



IDENTIFYING DATA

Foreign language 2: English

Subject	Foreign language 2: English			
Code	O05G110V01932			
Study programme	Grado en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	3rd	2nd
Teaching language	English			
Department				
Coordinator	Llantada Díaz, María Francisca			
Lecturers	Llantada Díaz, María Francisca			
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General description	<p>The aim is to bring students taking this course closer to the B2 level of communicative competence in English as defined in the Common European Framework of Reference for Languages.</p> <p>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.</p>			

Training and Learning Results

Code	
A1	Students have shown to have and understand knowledge in an area of study based on general secondary education, and are at a level in which they can have recourse to advanced textbooks and also to have updated knowledge on the progress made in their field of study.
A2	Students know how to apply knowledge in their work or vocation in a professional manner and have competences that are usually proven through preparation and defence of arguments and problem-solving in their area of study.
A3	Students have the ability to gather and interpret relevant data (usually within their study area) to make judgements that include a reflection on the relevant social, scientific or ethical issues.
A4	Students can transmit information, ideas, problems and solutions to both specialised and non-specialised public.
A5	Students have developed the necessary learning skills to undertake further studies with a high degree of autonomy.
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.
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.
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.
C44	To know and master techniques of oral and written expression.
C46	To understand the transition from speech to writing and to learn the different registers and uses of language.
C48	To approach situations of language learning in multilingual contexts.
C49	To recognize and appreciate the appropriate use of verbal and non-verbal language.
C52	To be able to promote a first approach to a foreign language.
D1	Capacity for analysis and synthesis
D2	Capacity for organisation and planning

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

Expected results from this subject

Expected results from this subject	Training and Learning Results			
1. Understanding extended speech and following complex lines of argument provided the subject matter is relatively familiar. Understanding almost all television news and current affairs programmes. Understanding most films in which the language is spoken at a standard level.	A1 A2 A3	B11	C44 C49	D4 D11 D13 D16 D20
2. Being able to read articles and reports relating to contemporary issues in which the authors adopt specific positions and points of view. Understanding contemporary literary prose.	A5	B11	C44 C46 C52	D1 D4 D6 D7 D11 D13 D14 D16 D18 D20
3. Being able to participate in conversation with a certain fluency and spontaneity, and take an active part in debates in everyday situations on topics related to the personal, professional or educational sphere, explaining and defending their points of view. Understanding and reacting appropriately and make use of the language as it is used in normal classroom and teaching transactions.	A2 A3 A4	B2 B4 B5	C44 C49 C52	D4 D6 D7 D8 D9 D11 D12 D13 D14 D16 D17 D18 D19 D20
4. Presenting clear and detailed descriptions of topics related to their speciality. Developing the communicative competence necessary to deal fluently and confidently in English with the topics of interest to pupils in pre-primary and primary education listed in the recommendations for the design of foreign language programmes at these levels.	A2 A3	B4 B6 B7	C44 C46 C48 C49 C52	D1 D2 D4 D11 D12 D13 D18 D20

5. Being able to write clear, detailed texts on topics related to his/her interests. Writing essays and reports	A2 A3 A4	B2	C44 C46 C52	D1 D2 D4 D6 D7 D8 D11 D12 D14 D18 D20
6. Developing strategies for autonomous learning and cooperative work, favouring the analysis and observation of their own learning processes.	A5	B1 B2 B5 B12		D2 D6 D7 D8 D9 D10 D11 D12 D13 D16 D17 D18 D20 D21
7. Learning about the sources and means available to continue enriching their own cultural and linguistic training.	A5			D2 D4 D5 D6 D11 D14 D15 D16 D17 D18 D20 D21

Contents

Topic	
1. Linguistic aspects	Lexis, grammar, semantics, phonetics, spelling, orthoepy.
2. Sociolinguistic aspects	Linguistic markers of social relations, rules of politeness, expressions of popular wisdom. Differences in register, dialect and accent.
3. Discourse aspects	Ordering sentences according to 'natural' sequence, cause and effect relationships (or vice versa), and structuring of discourse; ordering discourse according to thematic organisation, coherence and cohesion, style and register. Organisation of text according to different macro-functions. Elaboration, marking and sequencing of written texts.
4. Strategic aspects	Verbal strategies used to prevent miscommunication: request for repetition, paraphrasing, use of general words, approximation, clarification, and request for help. Use of 'catch-all' and 'filler' words.
5. Cultural and intercultural aspects	Daily life, personal relationships, values, beliefs and attitudes, body language, social conventions, ritual behaviour, etc. Diachronic level: history, arts, monuments, etc.

Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	1.5	0	1.5
Mentored work	23	41.5	64.5
Workshops	23	36	59
Presentation	3	10	13
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
Introductory activities	Activities aimed at making contact with and gathering information about students, as well as introducing the course.
Mentored work	The student carries out tasks or projects in the classroom under the guidance and supervision of the teacher. The development may be linked to the student's autonomous activities.
Workshops	Activities focused on the acquisition of knowledge and instrumental skills on a specific subject and with specific assistance from the teacher to the individual and/or group activities developed by the students.
Presentation	Presentations of a subject related to the contents of the course or the results of a project / task, etc. in front of the teacher and/or a group of students. This may be carried out individually or in a group

Personalized assistance

Methodologies Description

Presentation	Students will have personalised attention, both in tutorial hours and in the hours of work in smaller groups.
Mentored work	Students will have personalised attention, both in tutorial hours and in the hours of work in smaller groups.
Workshops	Students will have personalised attention, both in tutorial hours and in the hours of work in smaller groups.

Assessment

	Description	Qualification	Training and Learning Results			
Mentored work	The student carries out exercises or assignments in the classroom under the guidance and supervision of the teacher. These exercises/works may be linked to the student's autonomous activities.	16.6	A1	B1	C44	D1
			A2	B2	C46	D2
			A3	B4	C48	D4
			A4	B5	C49	D5
			A5	B6	C52	D6
				B7		D7
				B11		D8
				B12		D9
						D10
						D11
						D12
						D13
						D14
						D15
						D16
						D17
						D18
						D19
						D20
						D21
Workshops	Activities focused on the acquisition of knowledge and manipulative and instrumental skills on a specific subject and with specific assistance from the teacher to the individual and/or group activities developed by the students.	16.6	A1	B2	C44	D1
			A2	B4	C46	D2
			A3	B5	C48	D4
			A4	B11	C49	D5
			A5	B12	C52	D6
						D7
						D8
						D9
						D10
						D11
						D12
						D13
						D14
						D15
						D16
						D17
						D18
						D19
						D20
						D21

Presentation	Presentations of a subject related to the contents of the course or the results of a project / task, etc. in front of the teacher and/or a group of students. This may be carried out individually or in a group	16.8	A1 A2 A3 A4 B1 B2 B6 B7 B11 B12	C44 C46 C48 C49 C52	D1 D2 D4 D5 D6 D7 D8 D9 D10 D11 D12 D13 D14 D15 D16 D17 D18 D19 D20 D21
Essay questions exam	There will be a final test consisting of two parts: a writing test and an oral one of about ten minutes. Each of these tests will account for 25% of the final mark.	25	A2 A3 A4 A5	C44 C46 C48 C49 C52	D1 D2 D4 D7 D13 D14 D16 D18 D20
Oral exam	(*)Parte oral da proba final	25	A2 A3 A4 A5	C44 C46 C48 C49 C52	D1 D2 D4 D7 D13 D14 D16 D18 D20

Other comments on the Evaluation

In order 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 competences not passed in the June exam may be retaken in July.

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: See the faculty website in the "Datos exames" menu

In coherence with the inclusive character that characterizes 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

Complementary Bibliography

Oxford Spanish Dictionary, 4th edition, Oxford University Press, 2009

Adelson-Goldstein, J., **Collins diccionario español-inglés. inglés-español**, Harper Collins, 2002

Longman Dictionary of Contemporary English, 6th edition, Longman, 2014

Oxford Advanced Learner's Dictionary, 8th edition, Oxford University Press, 2016

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

Murphy, R., **English Grammar in Use**, Cambridge University Press, 2006

Recommendations

Subjects that continue the syllabus

Foreign language teaching: English/O05G120V01916

Foreign language through children's literature: English/O05G120V01914

Subjects that are recommended to be taken simultaneously

Foreign language through new technologies: English/O05G120V01912

Foreign language communication situations: English/O05G120V01913

Subjects that it is recommended to have taken before

English language and its teaching/O05G120V01507

Other comments

It is recommended that students taking this course have previously acquired a high level B1 in English, both written and spoken.

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