



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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Web				
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 A5	B2 B3 B4 B5 B7 B9 B11 B12	C42 C43 C51 C53 C61	D1 D2 D3 D4 D5 D6 D7 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 A4 A5	B2 B3 B4 B7 B9 B10 B11	C42 C43 C51	D1 D2 D3 D4 D5 D6 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 A4 A5	B2 B3 B4 B7 B9 B11 B12	C42 C43 C51 C53 C61	D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D12 D13 D15 D16 D17 D19 D21 D22
Essay questions exam	(*)Realización dunha proba de preguntas de desenvolvemento coa que se avaliarán os coñecementos adquiridos.	40	A3	B9	C42 C43 C61	D1 D2 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

Council of Europe, **Common European Framework of Reference for Languages: Learning, Teaching, Assessment**, Cambridge University Press, 2001

Garrote Salazar, M., **Didáctica de segundas lenguas y lenguas extranjeras en Educación Infantil y Primaria**, Paraninfo, 2019

Murado Bouso, J. L., **Didáctica del inglés en educación infantil. Métodos para la enseñanza y el aprendizaje de la lengua inglesa**, Ideaspropias, 2010

Complementary Bibliography

Herrera López, R., **Working with Tales Level 2, 3.**, Edelvives, 2005

Lewis, G., **Games for Children**, Oxford University Press, 1999

McKay, P. y Guse, J., **Five-Minute Activities for Young Learners**, Cambridge University Press, 2008

Méndez Santos, M. y Duñabeitia Landaburu, J., **Factores afectivos y cognitivos en la enseñanza del español como LE/L2**, Thomson Reuters, 2021

Moon, J., **Children Learning English**, Oxford University Press, 2005

Mur Lope, O., **Cómo introducir el inglés en educación infantil**, Praxis, 2002

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Pastor Cesteros, S., **Aprendizaje de segundas lenguas. Lingüística aplicada a la enseñanza de idiomas**, Publicaciones Universidad de Alicante, 2006

Reilly, V., **Very Young Learners**, Oxford University Press, 1997

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