



IDENTIFYING DATA

Foreign language learning: English

Subject	Foreign language learning: English			
Code	V51G110V01501			
Study programme	Grado en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	1st
Teaching language	English			
Department				
Coordinator	Peláez Torres, Marta			
Lecturers	Peláez Torres, Marta			
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General description	(*)Consideración das principais cuestións didácticas para o ensino da lingua inglesa na Educación Infantil desde un enfoque teórico-práctico.			

Training and Learning Results

Code	
A3	Students will be able to gather and interpret relevant data (normally within their field of study) that will allow them to have a reflection-based considered opinion on important issues of social, scientific and ethical nature.
A4	Students will be able to present information, ideas, problems and solutions both to specialist and non-specialist audiences.
A5	Students will acquire the learning skills that are required to pursue further studies with a high degree of independence.
B2	To promote and facilitate learning in early infancy, from a comprehensive perspective that includes different dimensions □ cognitive, emotional, psychomotor and volitional.
B3	To design and regulate learning spaces in contexts of diversity, paying attention to the singular educational needs of students, to gender equality, to fairness and respect for human rights.
B4	To promote peaceful coexistence within and outside the classroom and contribute to the peaceful resolution of conflicts. To be able to systematically observe situations of learning and peaceful coexistence and to be able to reflect on them.
B5	To reflect in a group about observance of norms and respect for others. To promote the autonomy and singularity of each student as relevant factors in the education of emotions, feelings and values in early childhood.
B7	To be familiar with the repercussions for education of technologies of information and communication, in particular, television in early childhood.
B8	To be familiar with the fundamentals of children□s dietetics and hygiene. To know the fundamentals of early care and the basic essentials and developments allowing an understanding of the psychological and learning processes, and the construction of personality in early childhood.
B9	To know the organization of preschool education nursery schools and the diversity of actions its functioning comprises. To be aware that the practice of the teaching profession will be permanently subject to improvement and adaptation to scientific, pedagogical and social changes throughout one□s life.
B10	To play the role of adviser with parents and families in the 0-6 age range and to master social skills to deal with the family of each individual student and with all the families as a whole.
B11	To reflect on classroom practices with the aim of innovating and improving teaching. To acquire habits and skills for independent and cooperative learning and to promote it among students.
B12	To understand the function, possibilities and limits of education in present-day society and the fundamental competences impinging on preschool education nursery schools and their professionals. To know models of quality improvement that can be applied in schools.
C37	To be familiar with the development of thought, customs, beliefs and social and political movements throughout history.
C42	To know the syllabus of language and literacy for this stage as well as the theories of acquisition and development of the relevant learning contents.
C43	To develop speaking and writing skills.
C51	To acquire literary training, in particular, knowledge of children□s literature.

- C53 To know the fundamentals of music, plastic art and self-expression through movement of the syllabus of this stage, as well as the theories about the acquisition and development of the relevant learning contents.
- C61 To control and monitor the education process, in particular the teaching-learning process, through the mastery of the appropriate techniques and strategies.
- D1 Analytical and synthetic skills.
- D2 Organization and planning skills.
- D3 Oral and written communication skills.
- D4 Mastery of a foreign language.
- D5 Computing skills.
- D6 Information-management skills.
- D7 Problem-resolution skills.
- D8 Decision-making skills.
- D9 Teamwork skills.
- D10 Work in an international context.
- D11 Interpersonal relations skills.
- D12 Appreciation of diversity and multiculturalism.
- D13 Critical-thinking skills.
- D14 Ethical commitment.
- D15 Independent-learning skills.
- D16 Ability to adapt to new situations.
- D17 Creativity.
- D19 Knowledge of other cultures and customs.
- D20 Entrepreneurship.
- D21 Striving for quality.
- D22 Awareness about environmental issues.

Expected results from this subject

Expected results from this subject	Training and Learning Results			
(*)Diseñar, planificar y evaluar procesos de enseñanza y aprendizaje, tanto individualmente como en colaboración con otros docentes y profesionales del centro.	A3	B2	C42	D1
	A4	B3	C43	D3
	A5	B4	C51	D4
		B5	C53	D6
		B7	C61	D8
		B9		D11
		B11		D12
		B12		D14
(*)Diferenciar entre competencias lingüísticas, socioculturales y pragmáticas.	A3	B2	C42	D1
	A4	B3	C43	D2
	A5	B4	C51	D3
		B5	C53	D4
		B7	C61	D5
		B9		D7
		B11		D8
		B12		D9
				D11
				D13
				D14
				D15
				D17
				D19
(*)Diferenciar entre las actividades comunicativas (interacción oral y comprensión oral) adecuadas al nivel B1 del Marco Europeo Común de Referencia para el Aprendizaje de las lenguas.	A3	B2	C42	D1
	A4	B3	C43	D3
	A5	B5	C53	D4
		B10		D6
				D10
				D11
				D12
				D13
				D19

(*)Ser capaz de preparar y aplicar una unidad didáctica.

A3 C37 D1
A4 C43 D3
A5 D4
D7
D11
D12
D13
D19

(*)Ser capaz de llevar a cabo distintos tipos de evaluación.

A3 B2 C42 D1
A4 B3 C43 D2
A5 B4 C51 D3
B5 C53 D4
B7 C61 D7
B8 D8
B11 D9
B12 D11
D12
D13
D14
D15
D16
D17
D19
D20
D21
D22

New

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

New

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

New

A3 B2 C42 D1
A4 B3 C43 D2
A5 B7 C51 D3
B11 C53 D4
C61 D11
D12
D13
D19

Contents

Topic

(*)1. Modelo teórico da lingua como comunicación(*)1.1. Aprendizaxe de linguas estranxeiras: procesos e variables.

1.2. A competencia comunicativa.

1.3. Metodoloxías de ensino de linguas estranxeiras.

1.4. A aprendizaxe do inglés como lingua estranxeira en idades temperás.

(*)2. Enfoque didáctico por tarefas e competencias

(*)2.1. Destrezas lingüísticas.

2.2. O Marco Común Europeo de Referencia para as Linguas (MCERL).

2.3. O enfoque por tarefas.

(*)3. O currículo de linguas estranxeiras

(*)3.1. Lexislación referente ó ensino das linguas estranxeiras en Educación Infantil.

3.2. O currículo de Educación Infantil e a aprendizaxe das linguas estranxeiras.

(*)4. Elaboración de unidades didácticas

(*)4.1. Propostas didácticas para a Educación Infantil: temporalización de obxectivos, contidos e actividades.

4.2. Contos, cancións e xogos para a aprendizaxe da lingua inglesa en Educación Infantil.

4.3. Recursos e materiais didácticos.

(*)5. Métodos de avaliación global e analítica

(*)5.1. Avaliación de contidos e destrezas lingüísticas.

5.2. O Portafolios Europeo das Linguas (PEL).

Planning

	Class hours	Hours outside the classroom	Total hours
Presentation	11.5	23	34.5
Introductory activities	3	1	4
Mentored work	5	45	50
Project based learning	9	9	18
Lecturing	23	17	40
Essay questions exam	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

	Description
Presentation	(*)Explicación oral de traballos desenvolvidos individualmente ou en grupo.
Introductory activities	(*)Presentación da materia e realización de diversas tarefas para valorar os coñecementos previos do alumnado sobre os contidos básicos do programa.
Mentored work	(*)Elaboración dunha unidade didáctica para o ensino da lingua inglesa en Educación Infantil.
Project based learning	(*)Realización de diferentes proxectos de aula para pór en práctica os coñecementos teóricos adquiridos nas leccións maxistras.
Lecturing	Exposición de los contenidos teóricos de la materia. Se trabajarán también algunos aspectos lingüísticos de la lengua inglesa.

Personalized assistance

Methodologies	Description
Lecturing	

Assessment

Description	Qualification	Training and Learning Results
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Presentation	(*)Exposición oral do traballo escrito e realización na clase das actividades propostas na unidade didáctica.	20	A4	B2	C42	D1			
			A5	B3	C43	D2			
				B4	C51	D3			
				B5	C53	D4			
				B7	C61	D5			
				B9		D6			
				B11		D7			
				B12		D8			
						D9			
						D10			
						D11			
						D12			
						D15			
						D17			
						D19			
						D20			
						D21			
						D22			
			Mentored work	(*)Elaboración dunha unidade didáctica para o ensino da lingua inglesa en Educación Infantil.	20	A3	B2	C42	D1
						A4	B3	C43	D2
						A5	B4	C51	D3
							B7		D4
	B9					D5			
	B10					D6			
	B11					D7			
						D8			
						D9			
						D10			
						D11			
						D12			
						D13			
						D14			
						D15			
						D16			
						D17			
			D19						
			D20						
			D21						
			D22						
Project based learning(*)	Realización de diferentes proxectos de aula.	20	A3	B2	C42	D1			
			A4	B3	C43	D2			
			A5	B4	C51	D3			
				B7	C53	D4			
				B9	C61	D5			
				B11		D6			
				B12		D7			
						D8			
						D9			
						D10			
						D11			
						D12			
						D13			
						D15			
						D16			
						D17			
						D19			
			D21						
Essay questions exam(*)	Realización dunha proba de preguntas de desenvolvemento coa que se avaliarán os coñecementos adquiridos.	40	A3	B9	C42	D1			
					C43	D2			
					C61	D3			
						D4			
						D7			

Other comments on the Evaluation

Sources of information

Basic Bibliography

Andúgar Soto, A. y Cortina-Pérez, B., **Didáctica de la lengua extranjera en Educación Infantil**, Pirámide, 2018

- Cameron, L., **Teaching Languages to Young Learners**, Cambridge University Press, 2003
- Cortina Pérez, B., **Didáctica de la lengua extranjera en educación infantil: inglés**, Pirámide, 2021
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- Murado Bouso, J. L., **Didáctica del inglés en educación infantil. Métodos para la enseñanza y el aprendizaje de la lengua inglesa**, Ideaspropias, 2010
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- Swan, M., **Practical English Usage**, 3rd, Oxford University Press, 2014
- <http://www.bbc.co.uk/schools/laac/index.shtml>,
- <http://www.topenglishteaching.com>,

Recommendations

Subjects that it is recommended to have taken before

Foreign Language 1: English/V51G110V01406
