

PROYECTO DOCENTE

ANÁLISIS Y PRODUCCIÓN DE TEXTO EN LENGUA INGLESA Y EDUCACIÓN INTERCULTURAL

Curso: 2025/26

DATOS BÁSICOS DE LA ASIGNATURA

Titulación:	GRADO EN EDUCACIÓN PRIMARIA
Año Plan de Estudios:	2010
Curso de Implantación:	2011/12
Centro Responsable:	Facultad de Ciencias de la Educación
Nombre Asignatura:	Análisis y Producción de Texto en Lengua Inglesa y Educación Intercultural
Código:	5410029
Tipología:	OPTATIVA
Curso:	CUARTO
Periodo de Impartición:	PRIMER CUATRIMESTRE
Créditos ECTS:	6
Horas Totales:	150
Área/s:	DIDÁCTICA DE LA LENGUA Y LA LITERATURA
Departamento/s:	DIDÁCTICA DE LA LENGUA Y LA LITERATURA Y FILOLOGÍAS INTEGRADAS

PROFESORADO

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Tutoría: martes - de 13:00 a 14:00

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OBJETIVOS Y COMPETENCIAS

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Objetivos específicos:

Desarrollo de las destrezas de escritura, lectura y análisis textual en lengua inglesa.

Mejora de la competencia comunicativa en lengua inglesa por medio del estudio y debate de textos (especialmente literarios) y de la producción de textos propios.

Adquisición de conocimientos básicos sobre historia de la lengua inglesa y sobre literatura en lengua inglesa, con especial atención a la prosodia/versificación en lengua inglesa y a la literatura popular e infantil.

Adquisición de criterios y procedimientos para el comentario, análisis y explotación de textos (especialmente literarios) en el aula de inglés como lengua extranjera.

Desarrollo de la capacidad de reflexión sobre la identidad cultural y las fuentes culturales asociadas a cada lengua (inglés y español), superando estereotipos culturales y comprendiendo la realidad multicultural de la sociedad actual y su reflejo en el aula.

Competencias transversales/genéricas:

GP.1 Analizar y sintetizar la información.

GP.2 Organizar y planificar el trabajo.

GP.5 Comunicar oralmente y por escrito con orden y claridad, en la propia lengua y en una segunda lengua.

GP.6 Buscar, seleccionar, utilizar y presentar la información usando medios tecnológicos avanzados.

GP.10 Expresar y aceptar la crítica.

GP.11 Apreciar la diversidad social y cultural, en el marco del respeto de los Derechos Humanos y la cooperación internacional.

GP.14 Investigar y seguir aprendiendo con autonomía.

GP.18 Trabajar de forma autónoma y liderar equipos.

GM.21 Fomentar y garantizar el respeto a los Derechos Humanos y a los principios de accesibilidad universal, igualdad, no discriminación y los valores democráticos y de la cultura de la paz.

Competencias específicas:

EP.5 Fomentar en el alumnado hábitos lectores y el análisis crítico de textos de los diversos dominios científicos y humanísticos incluidos en el currículo escolar.

EP.13 Mantener una actitud crítica y autónoma en relación con los saberes, valores y prácticas que promueven las instituciones sociales valorando especialmente la importancia de una sólida formación humanística.

M22. Analizar e incorporar de forma crítica las cuestiones más relevantes de la sociedad actual que afectan a la educación familiar y escolar: impacto social y educativo de los lenguajes audiovisuales y de las pantallas; cambios en las relaciones de género e intergeneracionales; multiculturalidad e interculturalidad; discriminación e inclusión social y desarrollo sostenible.

M32. Integrar el estudio histórico y geográfico desde una orientación instructiva y cultural.

M33. Fomentar la educación democrática de la ciudadanía y la práctica del pensamiento social crítico.

M43. Comprender los principios básicos de las ciencias del lenguaje y la comunicación.

M44. Adquirir formación literaria y conocer la literatura infantil.

M48. Fomentar la lectura y animar a escribir.

M51. Expresarse, oralmente y por escrito en una lengua extranjera.

CONTENIDOS O BLOQUES TEMÁTICOS

CULTURAL ISSUES:

1. The individual and the community. Language, meaning, pattern, memory and culture.

Cultural identity. Intercultural awareness in the EFL classroom.

2. English as a language of culture. History of the English language. Oral tradition and literary language. An introduction to literature written in English.

WRITTEN COMMUNICATION:

1. Reading competence and writing competence. Literature and literary competence.

2. Literary reading and the communicative approach to TEFL. Reception Theory.

READING:

1. The reading process. Creation of meaning: making sense of texts. Sound, rhythm and meaning. Textual and literary cultural patterns. Reader's expectations. Reader's response.

2. Text selection. Pre-reading and reading process. Manipulating texts. Reacting to texts. Personal and shared meaning. Intercultural issues. Text analysis and debate. Follow-up activities.

WRITING:

1. Contrastive rhetoric (English/Spanish). Purpose of the text. Text types (descriptive, narrative, argumentative...). Discourse and text structure (cohesion, coherence, intentionality...).
2. The writing process. Pre-writing. Mind mapping. Topic sentence and controlling idea. Planning. Writing. Revising and editing.

RELACIÓN DETALLADA Y ORDENACIÓN TEMPORAL DE LOS CONTENIDOS

The course will be based on the presentation of different materials [mainly poems, songs and other literary texts, but also charts and diagrams with summarized information on language history and prosody].

Different active strategies and classroom games and activities will be used [especially with literary texts] to encourage:

- (a) The development of language and literary competence, (
- b) A personal reaction to texts and a reflection on the creation of sense and meanings,
- (c) A reflection on language, culture and cultural issues, and
- (d) Awareness of the didactic potential of texts for the TEFL classroom.

Written class assignments and participation in virtual communication tools will be set connected to the texts presented.

Class activities and discussions will include the following notions and topics:

- Rhythm in language and poetry: Syllable, stress and beat. Rhythmical patterns in poetry and songs. Scanning. Metrical feet. Four-beat lines. Alliterative verse. Ballad metre and Common metre. Nursery rhymes, Limericks. Iambic pentameter. Blank verse. The Sonnet.
- History of the English language: The British Isles. Celtic peoples. The Romans. Angles, Saxons, Jutes and Danes. Old English. 1066 and the Normans. Middle English. The Great Vowel Shift. Early Modern English. Caxton. The Bible. The expansion of English. English today.

- Language and culture: Rhythm, memory and meaning. Language, culture and society; lore and formal knowledge. Individuals and community. Identity. Cultural identities. Personal and shared meaning. Cultural narratives. Intercultural awareness.
- Reading and writing: Interaction with texts. Reader response. Making sense of texts. Meaning and intention. Personal and cultural connections. The sound of written texts. The process of writing. Text composition stages. Planning, writing, revising and editing.

WHAT STUDENTS ARE EXPECTED TO KNOW [assessed in Final Written Exam]:

- Brief History of the English Language.
- Basic notions of Prosody and Metre in English verse.
- Basic identification of texts seen and familiarity with issues discussed.

WHAT STUDENTS ARE EXPECTED TO THINK ABOUT [assessed in Portfolio]:

- Patterns, Memory and Learning.
- Language and Meaning.
- Language and Culture.
- Community and the Individual. Identity. Cultural Identity, Cultural Narratives.

WHAT STUDENTS ARE EXPECTED TO DO [assessed in Portfolio]:

- Play with texts: Manipulate, react, create meaning. Analyse, discuss, share. Investigate, expand, connect.
- Improve their Language Competence [by using it] including: Language use and awareness [all skills]. Literary Competence. Classroom awareness [TEFL skills].
- Learn "Culture": Find meanings, references and connections. Identify and assess cultural narratives. Make personal connections and reflections on cultural issues. ...
- "Cultural Journeys": Students are encouraged to do their own personal research on the texts and issues discussed in class, and their connections to cultural issues. To do this, they are invited [according to their personal curiosity and interests] to follow cues such as: class presentation and follow-up activities, topic, cultural context and references, author, genre, historical period, structure, rhythmical pattern, language items... thus growing their awareness of the connections between texts, language issues, didactic issues, cultural narratives and personal experience.

ACTIVIDADES FORMATIVAS

Actividad

Horas

B Clases Teórico/Prácticas 40

C Clases Prácticas en aula 20

SISTEMAS Y CRITERIOS DE EVALUACIÓN

a) Normativa reguladora de la evaluación y calificación de las asignaturas

https://euosuna.org/images/archivos/estudios/NORMATIVA_REGULADORA_EVALUACION.pdf

b) Criterios de Evaluación Generales:

Criterio de calificación

USE OF ENGLISH:

Classes and evaluation are carried out in English. Students must be proficient in the language (B2 level recommended), and accuracy in the use of the English language is paramount. This applies to written and oral work (class activities, written exams, written assignments, final project...).

Written and oral work of any nature must demonstrate both accuracy (spelling, pronunciation, grammar...) and fluency (textual conventions, order of ideas, coherence, cohesion...). Written texts must be presented in an orderly, clean and user-friendly manner. Oral presentations must be delivered in an orderly and easy-to-follow manner.

ATTENDANCE & PARTICIPATION - 10% of the final grade [required 75% attendance].

FINAL EXAM - 30% of the final grade [required]:

Students must answer questions about: (a) History of the Language and (b) Prosody and Metre. A general familiarity with texts seen and issues discussed in class is also expected.

The exam will be written in English. Answers must show both accuracy (spelling, lexis, grammar...) and fluency (textual conventions, order of ideas, coherence, cohesion...) in the use of language.

PORTFOLIO - 60% of the final grade [required]:

In their portfolio, students are asked to 'make sense' [academically and personally] of the work done and the learning achieved during the course. Hence, the portfolio should be an organized and commented compilation of all class materials and

activities from the students' point of view, including a personal account and assessment of

(a) Activities carried out on texts (language, meanings, cultural context, personal connections, TEFL...), (

b) Reflections made on Cultural Issues,

(c) "Cultural Journeys",

(d) Assignments carried out during the course, and (e) Personal learning and conclusions.

Portfolios (a physical copy, printed and bound) must be handed in by the official date for the Final Exam. They must be written in English, showing both accuracy (spelling, lexis, grammar...) and fluency (textual conventions, order of ideas, coherence, cohesion...) in the use of language.

SECOND CALL - Those parts [Exam or Portfolio] passed in the First Call [January 2024] needn't be repeated for the Second Call [June 2024]. Students who don't pass the Portfolio in the First Call must ask the teacher for individual instructions to amend the missing sections or faulty competences of their first Portfolio, and a Second Portfolio (a physical copy, printed and bound) must be handed in by the date set for the Second Call Final Exam [this is the recommended procedure].

Students who fail to hand in the Second Portfolio may cover that part taking an additional section of the written exam. This additional section will include questions on the activities done, reflections made, texts seen and issues discussed in class [materials covering all these aspects will be found in the virtual space of the course in Plataforma de Enseñanza Virtual].

c) Criterios de Evaluación para alumnos con necesidades académicas especiales

Las pruebas orales, escritas y trabajos se evaluarán según atendiendo a las limitaciones y características del alumnado con NAE

METODOLOGÍA DE ENSEÑANZA – APRENDIZAJE

- Clases magistrales
- Trabajo en parejas y grupos

- Lectura y comentario de textos
- Debates
- Producción de textos
- Presentación de tareas

HORARIOS DEL GRUPO DEL PROYECTO DOCENTE

<https://euosuna.org/index.php/es/planificacion-de-la-ensenanza-541>

CALENDARIO DE EXÁMENES

<https://euosuna.org/index.php/es/planificacion-de-la-ensenanza-541>

TRIBUNALES ESPECÍFICOS DE EVALUACIÓN Y APELACIÓN

Pendiente de Aprobación

BIBLIOGRAFÍA RECOMENDADA

After the lessons, all materials used and mentioned in class will be uploaded to Plataforma de Enseñanza Virtual, including additional texts and links to external references connected to the texts seen and the issues discussed.

INFORMACIÓN ADICIONAL

After the lessons, all materials used and mentioned in class will be uploaded to Plataforma de Enseñanza Virtual, including additional texts and links to external references connected to the texts seen and the issues discussed.