

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|---|---|---|---|---|
| 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 | | | |
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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 | | | |
|---|---|---|---|---|
| 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. | A1 A2 A3 | B3 B8 B11 | C23 C43 | D4 D11 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 B11 | C23 C43 | D1 D4 D6 D7 D11 D13 D14 D16 D18 D20 |

| | A | B | C | D |
|---|---|---|---|---|
| 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 A3 A4 | B2 B3 B4 B5 | C11 C15 C50 C51 C52 C62 C64 C67 | D4 D6 D7 D8 D9 D11 D12 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 A3 | B3 B4 B6 B7 | C15 C16 C50 C51 C52 C63 C64 | D1 D2 D4 D11 D12 D13 D18 D20 |
| 5. Being able to write clear, detailed texts on topics related to his/her interests. Writing essays and reports | A2 A3 A4 | B2 B3 | C15 C51 C63 | D1 D2 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 B2 B5 B9 B10 B12 | C13 C16 C61 | D2 D6 D7 D8 D9 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 |
|---|---|---|---|

| Method | Description | | A | B | C | D |
|---|---|---|---|---|---|---|
| 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 B6 B7 B8 B9 B10 B11 B12 | C11 C13 C15 C16 C23 C43 C50 C51 C52 C62 C63 C64 C67 | D1 D2 D4 D5 D6 D7 D8 D9 D10 D11 D12 D13 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 B10 B11 | C11 C13 C15 C16 C23 C43 C50 C51 C52 C62 C63 C64 C67 | D1 D2 D4 D5 D6 D7 D8 D9 D10 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 |

## Other comments on the Evaluation

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 "Datas exames" 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).

## Sources of information
**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

## 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 through new technologies: English/O05G120V01912
Foreign language communication situations: English/O05G120V01913

**Subjects that it is recommended to have taken before**
English language and its teaching/O05G120V01507

**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 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).