



Teaching Guide

Teaching Guide				
Identifying Data				2023/24
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	Face-to-face			
Prerequisites				
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en EducaciónPedagogía e DidácticaPsicología			
Coordinador	Galán Rodríguez, Noelia María		E-mail	noelia.galan@udc.es
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Web				
General description	This course introduces key concepts of the area of Foreing Language Teaching in Primary Education focused on the teaching and learning process from a critical and reflective perspective. Students will be introduced to Foreign Language Teaching putting emphasis on the communicative competence and the four language skills. Likewise, students will revisit key concepts concerning the use of English language to deal with the course contents as well as their future job as teachers in an plurilingual European space.			

Study programme competences

Code	Study programme competences
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	
Face language learning situations in multilingual contexts		A46 A48 A51	B10 B25 C1 C2
Express themselves in a foreign language both orally and in written format.		A50	B7 B8 B9 B10 B23 B24 C2 C7
Develop and assess the curriculum thorough appropriate didactic resources and boost competence learning in students.		A43 A44 A45 A47 A49 A52	B5 B11 B13 B15 B22 C3 C8

Contents	
Topic	Sub-topic
1. Key concepts on TEFL.	<ul style="list-style-type: none"> - Specific terminology and definitions. - Factors/elements which influence the teaching and learning process of a FL. - Models and guidelines for acquiring Foreign Languages.
2. Legislation on FL teaching/learning in Primary Education.	- European, Spanish and Galician legislation regarding FL learning in Primary Education.
3. The FL teaching and learning process in Primary Education.	<ul style="list-style-type: none"> - Strategies and techniques in the FL classroom. - Types of activities and modes of communication. - Spoken expression and comprehension in Foreign Languages. - Written expression and comprehension in Foreign Languages - Assessment in the FL class: key concepts, types and correction techniques.



4. FL Teaching Methods.	<p>Methodological changes throughout history.</p> <p>Main methods in FL teaching:</p> <ul style="list-style-type: none"> - Humanistic Language Teaching - Cooperative Learning - Integrated Skill approaches (TBLT & CBI) - Communicative Language Teaching - Blended Learning <p>CLIL:</p> <ul style="list-style-type: none"> - Principles - Language triptych - Examples
5. Resources and Didactic Proposals.	<ul style="list-style-type: none"> - Adaptation and material design for the FL class in Primary Education. - Use of ICT resources. - Cross-curricular projects in Primary Education.
6. Use of English.	<ul style="list-style-type: none"> - Use of English contents according to B1/B2 level CEFR

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A43 A44 A45 A49 A51 A52 B10 C2 C8	21	20	41
Oral presentation	A51 B8 B9 B10 B11 B22 B24 C2 C3	4.5	10	14.5
Mixed objective/subjective test	A47 A51 B10 B23 B25 C2 C7	1.5	25	26.5
Research (Research project)	A46 A50 A52 B5 B7 B11 B22 C1 C2 C3	3	15	18
Document analysis	A48 A46 B15 B13	0	18	18
Collaborative learning	A50 A51 A52 B5 B7 B15 B23 C3 C2	12	3	15
Case study	B13 B23 B24 C2 C7	5	0	5
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>Oral presentation complemented with the use of audiovisual media and the introduction of some questions addressed to the students, in order to transmit knowledge and facilitate learning.</p> <p>The guest lecture is also known as lecture, exposition method or keynote speech. This last modality is usually reserved for a special type of lesson taught by a teacher on special occasions, with some original content and based on the almost exclusive use of the word as a means of transmission of the information to the audience.</p>
Oral presentation	Inherent intervention to the teaching-learning processes based on verbal exposure through which the students and teachers interact in an orderly way, posing questions, making clarifications and exposing topics, works, concepts, facts or principles in a dynamic way.
Mixed objective/subjective test	<p>Test that integrates open-ended questions and objective questions.</p> <p>Concerning the open-ended questions, this are questions in which students have to explain. Concerning objective questions, there could be multiple choice, put-in-order, short answer, yes/no, fill-in-the-gaps, or association questions.</p>



Research (Research project)	Learning process oriented towards students' learning through the completion of practice-based tasks. In these tasks, students are asked to identify an issue, analyse it, develop measures to deal with it, interpret the results and draw conclusions. The project will deal with the design of a didactic proposal.
Document analysis	Methodological technique that involves the use of audiovisual and/or bibliographic documents (fragments of reports, documentaries or films, current news, graphic panels, photographs, biographies, articles, legislative texts, etc.) which are relevant to the subject matter with activities specifically designed for their analysis. It can be used as a general introduction to a topic, as a case study application tool, for the explanation of processes that cannot be observed directly, for the presentation of complex situations or as synthesis of theoretical or practical content.
Collaborative learning	Set of teaching-learning procedures guided in person and/or supported with ICT, which are based on the organization of the class into small groups in which the students work together in solving tasks assigned by teachers to optimize their own learning and that of the other members of the group.
Case study	Methodology in which the student deals with the description of a specific situation entailing a problem which has to be understood, analysed and solved by a group of people through a debate. The student faces a specific issue (case) which is related to a real situation in the professional realm and has to be able to analyse some facts to reach a meditated decision by debating in small groups.
Student portfolio	It is a folder divided by identified or labeled sections, which contains the records or materials product of the learning activities carried out by the student in a period of time, with the comments and grades assigned by the teacher, which allows to visualize the student's progress. The portfolio includes everything the student does, such as: class notes, research papers, work guides and their development, comments, summaries, written tests, self-assessment tasks, completed tasks, comments on the student's progress made by the teacher, etc.

Personalized attention

Methodologies	Description
Collaborative learning Oral presentation Student portfolio Research (Research project)	Both the oral presentations as well as the tasks carried out throughout the course (portfolio included) could lead to personalised attention during office hours.

Assessment

Methodologies	Competencies	Description	Qualification
Collaborative learning	A50 A51 A52 B5 B7 B15 B23 C3 C2	Set of teaching-learning procedures guided in person and/or supported with ICT, which are based on the organization of the class into small groups in which the students work together in solving tasks assigned by teachers to optimize their own learning and that of the other members of the group.	10
Oral presentation	A51 B8 B9 B10 B11 B22 B24 C2 C3	Inherent intervention to the teaching-learning processes based on verbal exposure through which the students and teachers interact in an orderly way, posing questions, making clarifications and exposing topics, works, concepts, facts or principles in a dynamic way.	10
Student portfolio	A48 A51 B9 B10 C2	It is a folder divided by identified or labeled sections, which contains the records or materials product of the learning activities carried out by the student in a period of time, with the comments and grades assigned by the teacher, which allows to visualize the student's progress. The portfolio includes everything the student does, such as: class notes, research papers, work guides and their development, comments, summaries, written tests, self-assessment tasks, completed tasks, comments on the student's progress made by the teacher, etc.	5



Mixed objective/subjective test	A47 A51 B10 B23 B25 C2 C7	Test that integrates open-ended questions and objective questions. Concerning the open-ended questions, this are questions in which students have to explain. Concerning objective questions, there could be multiple choice, put-in-order, short answer, yes/no, fill-in-the-gaps, or association questions.	50
Research (Research project)	A46 A50 A52 B5 B7 B11 B22 C1 C2 C3	Learning process oriented towards students' learning through the completion of practice-based tasks. In these tasks, students are asked to identify an issue, analyse it, develop measures to deal with it, interpret the results and draw conclusions. The project will deal with the design of a didactic proposal.	25

Assessment comments



Assessment criteria for students that attend the lessons regularly

In order to pass the course in the June opportunity, students must attend at least 80% of the face-to-face lessons. If they do not, they will have to go straight to the July opportunity.

Their assessment will follow the following assessment criteria and tools:

Assessment criteria:

- Verification of compliance with the set objectives
- Assimilation of theoretical and practical content.
- Assessment of the work carried out during the course, both collaborative and individual works.

Assessment tools:

Mixed test: - I.1. Use of English. 1 point.- I.2. Didactics of the FL. 3 points.- I.3. Comprehension and written expression. 1 point.

- I.4. Individual or group work. 2.5 points.
- I.5. Oral presentation. 1 point.
- I.6. Individual or group tasks. 1 point.
- I.7. Portfolio (optional). 0.5 points.

The assessment of items I.1, I.2 e I.3 will be carried out in the official data of the academic calendar and will be done individually.

The assessment of items I.4, I.5 and I.6 will be carried out in the set date from the course calendar at the beginning of the semester and can be carried out individually or groups (no more than 5 students per group).

The assessment of item I.7 is optional and is to be done individually. This portfolio has activities, tasks and exercises done in the classroom (both orally and in written format) in which some critical reflection is to be added in regard to its practical use in Primary Education.

Items 1, 2, 3, 4, 5 and 6 are mandatory to pass the course. It is necessary to get at least 5 out of 10 in the mixed objective/subjective test to pass the course. A failing mark means the repetition of all items in the next opportunity.

The July opportunity will follow the same criteria as the June opportunity.

Assessment criteria for students who do not attend the lessons regularly

1. Alumnado con dispensa académica/part-time student: "Norma que regula o réxime de dedicación ao estudo dos estudantes de grao na Universidade da Coruña" (aprobada en Consello de Goberno de 29 de maio de 2012), se le reconozca la condición de estudiante a tiempo parcial y solicite al Decano/a la correspondiente dispensa académica quedando eximido de la obligatoriedad de asistencia.

2. Repeat student.

IMPORTANT: These students will have to notify their situation to the teacher at the beginning of the course and will have to submit additional tasks.

Furthermore, they will have to pay attention to the tasks and their deadlines.

Assessment criteria:

- Verification of compliance with the set objectives
- Assimilation of theoretical and practical content.
- Assessment of the work carried out during the course, both collaborative and individual works.

Assessment tools:

A. Individual Part - I.1. Use of English. 1 point.- I.2. Didactics of the LE. 3 points.- I.3. Comprehension and written expression. 1 point.

B. Task and oral presentation- I.4. Individual work. 2.5 points.- I.5. Oral presentation. 1 point. I.6. Individual tasks. 1.5 points.

The assessment of items I.1, I.2 e I.3 will be carried out in the official data of the academic calendar and will be done individually. The assessment of items I.4, I.5 and I.6 will be set after talking to the teacher and is to be done individually. Items 1, 2, 3, 4, 5 and 6 are mandatory to pass the course. It is necessary to get at least 5 out of 10 in the mixed objective/subjective test to pass the course. A failing mark means the repetition of all items in the next opportunity.

The July opportunity will follow the same criteria as the June opportunity.

Important: Engaging in fraudulent behavior during exams or assessment activities, once confirmed, will result in an automatic fail for the corresponding opportunity. The student will be graded as "fail" (numerical grade of 0) in the respective academic year's opportunity, whether the offense occurs in the first or second attempt. In such cases, the student's grade in the first attempt will be modified in the record, if necessary.



<p>Basic</p>	<p>Bibliografía Principal Murphy, R. (1994). English Grammar in Use (with answers). CUP. (Cualquier edición). Complementaria Beaumont, D. & Granger, C. (1989). The Heinemann English Grammar. Heinemann Bernard, S. (1988). Vocabulary Builder 1 & 2. Longman. Bolton, David & Goodey, Noel (1996): English Grammar in Steps (with answers). London. Richmond Publishing. Eastwood, J. (1994). Oxford Practice Grammar (with answers). Oxford. Oxford University Press. Harmer, J. & Rossner, R. (1991). More than Words. Longman. McCarthy, M. & O'Dell, F. (1994). English Vocabulary in Use. CUP. Rudzka, B. (et al) 1981. The Words you Need. Macmillan. Swan, M. (1995): Practical English Usage. Oxford. Oxford University Press. Swan, M. & Walter, C. (1997). How English Works. OUP. Watcyn-Jones, P. (1980). Test your Vocabulary 1, 2, 3, 4 & 5. Penguin. Wellman, G. (1989). The Heinemann English Wordbuilder. Heinemann. Dictionaries COLLINS COBUILD DICTIONARY. Collins Publishers. LONGMAN DICTIONARY OF CONTEMPORARY ENGLISH, Longman. OXFORD SPANISH DICTIONARY, OUP. PASSWORD, 1980. Ed. SM. Didáctica Asher, J. 1981. Learning Another Language Through Actions: The Complete Teacher's Guidebook, Sky Oaks Productions, Los Gatos (California). Byrne, D. (1990): Teaching oral English. England. Longman. Brumfit, Ch. (Ed.). (1992): Teaching English to Children, Collins ELT. Doff, A. (1988): Teach English: a training course for teachers: teacher's workbook. Cambridge. Cambridge University Press. (1994 impr). Ellis, R. (1994): The Study of Second Language Acquisition. Oxford: OUP. Genesee, F. (1994): Educating second language children: the whole child, the whole curriculum, the whole community. Cambridge [England] New York. Cambridge University Press. Harmer, J. (1991): The Practice of English Language Teaching, Longman. Kennedy, Ch. & Jarvis, J. 1991. Ideas and Issues in Primary ELT, Nelson. Larsen-Freeman, D. 1986. Techniques and Principles in Language Teaching, OUP. Lazar, G. (1993): Literature and language teaching: a guide for teachers and trainers. Cambridge. Cambridge University Press. Lee, W. R. (1979): Language teaching games and contests. W. R. Lee. (2d ed.) Oxford - New York. Oxford University Press. 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: http://dx.doi.org/10.19052/ap.3639 Nunan, D. (2000): Language teaching methodology : a textbook for teachers. Edinburgh (UK) Longman. Parrott, M. (1993): Tasks for language teachers: a resource book for training and development. Cambridge. Cambridge University Press. Richards, Jack C. (1994): Reflective teaching in second language classrooms. Jack C. Richards, Charles Lockhart. Cambridge [England] New York, NY, USA. Cambridge University Press. 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. Sevillano García Mª L. y Martín-Molero, F. (1993): Estrategias metodológicas en la formación del profesorado. 1ª ed. Madrid. UNED. Solano-Flores, G. (2017): Assessing English Language Learners. Routledge. Spratt, M. (1994): English for teachers: a language development course. Cambridge. England. New York. Cambridge University Press. Ur, P. (1996): A course in language teaching: practice and theory. Cambridge. Cambridge University Press. Vez Jeremías, J. M. (2000): Fundamentos lingüísticos en la enseñanza de lenguas extranjeras. Barcelona. Ariel. Vince, M. (2001): Elementary language practice for spanish students. Oxford Macmillan. Wallace, M. J. (1991): Training foreign language teachers: a reflective approach. Michael J. Wallace. Cambridge [England] New York. Cambridge University Press. Zanón Gómez, J. (1993): Claves para la enseñanza de la lengua extranjera. Madrid. Ministerio de Educación y Ciencia D.L. Bibliografía Específica Storytelling ELLIS, G. & BREWSTER, J. 1991. The Storytelling Handbook, Penguin. JUNIOR PUFFINS series: cuentos para niños. Penguin. Songs DAKIN, J. 1968. Songs and Rhymes for the Teaching of English, Longman. DALE T. GRIFFEE, 1992. Songs in Action, Prentice Hall. GRAHAM, C. 1978. Jazz Chants for Children, OUP. MACMILLAN PUBLISHERS, 1981. My English Songbook with Rhymes, Macmillan. MURPHEY, T. 1992. Music & Song, OUP. Games ASHWORTH & CLARK, 1992. Playground Games, Level 2. Collins ELT. GRAHAM, C. 1992. The Chocolate Cake, Prentice Hall. HADFIELD, J., (1984), Communication Games, London: Harrap. JACKSON, P., (1988), Tricks and Games with Paper, London: Angus & Robertson. OXLEY, C. 1993, Indoor and Outdoor Games, Scholastic. RETTER, C. & VALLS, N. (1984), Bonanza: 77 English Language Games for Young Learners, Longman. RIXON, Shelagh, (1981), How to use Games in Language Teaching, Mcmillan. RIXON, S., (1983), Fun and Games, Macmillan.</p>
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Complementary	<p>Web pages:- Verbal tenses/ http://www.englishpage.com/verbpage/verbtenseintro.html http://www.englishforjapanese.com/exercises/verb%20forms/29%20gerund.html http://www.autoenglish.org/index.html http://perso.wanadoo.es/autoenglish/freeexercices.htm (the grammar aquarium) http://www.edufind.com/english/grammar/- English Grammar for Spanish http://www.ompersonal.com.ar/omgrammar/indicetematico.htm- Games http://www.learnenglish.org.uk/kids/games/index.asp http://www.tefl.net/esl-lesson-plans/esl-games.htm - Skimming exercises http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp1.htm- Scanning exercises http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp2.htm- TEFL http://iteslj.org/ http://iteslj.org/t/ppt/ http://www.tefl.net/esl-teaching.htm http://www.tefl.net/teacher-tips/teacher-taboos.htm - Listening http://www.web-pop.com/flashindex.html- BBC the British Council http://www.teachingenglish.org.uk/http://www.britishcouncil.org/learnenglish-central-grammar-grammar-games-archive.htm- Council of Europe. Common European Framework of Reference http://coe.int- Ministerio de Educación. ELP (Portfolio) http://www.mec.es/programas-europeos/docs/resolution.pdf http://www.oapee.es/iniciativas/portfolio/portfolio-s-validados-esp.html http://www.coe.int/T/DG4/Portfolio/documents/ELPguide_teacherstrainers.pdf http://www.mec.es/programas-europeos/docs/guia_pel_primaria.pdf http://aplicaciones.mec.es/programas-europeos/jsp/plantilla.jsp?id=pel_docs- Unión Europea http://europa.eu/pol/educ/index_es.htm- European Profile for LT Education http://ec.europa.eu/education/policies/lang/doc/profilebroch_en.pdf -ESL http://en.wikipedia.org/wiki/English_as_a_Second_Language http://esl.about.com http://www.eslteachersboard.com/http://www.englishclub.com/vocabulary/english-phonetic-spelling.htm- Cambridge University Press http://www.cambridge.org/elt/letstalk/support/default.htm- Dictionary http://dictionary.cambridge.org/-younger-students http://www.youthonline.ca/-classic-short-stories http://www.world-english.org-primary-school (profesores de universidades españolas) http://www.bazoyopenate.com/-Songs http://www.isabelperez.com/songs/worldholdon.htm</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

(*)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.