



IDENTIFYING DATA

Foreign language learning: English

Subject	Foreign language learning: English			
Code	P02G110V01501			
Study programme	Grado en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	1st
Teaching language	English			
Department				
Coordinator	Lareo Martín, Inés			
Lecturers	Lareo Martín, Inés			
E-mail	ilareo@uvigo.es			
Web	http://faitic.uvigo.es			
General description	(*)Materia centrada na adquisición de competencias no ensino dunha lingua estranxeira no ámbito da educación infantil e tomando como exemplo a lingua inglesa			

Training and Learning Results

Code	
A1	That the students have showed to possess and comprise knowledges in an area of study that splits of the base of the secondary education general, and is used to find to a level that, although it supports in books of text advanced, includes also some appearances that involve pertinent knowledges of the avant-garde of his field of study.
A2	That the students know to apply his knowledges to his work or vocation of a professional form and possess the competitions that are used to to show by means of the preparation and defence of arguments and the resolution of problems inside his area of study.
A3	That the students have the capacity to gather and interpret notable data (usually notable of índole social inside his area of study) to issue trials that include a reflection on subjects, scientific or ethical.
A4	That the students can transmit information, ideas, problems and solutions to a so much specialised public as no skilled.
A5	That the students have developed those skills of necessary learning to undertake back studies with a high degree of autonomy.
B2	Promote and facilitate the learnings in the first infancy, from a perspective globalizadora and integradora of the different cognitive dimensions, emotional, psicomotora and volitiva.
B3	Design and regulate spaces of learning in contexts of diversity that attend to the singular educational needs of the students, to the equality of gender, to the equity and to the respect to the human rights.
B4	Boost the convivencia in the classroom and out of her and tackle the peaceful resolution of conflicts. Know observe systematically contexts of learning and convivencia and know reflexionar on them.
B5	Reflexionar In group on the acceptance of norms and the respect to the other. Promote the autonomy and the singularity of each student like factors of education of the emotions, the feelings and the values in the first infancy.
B7	Know the educational implications of the technologies of the information and the communication and, in particular, of the television in the first infancy.
B8	Know foundations of dietary and childish hygiene. Know foundations of early attention and the bases and developments that allow to comprise the psychological processes, of learning and of construction of the personality in the first infancy.
B9	Know the organisation of the schools of childish education and the diversity of actions that comprises his operation. Assume that the exercise of the educational function has to go perfecting and adapting to the scientific changes, pedagogical and social along the life.
B10	Act like orientador of mothers and parents in relation with the familiar education in the period 0-6 and dominate social skills in the deal and relation with the family of each student and with the group of the families.
B11	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 in the students.
B12	Comprise the function, the possibilities and the limits of the education in the current society and the fundamental competitions that affect to the schools of childish education and to his professionals. Know models of improvement of the quality with application to the educational centres.

C37	Purchase knowledges on the evolution of the thought, the habits, the beliefs and the social movements and politicians along the history.
C42	Know the curriculum of tongue and lectoescritura of this stage as well as the theories on the acquisition and development of the corresponding learnings.
C43	Favour the capacities of speech and of writing.
C51	Purchase literary training and especially know the childish literature.
C53	Know the musical foundations, plastics and of corporal expression of the curriculum of this stage as well as the theories on the acquisition and development of the corresponding learnings.
C61	Control and do the follow-up of the educational process and, in particular, of education and learning by means of the command of technicians and necessary strategies.
D1	Capacity of analysis and synthesis
D2	Capacity of organisation and planning
D3	oral and written Communication
D4	Knowledge of foreign tongue
D5	Knowledge of computer
D6	Capacity of management of the information
D7	Resolution of problems
D8	Takes of decisions
D9	Work in team
D10	Work in an international context
D11	Skills in the interpersonal relations
D12	Recognition of the diversity and multiculturalidad
D13	critical Reasoning
D14	ethical Commitment
D15	autonomous Learning
D16	Adaptation to new situations
D17	Creativity
D18	Leadership
D19	Knowledge of other cultures and habits
D20	Initiative and spirit emprendedor
D21	Motivation by the quality
D22	Sensitivity by environmental subjects

Expected results from this subject

Expected results from this subject	Training and Learning Results			
1. Design, schedule and evaluate teaching and learning processes, individually as well as in collaboration with other teaching professionals of the centre.	A1	B2	C42	D1
	A2	B3	C43	D3
	A3	B4	C51	D4
	A4	B5	C53	D6
	A5	B7	C61	D8
		B9		D11
		B11		D12
		B12		D14
2. Reflect on the classroom practices to innovate and improve the educational work. Acquire habits and skills for the autonomous and cooperative learning and promote them among the students.	A1	B2	C42	D1
	A2	B3	C43	D2
	A3	B4	C51	D3
	A4	B5	C53	D4
	A5	B7	C61	D5
		B9		D7
		B11		D8
		B12		D9
				D11
				D13
				D14
				D15
				D17
				D19

3. Effectively deal with language learning situations in multicultural and multilingual contexts.	B7	C37	D1
	B10	C42	D2
	B11	C43	D3
		C51	D4
		C53	D5
		C61	D6
			D7
			D8
			D9
			D10
			D11
			D12
			D13
			D14
			D15
			D16
			D17
			D18
			D19
			D20
			D21
4. Design and regulate learning spaces in contexts of diversity and that address gender equality, equity and respect for human rights that shape the values of citizenship education.	B2	C37	D6
	B3		D7
	B4		D8
	B5		D9
	B10		D11
			D12
			D13
			D14
			D15
			D17
			D18
5. Understand the basic principles of language and communication sciences.	A3	C42	D1
			D2
			D3
			D4
			D6
			D9
			D12
			D13
			D15
			D19
6. Develop and assess curriculum content through appropriate teaching resources and promote the corresponding competences in students.	B2	C42	D1
	B3	C43	D2
		C51	D3
		C53	D4
			D6
			D13
			D15
7. Understand the basic principles of language as communication.		C42	D1
		C51	D2
		C53	D3
			D4
			D6
			D9
			D12
			D13
			D14
			D15
			D19
8. Handle the basic concepts of the communicative task-based and competence-based approach.	B2	C42	D1
	B3	C53	D2
	B7		D4
	B11		D6
			D9
			D11
			D12
			D13
			D19

9. Differentiate between linguistic, sociocultural and pragmatic competences.	A3	B2	C42	D1
	A4	B3	C43	D3
	A5	B5	C53	D4
		B10		D6
				D10
				D11
				D12
				D13
				D19
10. Differentiate between communicative activities (oral interaction, oral expression and oral comprehension) appropriate to level B1 of the Common European Framework of Reference for Languages (CEFR).	A3		C37	D1
	A4		C43	D3
	A5			D4
				D7
				D11
				D12
				D13
				D19
11. Be able to prepare and apply a teaching unit.	A1	B2	C42	D1
	A2	B3	C43	D2
	A3	B4	C51	D3
	A4	B5	C53	D4
	A5	B7	C61	D7
		B8		D8
		B11		D9
		B12		D11
				D12
				D13
				D14
				D15
				D16
				D17
				D18
				D19
				D20
				D21
				D22
12. Be able to carry out distinct types of evaluation.	A3	B2	C42	D1
	A4	B3	C43	D2
	A5	B5	C51	D3
		B7	C61	D4
		B9		D5
		B11		D6
		B12		D7
				D8
				D13
				D14
				D15
				D19
				D21
13. Know the curriculum of the foreign tongue in the Children Education.	A3	B2	C42	D1
	A4	B3	C43	D3
	A5	B4	C51	D4
		B5	C53	D13
		B7	C61	D14
		B8		D15
		B9		D21
		B10		
		B11		
		B12		
14. Identify the types of communicative activities (oral interaction, oral expression and oral understanding) in the personal field.				D1
				D2
				D3
				D4
				D11
				D12
				D13
				D19

Contents	
Topic	
1. Theoretical model of the tongue like communication: the contributions oriented to the action.	1a. The variables of foreign language teaching in pre-primary education: age, initial tongue, context socio-cultural, needs and aims. 1b. English as a foreign language. 1c. Methodologies in the education of the foreign languages.
2. Didactic approach by tasks and competitions.	2a. The Common European Frame of Reference for languages (*MECR).
4. Preparation of didactic units.	4a. Activities to work the linguistic competitions in foreign language: oral understanding and writing, oral expression and writing. 4b. The election of materials to work in the classroom: adapted documents and authentic documents. 4c. Songs, tales and games in the class of English of pre-primary Education. 4d. Timetable of aims, contents and activities
5. Methods of global and analytical evaluation.	5a. The evaluation of the oral understanding and writing. 5b. The evaluation of the oral expression and writing.
3. Curriculum of foreign tongues.	3a. Laws concerning the education of the foreign languages in pre-primary education. 3b. The curriculum of pre-primary Education and the oreign language learning.

Planning			
	Class hours	Hours outside the classroom	Total hours
Introductory activities	3	0.5	3.5
Lecturing	28	18.5	46.5
Mentored work	3.5	54	57.5
Presentation	7	16.5	23.5
Problem and/or exercise solving	10	6	16
Oral exam	1	2	3

*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 present the subject.
Lecturing	Sessions in which the theoretical contents of the subject will be addressed. The master sessions will be developed with the whole class, in group A hours and other points in type B hours. Since the subject has a double focus, LANGUAGE AND LEARNING, part of the master sessions will deal with the contents of foreign language learning and another part with certain linguistic and communicative aspects of English. In case of justified absence of the teacher, or confinement, he/she may propose alternative online activities through the remote campus, moovi, or moodle.
Mentored work	This activity will be made in groups. The students will have to apply the theory and methodology learnt to the design of a work. They will have to choose one of the subjects proposed by the professor. The groups will have to assist at least to one office hour with the teacher to concretise their proposals and advances. This can also be made through the remote campus.
Presentation	Participative group techniques/guided autonomous activities. The presentations of the work will be carried out in one of the different groups, using the time necessary for all the presentations, so that all the classmates can evaluate each other's work. In these sessions, each student or group of students will have to present their projects orally in the classroom in the time previously established by the teacher and the class. At the same time, the presentations will be assessed by the rest of the class and also by a self-assessment. In case of confinement, the presentations will be made through the remote campus and may be recorded beforehand to avoid connection risks.

Personalized assistance

Methodologies Description

Presentation	The personalised attention will carry out in the office 115 (or in the virtual office 1354) during the office hours. It is indispensable to request appointment via email. During the schedule of office hours that the teacher will detail in the introductory session of the course. The students will have to make an appointment with the teacher inside this schedule and through the email. In these office hours the students will be able to resolve doubts regarding the presentations, do suggestions and reinforce with the teacher practical aspects of the subject. Also it will be able to contact with the teacher through videoconference or of the email.
Mentored work	The personalised attention will carry out in the office 115 (or in the virtual office 1354) during the office hours. It is indispensable to make an appointment via email. During the schedule of the office hours that the teacher will detail in the introductory session of the course. The students will have to make an appointment with the teacher via email. Also it will be able to contact with the teacher through videoconference or of the email. During the realisation of the work it is compulsory to have at least a talk to the teacher with the whole group. There the group will explain their work plan and comment the points of interest and the doubts with the teacher.

Assessment						
	Description	Qualification	Training and Learning Results			
Mentored work	Students should upload a pdf file with the written work to moovi in the date indicated ((15+5) 20 points).	40	A1	B2	C42	D1
			A2	B3	C43	D2
	A3		B4	C51	D3	
	Tasks will not be admitted out of date.		A4	B5	C53	D4
			A5	B7	C61	D5
	Exposition 1: oral presentation in groups of a lesson plan with the methodology TPR and the activities that have been considered suitable for the English learning process and elaborated by the students.		B8		D6	
			B9		D7	
			B11		D8	
					D9	
					D10	
					D11	
					D12	
					D13	
	In addition to presenting the work the students will have to dramatize the lesson plan, changing the roles in turns (20 points (15+5)).				D14	
					D15	
	The use of automatic translators is totally forbidden and will suppose the loss of the right to pass this subject in the same academic year.				D16	
					D17	
					D18	
					D19	
					D20	
					D21	
					D22	
Presentation	Students, in groups, will have to make several presentations or expositions.	30	A1	B2	C42	D1
			A2	B3	C43	D2
			A4	B4	C51	D3
			A5	B5	C53	D4
	Exposition 2: In pairs. karaoke contest "FEP *Awards" (15).		B7	C61	D5	
			B9		D6	
			B11		D7	
			B12		D8	
	Exposition 3: individually. Students will have to dramatize a tale to the rest of the class (15).				D9	
					D10	
					D11	
					D12	
					D15	
					D17	
					D19	
					D20	
					D21	
					D22	

Problem and/or exercise solving	The students in groups will make a proposal to visit the Pontevedra museum. The proposal will consist in a detailed visit to the museum with the future students.	15	A1	B2	C42	D1
			A2	B4	C43	D2
			A3	B7	C51	D3
			A4			D4
						D5
						D7
						D8
						D9
						D11
						D12
						D13
						D15
						D16
						D17
						D19
						D20
					C42	D1
					C43	D2
					C51	D3
					C53	D4
						D13
						D15
						D16
						D17
						D21
Oral exam	Individually. A 5-minute conversation in English with the teacher on didactic aspects of interest of the compulsory tales and the film. -Newman, Lesléa (2015). Heather have two mommies; -Donaldson, Julia (2017). The Detective dog. -Bleckner, Jeff (2011). Beyond the blackboard.	15			C42	D1
					C43	D2
					C51	D3
					C53	D4
						D13
						D15
						D16
						D17
						D21

Other comments on the Evaluation

WORKING LANGUAGES:

The working languages of the subject will be English, Spanish and Galician. The teacher will communicate with the students in English. Students will be able to use any of the three languages except in the oral and written assignments and in the exam in which the required language is English. The scores will always take into account the linguistic aspect (expression and pronunciation in English) and the content aspect.

OTHER WAYS:

In case of justified absence of the teacher, or confinement the teacher will be able to propose alternative online activities. Personalized attention will be given by appointment by e-mail. Also through the remote campus, moovi, or virtual office 1354.

COMPULSORY ACTIVITIES:

Students will be required to do the classroom expositions, read the required reading stories and watch the movie that will be recommended at the beginning of the course and included in the bibliography. The material will be made available on the MOOVI platform and in the library. The topics covered in the compulsory reading stories will be used in the oral exam.

The stories and film are the following:

Newman, Lesléa (2015). Heather has two mommies; Donaldson, Julia (2017). The detective dog.

Bleckner, Jeff (2011). Beyond the blackboard.

ASSESSMENT:

The assessment of the subject will be continuous. Compulsory tasks and expositions must be completed on the corresponding dates. Failure to comply with these requirements will result in the cancellation of this type of evaluation.

In the same way, THE USE OF AUTOMATIC TRANSLATORS FOR THE COMPLETION OF THE WORK WILL RESULT IN THE IMMEDIATE EXCLUSION OF THE CONTINUOUS EVALUATION AND OF ALL THE OTHER EXAMS OF THE ACADEMIC COURSE.

Global assessment:

All students, whether they attend class or not, have the right to be evaluated by means of an exam. Students who decide not to follow the continuous evaluation must make the decision during the month of September and communicate it to the teacher. Instead, they may take the exam on the dates proposed by the Faculty (www.fcced.webs.uvigo.es), which will consist of two parts: written part with four tasks (75%) and oral part (25%). The written test will focus on point 4 of the contents, where the contents of the other points of the subject must be applied and developed. The oral test will consist of a 10 minutes-conversation with the teacher on didactic aspects of the compulsory tales and film.

In case of confinement/lockdown, the exam will consist of four oral tests worth 25 points each. One of the tests will be a 10 minutes-talk about the stories and the film. The other 3 tests will be communicated to the student during the exam.

Students will be given time to prepare them. Then they will be given 10 minutes to present each one orally via remote campus. The oral exam may be moved to another date depending on the passing of the theory exam.

SECOND CALL

Students will be able to take an exam on the dates proposed by the center for the second call in July (www.fcced.webs.uvigo.es), which will consist of two parts: written part with four tasks (75%) and oral part (25%). The written test will focus on point 4 of the contents, where the contents of the other points of the subject must be applied and

developed. The oral test will consist of a 10 minutes-conversation with the teacher about didactic aspects of the stories (recommended in the previous section and in the bibliography) and the opinion about the film. The date for the exam will be available on the faculty webpage in the academic organization section (www.fcced.webs.uvigo.es). The oral exam may be held at a later date.

In case of confinement, the exam will consist of four oral tests worth 25 points each. One of the tests will be the talk about the stories and the film. The other 3 tests will be communicated to the student during the exam. The student will be given time to prepare them and then will have 10 minutes to present each one orally via remote campus.

Sources of information

Basic Bibliography

BLECKNER, JEFF, **Beyond the blackboard**, 2011

CHARRINGTON, MARY, **Daisy, Robin and Me (green, blue, red)**, OUP, 2015

DONALDSON, JULIA, **The detective dog**, Macmillan children's books, 2017

Charrington, Mary & Covill, Charlotte, **Daisy, Robin and me! RED A**, 1, O.U.P., 2015

MURAO, SANDIE, **Discover with Dex (1, 2, 3, 4, 5)**, Macmillam Education, 2016

NEWMAN, LESLÉA, **Heather has two mommies**, Candlewick Press., 2015

Complementary Bibliography

AITKEN, R., **Teaching Tenses**, Nelson, 1992

BENTLEY, K., **The TKT (Teaching Knowledge Test) course: CLIL Module (Teaching and language integrated learning)**, CUP, 2010

BESTARD MONROIG, J. & C. PEREZ MARTIN, **La didáctica de la lengua inglesa. Fundamentos lingüísticos y metodológicos**, Síntesis, 1992

BLAINE, RAY and CONTEE, SEELY, **Fluency through TPR storytelling**, 7, Command Performance Language Institute, 2015

BRUMFIT, C. et al. eds, **Teaching English to Children. From Practice to Principle**, Nelson, 1994

CAMERON, L., **Teaching language to young learners**, CUP, 2002

CONSELLERIA DE EDUCACIÓN E ORDENACIÓN UNIVERSITARIA, **O inglés en infantil. unha porta ao plurilingüismo**, Xunta de Galicia, 2009

CONTEE, SEELY and ROMIJN, ELIZABETH, **TPR is more than commands at all levels**, Command Performance Language Institute, 2006

CRANMER, D. & C. LAROY, **Musical Openings. Using Music in the Language Classroom**, Longman, 1992

DAVIES, PHILI, **Peppa pig (1-12)**, 2004

DONALDSON, JULIA and SHARRATT, NICK, **Chocolate Mousse for greedy goose**, Macmillan children's books, 2005

DUNN, O, **Beginning English with Young Children**, Macmillan, 1983

EQUIPO PYGMALION, **Intersubject Activities. Actividades de inglés en relación con otras áreas**, Madrid: Narcea,

GRAHAM, CAROLYN, **Creating Chants and songs**, O.U.P., 2011

HANCOCK, M., **Singing Grammar. Teaching Grammar Through Songs**, C.U.P., 1998

HOLDERNESS, J. & A. HUGHES, **101 Ideas for Children. Topic-based activities**, Heinemann, 1997

LEWIS, GORDON & GÜNTER BEDSON, **Games for Children**, O.U.P., 2010

MOON, JAYNE, **Children Learning English**, Oxford: MacMillan & Heineman,

MOON, JAYNE, **Children Learning English**, Macmillan, 2005

MUR LOPE, O, **Cómo introducir el Inglés en Educación Infantil**, Escuela Española, 1998

PHILLIPS, SARAH, **Young Learners**, O.U.P., 1993

REDMAN, STUART, **Test your English Vocabulary in Use**, CUP., 2006

REILLY, V. & S.M. WARD, **Very Young Learners**, O.U.P., 1997

SLATTERY, MARY; WILLIS, JANE, **English for primary teachers**, O.U.P., 2001

WRIGHT, ANDREW, **Creating stories with children**, O.U.P., 1997

WRIGHT, ANDREW, **Arts and crafts with children**, O.U.P., 2002

WRIGHT, ANDREW, **Story telling with children**, Oxford:, O.U.P., 2003

ZARO, JUAN JESÚS & SAGRARIO SALABERRI, **Contando Cuentos**, Heinemann, 1983

Recommendations

Subjects that are recommended to be taken simultaneously

Visual and fine arts expression teaching/P02G110V01502

Physical education and its teaching in childhood/P02G110V01503

Musical expression and its teaching/P02G110V01504

Language and literature: Spanish/P02G110V01507

Language and literature: Galician/P02G110V01505

Subjects that it is recommended to have taken before

Communication: Spanish language/P02G110V01101

Communication: Galician language/P02G110V01201
Psychology: Educational psychology: Childhood learning processes/P02G110V01205
Psychology: Developmental psychology from 0-6 years/P02G110V01104
Children's literature and language teaching/P02G110V01404
Foreign Language 1: English/P02G110V01406

Other comments

Since the language of the subject is English, it is necessary to have at least a B1 level (MECR). B2 is recommended.
