



## IDENTIFYING DATA

### Foreign Language 1: English

Subject	Foreign Language 1: English			
Code	V51G110V01406			
Study programme	Grado en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	2nd	2nd
Teaching language	English			
Department				
Coordinator	Álvarez Ledo, Sandra Teresa			
Lecturers	Álvarez Ledo, Sandra Teresa			
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General description	The very aim of this subject is for our students to acquire the ELEMENTARY-TO-PRE-INTERMEDIATE level of knowledge and competence of the English language by means of theoretical and practical class work, and the auxiliary use of some bibliographic and audiovisual material.			

## Training and Learning Results

Code	
B1	To know the goals, curricular contents and assessment criteria in Preschool Education.
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.
C5	To be able to promote the acquisition of habits of autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of norms and limits, symbolic and heuristic play.
C6	To know the pedagogical dimension of interaction with peers and adults and to be able to promote participation in collective activities, cooperative work and individual effort.
C8	To be able to inform other professional specialists to get the cooperation of the school and the teacher to meet the special education needs that might arise.
C13	To analyze critically and incorporate the most relevant developments of present-day society that have a bearing on family and school education: the impact of audiovisual languages and screens on society and education; changes in gender and intergenerational relationships; multiculturalism and interculturalism; social inclusion and discrimination and sustainable development.
C21	To be able to work in a team with other professionals from the school or from other institutions to provide individual attention to every student, as well as to participate in the planning of activities for the classroom and for the play areas, identifying the specific characteristics of the 0-3 and 3-6 age range.
C22	To understand student needs and convey confidence, calmness and warmth.
C28	To be familiar with international experiences and examples of innovative practices in preschool education.
C29	To appreciate the importance of teamwork.
C30	To participate in the developing and monitoring of educational projects of preschool education in the context of school projects in cooperation with the milieu and with other professionals and social agents.
C41	To promote experiences of introduction to information and communication technologies.
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.

C44	To know and master techniques of oral written expression.
C45	To know the oral and folk traditions.
C46	To understand the transition from speech to writing and to learn the different registers and uses of language.
C47	To know the process of learning/teaching to read and write.
C48	To approach situations of language learning in multilingual contexts.
C49	To recognize and appreciate the appropriate use of verbal and non-verbal language.
C50	To know and use appropriate resources for promotion of reading and writing habits.
C51	To acquire literary training, in particular, knowledge of children's literature.
C52	To be able to promote a first approach to a foreign language.
C54	To be familiar with and use songs to foster auditory, rhythmic and vocal education.
C55	To be able to use gameplaying as a teaching resource, as well as designing learning activities based on principles.
C56	To develop teaching activities that foster musical perception and expression, motor skills, drawing and creativity.
C57	To analyze audiovisual languages and their implications for teaching.
C60	To know and apply the processes of interaction and communication in the classroom, and master the social skills and abilities that are necessary to create an atmosphere in the classroom conducive to facilitating learning and respectful coexistence.
C61	To control and monitor the education process, in particular the teaching-learning process, through the mastery of the appropriate techniques and strategies.
C62	To establish links between theory and practice and the classroom and school contexts.
C63	To participate in teaching activities and learning from them, reflecting on practices and acting accordingly.
C64	To participate in the different proposals for improvement in the different areas of activity existing in a school.
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.
D18	Leadership skills.
D19	Knowledge of other cultures and customs.
D20	Entrepreneurship.
D21	Striving for quality.

### Expected results from this subject

Expected results from this subject		Training and Learning Results	
1. Comprise texts written drafted in a tongue of usual and daily use or related with the work.		C41	D1
		C42	D3
		C43	D4
		C44	D5
		C46	D6
		C47	D13
		C48	D15
		C50	D19
		C51	
		C52	
2. Be able to write simple texts and very related on subjects that result known or of personal interest.	B3	C29	D1
		C42	D2
		C43	D3
		C44	D4
		C46	D5
		C47	D6
		C50	
		C52	

3. Comprise the main ideas of the speech spoken when this is clear and normal and treat daily subjects of the personal fields and educational.		C22	D3
		C43	D4
		C44	D15
		C46	D19
		C49	
		C52	
5. Know build and relate sentences of simple form with the end to describe experiences and facts of personal character.		C54	
		C22	D3
		C43	D4
		C44	D9
		C46	D11
		C49	D12
4. Can participate spontaneously in a conversation in which they treat daily subjects of personal interest or that result pertinent for the daily life.		C52	D16
			D20
		C22	D3
		C43	D4
		C44	D16
		C46	D19
6. Can tackle orally in English, with some fluidity and security, subjects that result interesting for the students of childish education.		C49	D20
		C52	
	B1	C22	D3
	B5	C43	D4
		C44	D12
		C46	
7. Be able to explain and justify in brief the opinions and personal projects.		C49	
		C52	
		C22	D3
		C29	D4
		C43	D9
		C44	D11
8. Know narrate a short history or relate, or describe the plot of a book or film.		C46	D12
		C49	D16
		C51	D20
		C52	
		C57	
	B7	C22	D3
9. Develop the necessary communicative competition to tackle in English, with some fluidity and security, subjects that result of interest for the students of childish education.		C43	D4
		C44	D12
		C46	
		C49	
		C52	
		C62	
10. Develop strategies of autonomous learning and of cooperative work, favouring the analysis and the observation of the own processes of learning.	B1	C22	D3
	B5	C43	D4
		C44	D12
		C46	
		C49	
		C52	
		C62	
		C5	D9
		C6	D13
		C22	D14
		C29	D15
		C30	D16
		C55	D20
		C60	
		C63	
		C64	

11. Know forms and means to continue and enrich his own cultural training and linguistic.	B1	C6 C8 C13 C21 C28 C29 C30 C41 C45 C47 C51 C56 C61 C63 C64	D3 D4 D6 D7 D8 D10 D16 D17 D18 D20 D21
12. Develop some affective attitudes that they are very desirable in the learning of a foreign tongue, such as: the solidarity, the sense of the cooperation, the interest and the tolerance with the different..., and consider the foreign tongue like an instrument of real communication and not merely like a subject more.	B2 B3 B4 B5	C5 C6 C22 C28 C29 C43 C44 C47 C60	D4 D9 D11 D12 D14 D19

## Contents

Topic	
1. Linguistic aspects	1. Lexicon, grammar, semantic, correction phonetics, spelling.
2. Sociolinguistic aspects.	2. The linguistic markers of social relations, the norms of courtesy, the expressions of popular wisdom, differences of register.
3. Discursive aspects.	3. Order prayers in function of the natural "sequence", relations of cause and effect (or vice versa), and structuring of the speech; order the speech in function of the thematic organisation, coherence and cohesion.
4. Strategic aspects.	4. Verbal strategies that use to prevent the lack of communication: application of repetition, paraphrasing, use of general words, approximation, explanation, application of help.
5. Intercultural aspects.	5. The daily life, the personal relations, values, beliefs and attitudes, corporal language, social conventions, ritual behaviours.

## Planning

	Class hours	Hours outside the classroom	Total hours
Mentored work	14	15	29
Presentation	10	14	24
Mentored work	8.5	0	8.5
Introductory activities	2	0	2
Problem solving	11	5	16
Autonomous problem solving	5	19	24
Practices through ICT	0	21.5	21.5
Objective questions exam	2	23	25

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

## Methodologies

	Description
Mentored work	Preparation of a document from the reading and analysis of sources.
Presentation	Oral exhibition of the works developed.
Mentored work	Realisation of exercises related with the communicative skills in the classroom under the guidelines and supervision of the professor.
Introductory activities	Presentation of the matter to the students and general orientation on her.
Problem solving	Formulation, analysis and resolution of practical exercises related with the grammatical contents and lexica and the communicative skills.
Autonomous problem solving	These exercises will make to evaluate the assimilation of the linguistic contents given and the main communicative skills.
Practices through ICT	Activities of application of the knowledges to concrete situations and of acquisition of basic skills and procedimental related with the matter object of study through the TIC of autonomous form.

<b>Personalized assistance</b>	
<b>Methodologies</b>	<b>Description</b>
Mentored work	The professor will attend to the students during the development of the distinct tasks of the subject, clearing possible doubts during the practical sessions or in the schedule of personal attention.
Presentation	The professor will attend to the students during the development of the distinct tasks of the subject, clearing possible doubts during the practical sessions or in the schedule of personal attention.
Autonomous problem solving	The professor will attend to the students during the development of the distinct tasks of the subject, clearing possible doubts during the practical sessions or in the schedule of personal attention.

<b>Assessment</b>					
	Description	Qualification	Training and Learning Results		
Mentored work	Preparation of documents from the reading and analysis of sources. The students will have to exercise his capacity of understanding reader and expression written.	35	B1	C8 C29 C41 C42 C43 C44 C52	D1 D2 D3 D4 D5 D6 D8 D9 D11 D13 D15 D20
Presentation	Exhibition of the works developed to evaluate the capacity of oral expression in English tongue.	25	B1 B2	C13 C21 C29 C41 C43 C44 C46 C52	D1 D2 D3 D4 D5 D6 D8 D9 D11 D13 D15 D20
Objective questions exam	Proof to evaluate the acquisition of the contents related with the grammar and the lexicon.	40			

### **Other comments on the Evaluation**

The final examination will take place in the date established officially. The official date can be consulted in the web page of the School: <https://www.escuelamagisterioceuvigo.es/organizacion-academica/>

The "objective questions exam" will not compute in the assessment if the student does not obtain at least 2 points. Participation and effort in the development of the activities of the classroom will be valued positively. The students who do not reach the 80% of the attendance will be assessed through a global method.

The students who want to be assessed through a global method have to contact with the teacher during the first month of the term, as it is regulated in 19th article of the Regulamento sobre a avaliación, a calificación e a calidade da docencia e do proceso de aprendizaxe do estudantado (aprobado no claustro do 18 de abril de 2023).

### **Sources of information**

#### **Basic Bibliography**

#### **Complementary Bibliography**

Murphy, R., **English Grammar in use**, 2ª, Cambridge University Press, 1994

Roach, P., **English Phonetic and Phonology**, 4ª, Cambridge University Press, 2009

Swan, M., **Practical English usage**, 3ª, Oxford University Press, 2005

**Gran diccionario de Oxford. Español-inglés. Inglés-español**, Oxford University Press, 2003

[www.bbclearnenglish.com](http://www.bbclearnenglish.com),

[learnenglish.britishcouncil.org](http://learnenglish.britishcouncil.org),

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**Recommendations**

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**Subjects that continue the syllabus**

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Foreign language learning: English/V51G110V01501

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**Subjects that it is recommended to have taken before**

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Communication: Spanish language/V51G110V01101

Communication: Galician language/V51G110V01201

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**Other comments**

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The schedule of personal attention will be indicated by the beginning of the term.

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