



IDENTIFYING DATA

Foreign Language 1: English

Subject	Foreign Language 1: English			
Code	005G110V01406			
Study programme	Grado en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	2nd	2nd
Teaching language	English			
Department				
Coordinator	Llantada Díaz, María Francisca			
Lecturers	Llantada Díaz, María Francisca			
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General description	Order ECI/3854/2007, of December 27, 2007, which establishes the requirements for the verification of official university degrees that enable the exercise of the profession of Early Childhood Education Teacher stipulates that one aspect of the competencies to be acquired by these professionals is "to be able to foster a first approach to a foreign language". English Friendly subject: International students may request from the teachers: a) resources and bibliographic references in English, b) tutoring sessions in English, c) exams and assessments in English.			

Training and Learning Results

Code	
B1	Know the objectives, curricular content, and the evaluation criteria in primary education.
B2	Promote and facilitate early childhood learning from a global and integrating perspective, in the different psychomotor, cognitive, emotional and volitional dimensions.
B3	Design and regulate learning spaces within diversity contexts to meet students' singular educational needs, gender equality, equity and respect for human rights.
B4	Promote coexistence in and out of the classroom and address peaceful resolution of conflicts. Know how to systematically follow learning and coexistence contexts and reflect on them.
B5	Group reflection on acceptance of rules and respect for others. Boost autonomy and singularity of each student via the management of emotions, feelings and values in early childhood.
B6	Know how language evolves in early childhood, learn to identify possible problems and assure adequate evolution. Effectively address language learning situations in multicultural and multilingual contexts. Oral and written expression, as well as mastery in the use of the different expression techniques.
B7	Know the educational implications of information and communication technologies and, in particular, of television in early childhood.
B8	Know the basics of dietetics and hygiene for children. Knowledge of the fundamentals of early attention and the Knowledge- bases and developments that allow us to understand the psychological, learning and personality building processes based in early childhood.
B9	Knowledge of how primary schools are organised and the different actions that comprise their operation. Assume that the practice of teaching has to be improved and adapted to the scientific, pedagogical and social changes throughout life.
B10	Act as a counsellor to parents on the subject of family education in the 0 to 6-year-old age bracket and master social skills for managing and relating to each student's family and to all families.
B11	Reflect on classroom practices to innovate and improve educational tasks, acquire habits and skills for autonomous and cooperative learning, and promote them among students.
B12	Understand the role, possibilities and limits of education in today's society and the core competencies affecting higher education schools and their professionals. Know the quality improvement models that can be applied to educational centres.
C5	Know how to boost acquisition of habits related to autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, symbolic and heuristics games.
C6	Know the pedagogical dimension of interaction with peers and adults and learn how to promote participation in group activities, cooperative work and individual effort.

- C8 Know how to inform other professional specialists regarding centre and teacher collaboration in catering to the special educational needs that may arise.
- C13 Critically analyse and incorporate the most relevant issues of today's society that affect education in the family and at school: social and educational impact of audio-visual languages and of screens; changes in gender and inter-generational relations; multiculturalism and interculturalism; discrimination and social inclusion, as well as sustainable development.
- C21 Ability to work in a team with other professionals from both inside and outside the centre, to provide attention
□ Procedure-based to every student, and to plan learning sequences and organise work situations in the classroom and playground, by identifying the specific characteristics of the 0 to 3-year-old and the 3 to 6-year-old age brackets.
- C22 Cater to students' needs and transmit safety, peace of mind and affection.
- C28 Learn about international experiences and of innovative practices in primary education.
- C29 Value the importance of teamwork.
- C30 Participate in the preparation and follow-up of primary education projects within the school's framework of projects, and through collaboration with the region and with other professionals and social agents.
- C40 To promote interest in and respect for the natural, social and cultural environments through appropriate teaching projects.
- C41 To promote experiences of introduction into information and communication technologies.
- C42 To know the syllabus of language and reading and writing 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 and 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 and knowledge of children's literature in particular.
- 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 Know how to use games as a teaching resource and design 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.
- C59 Acquire practical knowledge about the classroom and its management.
- C60 Know and apply the interaction and communication processes in the classroom and master the capabilities and social skills needed to foster a climate conducive to coexistence and learning.
- C61 Control and follow-up the educational process and, especially teaching and learning by mastering the techniques□
□ Procedure-based and the strategies needed.
- C62 Relate theory and practice with the reality in the classroom and the centre.
- C63 Participate in teaching activity and learn to perform by acting and reflecting through practice.
- C64 Participate in improvement proposals in the different fields of action that can be set up in a centre.
- C65 Regulate the interaction and communication processes in students from the 0 to 3 and 3 to 6-year-old groups.
- C66 Learn ways to collaborate with the different sectors of the educational community and the social environment.
- D1 Capacity for analysis and synthesis
- D2 Capacity for organisation and planning
- D3 Oral and written communication
- D4 Knowledge of foreign language
- D5 Knowledge of informatics
- D6 Information management capacity
- D7 Troubleshooting
- D8 Decision-making
- D9 Team Work
- D10 Work in an international context
- D11 Skills in interpersonal relations
- D12 Critical reasoning
- D13 Critical reasoning
- D14 Ethical commitment
- D15 Autonomous learning
- D16 Adaptation to new situations
- D17 Creativity
- D18 Leadership
- D19 Knowledge of other cultures and customs
- D20 Initiative and an entrepreneurial spirit
- D21 Motivation for quality
- D22 Awareness of environmental issues

Expected results from this subject

Expected results from this subject	Training and Learning Results	
(*)3.Comprender textos escritos redactados en una lengua de uso habitual y cotidiano o relacionada con el trabajo.	B6	C41 D1 C42 D3 C43 D4 C44 D5 C46 D6 C47 D13 C48 D15 C50 D19 C51 C52
(*)10.Ser capaz de escribir textos sencillos y bien enlazados sobre temas que le son conocidos o de interés personal. Poder escribir cartas personales que describan experiencias e impresiones	B3	C29 D1 C42 D2 C43 D3 C44 D4 C46 D5 C47 D6 C50 D22 C52
(*)1.Comprender las ideas principales del discurso hablado cuando éste es claro y normal y se tratan asuntos cotidianos de los ámbitos personal, y educacional.		C22 D3 C43 D4 C44 D15 C46 D19 C49 D22 C52 C54
(*)5.Poder participar espontáneamente en una conversación que trate temas cotidianos de interés personal o que sean pertinentes para la vida diaria (por ejemplo familia, aficiones, trabajo, viajes y acontecimientos actuales).	B8 B10	C22 D3 C43 D4 C44 D16 C46 D19 C49 D20 C52 D22
(*)7.Saber enlazar frases de forma sencilla con el fin de describir experiencias y hechos, así como sus sueños, esperanzas y ambiciones.		C22 D3 C43 D4 C44 D9 C46 D11 C49 D12 C52 D16 D20
(*)6.Poder abordar oralmente en inglés/francés, con fluidez y seguridad, temas de interés para alumnos de educación infantil.	B1 B5	C22 D3 C43 D4 C44 D12 C46 C49 C52
(*)8.Poder explicar y justificar brevemente sus opiniones y proyectos.		C22 D3 C29 D4 C43 D9 C44 D11 C46 D12 C49 D16 C52 D20 C59 C65 C66
(*)9.Saber narrar una historia o relato, la trama de un libro o película, y poder describir sus reacciones.	B7	C22 D3 C43 D4 C44 D12 C46 D13 C49 D16 C51 D20 C52 C57

(*)11.Desarrollar la competencia comunicativa necesaria para abordar en inglés, con fluidez y seguridad, temas de interés para alumnos de educación infantil.	B1	C22	D3
	B5	C43	D4
		C44	D12
		C45	
		C46	
		C49	
		C52	
		C55	
		C62	
(*)12. Desarrollar estrategias de aprendizaje autónomo y de trabajo cooperativo, favoreciendo el análisis y la observación de los propios procesos de aprendizaje.		C5	D9
		C6	D13
		C22	D14
		C29	D15
		C30	D16
		C55	D20
		C59	
		C60	
(*)13. Conocer formas y medios para continuar y enriquecer su propia formación cultural y lingüística.		C63	
		C64	
	B1	C6	D3
	B9	C8	D4
	B11	C13	D6
	B12	C21	D7
		C28	D8
		C29	D10
(*)14. - Desarrollar ciertas actitudes afectivas deseables en un docente de L.E. como, por ejemplo, solidaridad y cooperación con los demás, interés y tolerancia hacia lo "diferente", seguridad en la propia competencia lingüística, y una visión de la L.E. como medio de comunicación real y no meramente una asignatura más.		C30	D16
		C41	D17
		C45	D18
		C47	D20
		C51	D21
		C56	
		C61	
		C63	
		C64	
	B2	C5	D4
	B3	C6	D9
	B4	C22	D11
	B5	C28	D12
		C29	D14
		C40	D19
		C43	
		C44	
		C47	
		C59	
		C60	

Contents

Topic	
1. Linguistic aspects	Lexis, grammar, semantics, spelling, correct pronunciation
2. Sociolinguistic aspects	Linguistic markers of social relations, rules of politeness, expressions of popular wisdom, differences in register
3. Discourse aspects	Ordering sentences in terms of 'natural' sequence, cause and effect relationships (or vice versa), and structuring of discourse; ordering discourse in terms of thematic organisation, coherence and cohesion.
4. Strategic aspects	Verbal strategies used to prevent miscommunication: request for repetition, paraphrasing, use of general words, approximation, clarification, and request for help.
5. Intercultural aspects	Daily life, personal relationships, values, beliefs and attitudes, body language, social conventions, ritual behaviour.

Planning

	Class hours	Hours outside the classroom	Total hours
Presentation	3	10	13
Mentored work	23	41	64
Introductory activities	2	0	2
Workshops	22.5	36.5	59

Essay questions exam	1	5	6
Oral exam	1	5	6

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

Methodologies

	Description
Presentation	Oral presentations on a topic of the subject prepared by students individually or in groups to reinforce communicative skills of expression. This can be done individually or in groups. They will be presented in the practical classes during the course.
Mentored work	Carrying out exercises related to communication skills in the classroom under the guidance and supervision of the teacher.
Introductory activities	Presentation of the different aspects of the subject to the students and general guidance about it.
Workshops	Activities focused on the acquisition of knowledge and instrumental skills on a specific subject, with specific assistance from the teacher to the individual and/or group activities developed by the students.

Personalized assistance

Methodologies Description

Presentation	To answers questions/ resolve doubts about the subject and/or the tests and oral presentations, the teacher will attend to students in small-group work classes and in her office during tutorial hours.
Mentored work	To answers questions/ resolve doubts about the subject and/or the tests and oral presentations, the teacher will attend to students in small-group work classes and in her office during tutorial hours.
Workshops	Students will have personalised attention, both in tutorial hours and in small-group work classes.

Assessment

	Description	Qualification	Training and Learning Results		
Presentation	Presentation by the students to the teacher and/or a group of students of a topic on the contents of the subject or the results of a work, exercise, project... It can be carried out individually or in a group.	15	B1 B2 B4 B5 B6 B7 B12	C42 C44 C46 C48 C49 C52	D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D12 D13 D15 D16 D17 D18 D19 D20 D21
Mentored work	The student carries out exercises or projects in the classroom under the guidance and supervision of the teacher. The development may be linked to the student's autonomous activities.	15		C42 C44 C46 C48 C49	D1 D2 D3 D4 D7 D12 D13 D17 D18

Workshops	Activities focused on the acquisition of knowledge and instrumental skills on a specific subject, with specific assistance from the teacher to the individual and/or group activities developed by the students.	20	B2 B5 B7 B12	C44 C48 C52	D2 D4 D6 D8 D10 D12 D14 D16 D18 D20
Essay questions exam	There will be a final test consisting of two parts: a written test and an oral test of about ten minutes. Each of these tests will account for 25% of the final mark.	25		C42 C44 C46 C48 C49	D1 D2 D3 D4 D7 D12 D13 D17 D18
Oral exam	(*) Farase unha proba oral duns dez minutos.	25		C43 C44 C46 C48 C49 C50	D1 D2 D3 D4 D6 D7 D11 D12 D13 D18 D19

Other comments on the Evaluation

So as to pass this subject, the student must obtain at least 25% of the total mark in those aspects that are NOT part of the final exam. With regard to the final exam, the student must pass both the written and oral parts.

The parts of the subject passed in the 1st opportunity will not be subject to assessment in the 2nd opportunity, and will therefore be considered passed in that academic year.

In order to facilitate the reconciliation of work life and academic training, the contents, planning, methodological resources and evaluation system will be adapted for the students of the "bridge" course, guaranteeing, in any case, the achievement of the competencies and learning outcomes in this document. A specific folder is opened in the Moovi platform in which the evaluation tasks and tests that will guide the development of this subject for the students of the "bridge" course or practicing professionals will be reported.

Exam dates: Consult the faculty website under the menu Exam dates.

Students will have personalised attention, both in tutorial hours and in small-group classes.

In coherence with the inclusive character that defines the Faculty of Education and Social Work, this guide may be adapted to meet the specific educational support needs of students enrolled in the PIUNE program (PAT).

Sources of information

Basic Bibliography

Collins diccionario español-inglés. inglés-español., Grijalbo, 2002

Adelson-Goldstein, J., **Oxford Picture Dictionary: English-Spanish**, Oxford University Press, 2009

Eastwood, J. & Mackin, R., **Oxford Practice Grammar**, Oxford University Press, 2006

Murphy, R., **English Grammar in Use**, Cambridge University Press, 2008

Complementary Bibliography

Oxford Spanish Dictionary: Spanish-English, English-Spanish, Oxford University Press, 2008

Co-Build English Guides, CollinsHarper, 2008

Recommendations

Subjects that continue the syllabus

Foreign language learning: English/O05G110V01501

Other comments

In order to take this course comfortably and successfully, it is recommended that the student has, at the beginning, an intermediate level of communicative competence in English.

This subject is taught in a faculty committed to the sustainability of the environment and people. In keeping with this philosophy, this subject will promote educational practices based on materials with low environmental impact in line with the principles of sustainability (ODS).
