



## Teaching Guide

| Identifying Data    |  |        |   |           | 2020/21 |
|---------------------|--|--------|---|-----------|---------|
| Subject (*)         | Foreign Language Teaching  |        | Code                                      | 652G02032 |         |
| Study programme     | Grao en Educación Primaria   |        |   |           |         |
| Descriptors         |  |        |   |           |         |
| Cycle               | Period   | Year   | Type                                      | Credits   |         |
| Graduate            | 2nd four-month period  | Third  | Obligatory                                | 6         |         |
| Language            | English  |        |   |           |         |
| Teaching method     | Hybrid   |        |   |           |         |
| Prerequisites       |  |        |   |           |         |
| Department          | Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación   |        |   |           |         |
| Coordinador         | Couto Cantero, Pilar   | E-mail | pilar.couto@udc.es                        |           |         |
| Lecturers           | Couto Cantero, Pilar<br>Galán Rodríguez, Noelia María  | E-mail | pilar.couto@udc.es<br>noelia.galan@udc.es |           |         |
| Web                 |  |        |   |           |         |
| General description | <p>The aim of this module is to introduce the key concepts regarding Teaching Foreign Languages in Primary Education. These concepts guide the teaching and learning process from a critical and reflective perspective. The module implies an approach to Teaching Foreign Languages focused on communicative competence and the four skills. Furthermore, students will revise the use of English as a tool, not only for this university module, but also for their future career in a plurilingual teaching context.</p>   |        |   |           |         |
| Contingency plan    | <p>1. Modifications to the contents<br/>There are no modifications.</p> <p>2. Methodologies<br/>* Teaching methodologies that are maintained but modified adapted to remote teaching<br/>-Master class.<br/>-Oral presentation.<br/>-Mixed test.<br/>-Collaborative learning.<br/>-Analysis of documentary sources.<br/>-Students' portfolio.</p> <p>3. Mechanisms for personalized attention to students<br/>Personal attendance will be carried out virtually by UDC mail, diverted telephone, moodle and TEAMS.</p> <p>4. Modifications in the evaluation<br/><br/>*Evaluation observations:<br/><br/>- I.1. Use of the English Language. 2 points.<br/>- I.2. Didactics of the EL. 3 points.<br/>- I.3. Comprehension and written expression. 1 point.<br/>- I.4. Individual or group work. 2 points.<br/>- I.5. Oral presentation. 1 point.<br/>- I.6. Portfolio. 1 point.</p> <p>5. Modifications to the bibliography or webgraphy</p> |        |   |           |         |

### Study programme competences / results

| Code | Study programme competences / results |
|------|---------------------------------------|
|      |                                       |



|     |  |
|-----|--|
| A43 | Comprender os principios básicos das ciencias da linguaxe e a comunicación.  |
| A44 | Adquirir formación literaria e coñecer a literatura infantil.  |
| A45 | Coñecer o currículo escolar das linguas e a literatura.  |
| A46 | Falar, ler e escribir correcta e adecuadamente nas linguas oficiais da Comunidade Autónoma.  |
| A47 | Coñecer o proceso de aprendizaxe da linguaxe escrita e o seu ensino.   |
| A48 | Fomentar a lectura e animar a escribir.  |
| A49 | Coñecer as dificultades para a aprendizaxe das linguas oficiais de estudantes de outras linguas.   |
| A50 | Afrontar situacións de aprendizaxe de linguas en contextos multilingües.   |
| A51 | Expresarse, oralmente e por escrito nunha lingua estranxeira.  |
| A52 | Desenvolver e avaliar contidos do currículo mediante recursos didácticos apropiados e promover as competencias correspondentes aos estudantes.   |
| B5  | Traballar de forma colaborativa.   |
| B7  | Comunicarse de maneira efectiva nun contorno de traballo.  |
| B8  | Capacidade para elaborar discursos coherentes e organizados lxicamente.  |
| B9  | Capacidade para expoñer as ideas elaboradas, de forma oral e na escrita.   |
| B10 | Capacidade de expresión oral e escrita en varias linguas (a lo menos nunha lingua estranxeira).  |
| B11 | Capacidade de comprensión dos distintos códigos audiovisuais e multimedia e manexo das ferramentas informáticas.   |
| B13 | Lectura e interpretación de imaxes.  |
| B15 | Capacidade para utilizar diversas fontes de información, seleccionar, analizar, sintetizar e extraer ideas importantes e xestionar a información.  |
| B22 | CB2 - Que os estudantes saiban aplicar os seus coñecementos ao seu traballo ou vocación dunha forma profesional e posúan as competencias que adoitan demostrarse por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da súa área de estudo |
| B23 | CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da súa área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética                                  |
| B24 | CB4 - Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado  |
| B25 | CB5 - Que os estudantes desenvolvesen aquelas habilidades de aprendizaxe necesarias para emprender estudos posteriores cun alto grao de autonomía  |
| C1  | Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.   |
| C2  | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.  |
| C3  | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.  |
| C7  | Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.   |
| C8  | Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.  |

| Learning outcomes  |                                       |                                     |          |
|--|---------------------------------------|-------------------------------------|----------|
| Learning outcomes  | Study programme competences / results |                                     |          |
| Expresarse, oralmente e por escrito nunha lingua estranxeira.            | A50                                   | B7<br>B8<br>B9<br>B10<br>B23<br>B24 | C2<br>C7 |
| Afrontar situacións de aprendizaxe de linguas en contextos multilingües. | A46<br>A48<br>A51                     | B10<br>B25                          | C1<br>C2 |



|  |     |     |    |
|--|-----|-----|----|
| Afrontar situacións de aprendizaxe de linguas en contextos multilingües. | A43 | B5  | C3 |
|  | A44 | B11 | C8 |
|  | A45 | B13 |    |
|  | A47 | B15 |    |
|  | A49 | B22 |    |
|  | A52 |     |    |

| Contents                      |   |
|-------------------------------|---|
| Topic                         | Sub-topic   |
| 1. Teaching and Learning EFL. | <ul style="list-style-type: none"> <li>- Models and guidelines for acquiring Foreign Languages.</li> <li>- Communicative contents in Foreign Languages.</li> <li>- Elements of the teaching and learning process of Foreign Languages.</li> <li>- Methodologies for teaching and learning Foreign Languages.</li> <li>- Spoken expression and comprehension in Foreign Languages.</li> <li>- Written expression and comprehension in Foreign Languages.</li> <li>- Didactic resources and proposals for communication.</li> <li>- European policies´ analysis concerning acquiring Foreign Languages.</li> <li>- European Framework of Reference for Languages. Language Portfolio.</li> <li>- Syllabus for Foreign Languages in Primary Education.</li> <li>- Cross-curricular projects in Primary Education.</li> </ul> |
| 2. Use of English.            | - Use of English contents according to B1/B2 level CEFR   |

| Planning                        |                                       |                                      |                               |             |
|---------------------------------|---------------------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests           | Competencies / Results                | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech  | A43 A44 A45 A49<br>A51 A52 B10 C2 C8  | 24                                   | 20                            | 44          |
| Oral presentation               | A51 B8 B9 B10 B11<br>B22 B24 C2 C3    | 4.5                                  | 10                            | 14.5        |
| Mixed objective/subjective test | A47 A51 B10 B23<br>B25 C2 C7          | 1.5                                  | 25                            | 26.5        |
| Collaborative learning          | A46 A50 A52 B5 B7<br>B11 B22 C1 C2 C3 | 12                                   | 18                            | 30          |
| Document analysis               | A46 A48 B13 B15                       | 0                                    | 23                            | 23          |
| Student portfolio               | A48 A51 B9 B10 C2                     | 0                                    | 10                            | 10          |
| Personalized attention          |                                       | 2                                    | 0                             | 2           |

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

| Methodologies                  |  |
|--------------------------------|--|
| Methodologies                  | Description  |
| Guest lecture / keynote speech | <p>Exposición oral complementada co uso de medios audiovisuais e a introdución dalgunhas preguntas dirixidas aos estudantes, coa finalidade de transmitir coñecementos e facilitar a aprendizaxe.</p> <p>A clase maxistral é coñecida tamén como "conferencia", "método expositivo" ou "lección maxistral". Esta última modalidade adóitase reservar a un tipo especial de lección impartida por un profesor en ocasións especiais, cun contido que supón unha elaboración orixinal e baseada no uso case exclusivo da palabra como vía de transmisión da información á audiencia.</p> |
| Oral presentation              | Intervención inherente aos procesos de ensino-aprendizaxe baseada na exposición verbal a través da que o alumnado e profesorado interactuar dun modo ordenado, formulando cuestións, facendo aclaracións e expoñendo temas, traballos, conceptos, feitos ou principios de forma dinámica.  |



|                                 |   |
|---------------------------------|---|
| Mixed objective/subjective test | <p>Proba que integra preguntas tipo de probas de ensaio e preguntas tipo de probas obxectivas.</p> <p>En canto a preguntas de ensaio, recolle preguntas abertas de desenvolvemento. Ademais, en canto preguntas obxectivas, pode combinar preguntas de resposta múltiple, de ordenación, de resposta breve, de discriminación, de completar e/ou de asociación.</p>   |
| Collaborative learning          | <p>Conxunto de procedementos de ensino-aprendizaxe guiados de forma presencial e/ou apoiados con tecnoloxías da información e as comunicacións, que se basean na organización da clase en pequenos grupos nos que o alumnado traballa conxuntamente na resolución de tarefas asignadas polo profesorado para optimizar, a súa propia aprendizaxe e o dos outros membros do grupo.</p>   |
| Document analysis               | <p>Técnica metodolóxica que supón a utilización de documentos audiovisuais e/ou bibliográficos (fragmentos de reportaxes documentais ou películas, noticias de actualidade, paneis gráficos, fotografías, biografías, artigos, textos lexislativos, etc.) relevantes para a temática da materia con actividades especificamente deseñadas para a análise destes. Pódese empregar como introdución xeral a un tema, como instrumento de aplicación do estudo de casos, para a explicación de procesos que non se poden observar directamente, para a presentación de situacións complexas ou como síntese de contidos de carácter teórico ou práctico.</p>             |
| Student portfolio               | <p>É unha carpeta ou arquivador ordenado por seccións, debidamente identificadas ou etiquetadas, que contén os rexistros ou materiais produto das actividades de aprendizaxe realizadas polo alumno nun período de tempo, cos comentarios e cualificacións asignadas polo profesor, o que permite visualizar o progreso do alumno. O portafolios ou carpeta inclúe todo o que fai o alumno, como: apuntamentos ou notas de clases, traballos de investigación, guías de traballo e o seu desenvolvemento, comentarios de notas, resumos, probas escritas, autoavaliacións, tarefas desenvolvidas, comentarios de progreso do alumno realizado polo profesor, etc.</p> |

### Personalized attention

| Methodologies  | Description  |
|--|--|
| Collaborative learning<br>Oral presentation<br>Student portfolio | <p>Oral presentations, activities, tasks and the portfolio done throughout the module may need individual support during office hours.</p> |

### Assessment

| Methodologies                   | Competencies / Results             | Description   | Qualification |
|---------------------------------|------------------------------------|---|---------------|
| Mixed objective/subjective test | A47 A51 B10 B23 B25 C2 C7          | <p>Proba que integra preguntas tipo de probas de ensaio e preguntas tipo de probas obxectivas.</p> <p>En canto a preguntas de ensaio, recolle preguntas abertas de desenvolvemento. Ademais, en canto preguntas obxectivas, pode combinar preguntas de resposta múltiple, de ordenación, de resposta breve, de discriminación, de completar e/ou de asociación.</p>   | 65            |
| Collaborative learning          | A46 A50 A52 B5 B7 B11 B22 C1 C2 C3 | <p>Conxunto de procedementos de ensino-aprendizaxe guiados de forma presencial e/ou apoiados con tecnoloxías da información e as comunicacións, que se basean na organización da clase en pequenos grupos nos que o alumnado traballa conxuntamente na resolución de tarefas asignadas polo profesorado para optimizar, a súa propia aprendizaxe e o dos outros membros do grupo. Se materializa na elaboración e presentación dunha Unidade Didáctica.</p> | 20            |
| Oral presentation               | A51 B8 B9 B10 B11 B22 B24 C2 C3    | <p>Intervención inherente aos procesos de ensino-aprendizaxe baseada na exposición verbal a través da que o alumnado e profesorado interactúan dun modo ordenado, formulando cuestións, facendo aclaracións e expoñendo temas, traballos, conceptos, feitos ou principios de forma dinámica.</p>  | 10            |



|                   |                   |   |   |
|-------------------|-------------------|---|---|
| Student portfolio | A48 A51 B9 B10 C2 | É unha carpeta ou arquivador ordenado por seccións, debidamente identificadas ou etiquetadas, que contén os rexistros ou materiais produto das actividades de aprendizaxe realizadas polo alumno nun período de tempo. O portafolios ou carpeta inclúe todo o que fai o alumno, como: apuntamentos ou notas de clases, traballos de investigación, guías de traballo e o seu desenvolvemento, comentarios de notas, resumos, probas escritas, autoavaliacións, tarefas desenvolvidas, comentarios de progreso do alumno realizado polo profesor, etc. | 5 |
|-------------------|-------------------|---|---|

## Assessment comments

Assessment for students with regular attendance:

Assessment will be based on the following criteria

and items: Assessment criteria:- Accomplishment of the stated objectives.- Understanding of theoretical and practical contents.-

Evaluation of collaborative and individual tasks done throughout the year. Assessment

items:- I.1.

Use of English. 2 marks.- I.2.

Foreign Language Didactics. 3 marks.- I.3.

Written expression and comprehension. 1.5 marks.- I.4.

Project. 2 marks.- I.5.

Oral presentation. 1 mark.- I.6.

Portfolio (optional). 0.5 marks. Items I.1, I.2 and I.3 will be assessed individually

on the date fixed by the official calendar. Items I.4, I.5 will be assessed

individually or in groups (max. 4 students) on the date chosen at the beginning

of the module. Item I.6 is optional and can be done individually or in groups.

The portfolio includes written and oral activities, tasks and exercises done in

the classroom. These must be accompanied with a comment or reflection regarding

the application in a Primary classroom. Items 1, 2, 3, 4 and 5 are compulsory. The final

qualification will be the result of adding each of items' marks. A failing

grade means that all items must be done once again for the next opportunity. Assessment for students without regular attendance:

1. Students

with official academic exemption: According to the law that deals with undergraduate

students at University of A Coruña and their dedication (approved by the Govern

Council on the 29th of May 2012), these students can ask the Dean

for partial time dedication so attendance is not compulsory for them. 2. Students with continuation of studies (repeat

students) Assessment criteria:- Accomplishment of the stated objectives- Understanding of theoretical and practical

contents-

Evaluation of collaborative and individual tasks done throughout the year. Assessment

items:- I.1.

Use of English. 2.5 marks.- I.2.

Foreign Language Didactics. 3 marks.- I.3.

Written expression and comprehension. 1.5 marks.- I.4.

Project. 2 marks.- I.5.

Oral presentation. 1 mark. Items I.1, I.2 and I.3 will be assessed individually

on the date fixed by the official calendar. Items I.4, I.5 will be assessed

individually on the date chosen at the beginning of the module.

Items 1, 2, 3, 4 and 5 are compulsory. The final

qualification will be the result of adding each of items' marks. A failing

grade means that all items must be done once again for the next opportunity.



Sources of information

|              |   |
|--------------|---|
| <p>Basic</p> | <p>Bibliografía Principal<br/>Murphy, R. (1994). English Grammar in Use (with answers). CUP. (Cualquier edición).<br/>Complementaria<br/>Beaumont, D. &amp; Granger, C. (1989). The Heinemann English Grammar. Heinemann<br/>Bernard, S. (1988). Vocabulary Builder 1 &amp; 2. Longman.<br/>Bolton, David &amp; Goodey, Noel (1996): English Grammar in Steps (with answers). London. Richmond Publishing.<br/>Eastwood, J. (1994). Oxford Practice Grammar (with answers). Oxford. Oxford University Press.<br/>Harmer, J. &amp; Rossner, R. (1991). More than Words. Longman.<br/>McCarthy, M. &amp; O'Dell, F. (1994). English Vocabulary in Use. CUP.<br/>Rudzka, B. (et al) 1981. The Words you Need. Macmillan.<br/>Swan, M. (1995): Practical English Usage. Oxford. Oxford University Press.<br/>Swan, M. &amp; Walter, C. (1997). How English Works. OUP.<br/>Walcyn-Jones, P. (1980). Test your Vocabulary 1, 2, 3, 4 &amp; 5. Penguin.<br/>Wellman, G. (1989). The Heinemann English Wordbuilder. Heinemann.<br/>Dictionaries<br/>COLLINS COBUILD DICTIONARY. Collins Publishers.<br/>LONGMAN DICTIONARY OF CONTEMPORARY ENGLISH, Longman.<br/>OXFORD SPANISH DICTIONARY, OUP.<br/>PASSWORD, 1980. Ed. SM.<br/>Didáctica<br/>Asher, J. 1981. Learning Another Language Through Actions: The Complete Teacher's Guidebook, Sky Oaks Productions, Los Gatos (California).<br/>Byrne, D. (1990): Teaching oral English. England. Longman.<br/>Brumfit, Ch. (Ed.). (1992): Teaching English to Children, Collins<br/>ELT.<br/>Doff, A. (1988): Teach English: a training course for teachers: teacher's workbook. Cambridge. Cambridge University Press.<br/>(1994 impr).<br/>Ellis, R. (1994): The Study of Second Language Acquisition. Oxford: OUP.<br/>Genesee, F. (1994): Educating second language children: the whole child, the whole curriculum, the whole community. Cambridge [England] New York. Cambridge University Press.<br/>Harmer, J. (1991): The Practice of English Language Teaching, Longman.<br/>Kennedy, Ch. &amp; Jarvis, J. 1991. Ideas and Issues in Primary ELT, Nelson.<br/>Larsen-Freeman, D. 1986. Techniques and Principles in Language Teaching, OUP.<br/>Lazar, G. (1993): Literature and language teaching: a guide for teachers and trainers. Cambridge. Cambridge University Press.<br/>Lee, W. R. (1979): Language teaching games and contests. W. R. Lee. (2d ed.) Oxford - New York. Oxford University Press.<br/>López de Parra, L., Córdoba Beltrán, M. A., Segura Castro, M. H. y Polanía Muñoz, J. T. (2017). Desarrollo investigativo en didáctica de la lengua y la literatura (2010-2015). Actualidades Pedagógicas, (69), 49-79. doi: <a href="http://dx.doi.org/10.19052/ap.3639">http://dx.doi.org/10.19052/ap.3639</a><br/>Nunan, D. (2000): Language teaching methodology : a textbook for teachers. Edinburgh (UK) Longman.<br/>Parrott, M. (1993): Tasks for language teachers: a resource book for training and development. Cambridge. Cambridge University Press.<br/>Richards, Jack C. (1994): Reflective teaching in second language classrooms. Jack C. Richards, Charles Lockhart. Cambridge [England] New York, NY, USA. Cambridge University Press.<br/>Richards, Jack C. (2001): Approaches and methods in language teaching: a description and analysis. Jack C. Richards, and Theodore S. Rodgers. (2nd ed.). Cambridge. Cambridge University Press.<br/>Sevillano García M<sup>a</sup> L. y Martín-Molero, F. (1993): Estrategias metodológicas en la formación del profesorado. 1<sup>a</sup> ed. Madrid. UNED.<br/>Solano-Flores, G. (2017): Assessing English Language Learners. Routledge.<br/>Spratt, M. (1994): English for teachers: a language development course. Cambridge. England. New York. Cambridge University Press.<br/>Ur, P. (1996): A course in language teaching: practice and theory. Cambridge. Cambridge University Press.<br/>Vez Jeremías, J. M. (2000): Fundamentos lingüísticos en la enseñanza de lenguas extranjeras. Barcelona. 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The Chocolate Cake, Prentice Hall.<br/>HADFIELD, J., (1984), Communication Games, London: Harrap.<br/>JACKSON, P., (1988), Tricks and Games with Paper, London: Angus &amp; Robertson.<br/>OXLEY, C. 1993, Indoor and Outdoor Games, Scholastic.<br/>RETTET, C. &amp; VALLS, N. (1984), Bonanza: 77 English Language Games for Young Learners, Longman.<br/>RIXON, Shelagh, (1981), How to use Games in Language Teaching, Mcmillan.<br/>RIXON, S., (1983), Fun and Games, Macmillan.</p> |
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| <b>Complementary</b> | <p>Web pages:-Verbal tenses/<br/> grammar<a href="http://www.englishpage.com/verbpage/verbtenseintro.html">http://www.englishpage.com/verbpage/verbtenseintro.html</a><a href="http://www.englishforjapanese.com/exercises/verb%20forms/29%20gerund.html">http://www.englishforjapanese.com/exercises/verb%20forms/29%20gerund.html</a><a href="http://www.autoenglish.org/index.html">http://www.autoenglish.org/index.html</a><a href="http://perso.wanadoo.es/autoenglish/freeexercices.htm">http://perso.wanadoo.es/autoenglish/freeexercices.htm</a>(the grammar aquarium)<a href="http://www.edufind.com/english/grammar/">http://www.edufind.com/english/grammar/</a>-English Grammar for Spanish<a href="http://www.ompersonal.com.ar/omgrammar/indicetematico.htm">http://www.ompersonal.com.ar/omgrammar/indicetematico.htm</a>- Games<a href="http://www.learnenglish.org.uk/kids/games/index.asp">http://www.learnenglish.org.uk/kids/games/index.asp</a> <a href="http://www.tefl.net/esl-lesson-plans/esl-games.htm">http://www.tefl.net/esl-lesson-plans/esl-games.htm</a> - Skimming exercises<a href="http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp1.htm">http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp1.htm</a>-Scanning exercises<a href="http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp2.htm">http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp2.htm</a>- TEFL<a href="http://iteslj.org/">http://iteslj.org/</a> <a href="http://iteslj.org/t/ppt/">http://iteslj.org/t/ppt/</a> <a href="http://www.tefl.net/esl-teaching.htm">http://www.tefl.net/esl-teaching.htm</a><a href="http://www.tefl.net/teacher-tips/teacher-taboos.htm">http://www.tefl.net/teacher-tips/teacher-taboos.htm</a> - Listening<a href="http://www.web-pop.com/flashindex.html">http://www.web-pop.com/flashindex.html</a>- BBC the British Council<a href="http://www.teachingenglish.org.uk/">http://www.teachingenglish.org.uk/</a><a href="http://www.britishcouncil.org/learnenglish-central-grammar-grammar-games-archive.htm">http://www.britishcouncil.org/learnenglish-central-grammar-grammar-games-archive.htm</a>-Council of Europe. Common European Framework of Reference<a href="http://coe.int">http://coe.int</a>-Ministerio de Educación. ELP (Portfolio)<a href="http://www.mec.es/programas-europeos/docs/resolution.pdf">http://www.mec.es/programas-europeos/docs/resolution.pdf</a><a href="http://www.oapee.es/iniciativas/portfolio/portfolios-validados-esp.html">http://www.oapee.es/iniciativas/portfolio/portfolios-validados-esp.html</a><a href="http://www.coe.int/T/DG4/Portfolio/documents/ELPguide_teacherstrainers.pdf">http://www.coe.int/T/DG4/Portfolio/documents/ELPguide_teacherstrainers.pdf</a><a href="http://www.mec.es/programas-europeos/docs/guia_pel_primaria.pdf">http://www.mec.es/programas-europeos/docs/guia_pel_primaria.pdf</a><a href="http://aplicaciones.mec.es/programas-europeos/jsp/plantilla.jsp?id=pel_docs">http://aplicaciones.mec.es/programas-europeos/jsp/plantilla.jsp?id=pel_docs</a>- Unión Europea<a href="http://europa.eu/pol/educ/index_es.htm">http://europa.eu/pol/educ/index_es.htm</a>- European Profile for LT Education<a href="http://ec.europa.eu/education/policies/lang/doc/profilebroch_en.pdf">http://ec.europa.eu/education/policies/lang/doc/profilebroch_en.pdf</a> -ESL<a href="http://en.wikipedia.org/wiki/English_as_a_Second_Language">http://en.wikipedia.org/wiki/English_as_a_Second_Language</a><a href="http://esl.about.com">http://esl.about.com</a><a href="http://www.eslteachersboard.com/">http://www.eslteachersboard.com/</a><a href="http://www.englishclub.com/vocabulary/english-phonetic-spelling.htm">http://www.englishclub.com/vocabulary/english-phonetic-spelling.htm</a>-Cambridge University Press<a href="http://www.cambridge.org/elt/letstalk/support/default.htm">http://www.cambridge.org/elt/letstalk/support/default.htm</a>- Dictionary<a href="http://dictionary.cambridge.org/-younger-students">http://dictionary.cambridge.org/-younger-students</a><a href="http://www.youthonline.ca/-classic-short-stories">http://www.youthonline.ca/-classic-short-stories</a><a href="http://www.world-english.org-primary-school">http://www.world-english.org-primary-school</a> (profesores de universidades españolas)<a href="http://www.bazoypenate.com/">http://www.bazoypenate.com/</a>- Songs<a href="http://www.isabelperez.com/songs/worldholdon.htm">http://www.isabelperez.com/songs/worldholdon.htm</a></p> |
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### Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

### Other comments

Resources must be used sustainably in order to avoid negative effects on the environment. Therefore, it is recommended to send activities, projects and task online. Otherwise, it is preferable that plastic is not used, double-page printing, recycled paper and avoid printing drafts. It is crucial to remember the ethical principles regarding sustainability values in professional and personal behaviour.

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.