



Teaching Guide

Identifying Data				2017/18
Subject (*)	Foreign Language Teaching	Code	652G01026	
Study programme	Grao en Educación Infantil			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Third	Obligatoria	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación			
Coordinador	Lasa Álvarez, María Begoña	E-mail	b.lasa@udc.es	
Lecturers	Lasa Álvarez, María Begoña	E-mail	b.lasa@udc.es	
Web				
General description	The aim of this module is to introduce the key concepts regarding Teaching Foreign Languages in Early Childhood Education. These concepts guide the teaching and learning process from a critical and reflective perspective. The module implies an approach to Teaching Foreign Languages focused on communicative competence and the oral skills, as listening and speaking are the key abilities to promote in this stage. Furthermore, students will revise the use of English as a tool, not only for this university module, but also for their future career in a plurilingual teaching context.			

Study programme competences

Code	Study programme competences
A28	Coñecer experiencias internacionais e exemplos de prácticas de innovadoras en educación infantil.
A40	Promover o interese e o respecto polo medio natural, social e cultural a través de proxectos didácticos adecuados.
A42	Coñecer o currículo de lingua e lectoescritura desta etapa así como as teorías sobre a adquisición e desenvolvemento das aprendizaxes correspondentes.
A43	Favorecer as capacidades da fala e da escritura.
A44	Coñecer e dominar técnicas de expresión oral e escrita.
A45	Coñecer a tradición oral e o folclore.
A46	Comprender o paso da oralidade á escritura e coñecer os diferentes rexistros e usos da lingua.
A47	Coñecer o proceso de aprendizaxe da lectura e a escritura e o seu ensino.
A48	Afrontar situacións de aprendizaxe de linguas en contextos multilingües.
A49	Recoñecer e valorar o uso adecuado da linguaxe verbal e non verbal.
A50	Coñecer e utilizar adecuadamente recursos para a animación á lectura e á escritura.
A51	Adquirir formación literaria e en especial coñecer a literatura infantil.
A52	Ser capaz de fomentar unha primeira aproximación a unha lingua estranxeira.
A54	Coñecer e utilizar cancións para promover a educación auditiva, rítmica e vocal.
A55	Saber utilizar o xogo como recurso didáctico, así como deseñar actividades de aprendizaxe baseadas en principios lúdicos.
A60	Coñecer e aplicar os procesos de interacción e comunicación na aula, así como dominar as destrezas e habilidades sociais necesarias para fomentar un clima que facilite a aprendizaxe e a convivencia.
B7	Comunicarse de maneira efectiva nun contorno de traballo.
B10	Capacidade de análise e síntese.
B11	Capacidade de busca e manexo de información.
B12	Capacidade de organización e planificación.
B15	Capacidade para asumir a necesidade dun desenvolvemento profesional continuo, a través da reflexión sobre a propia práctica.
B16	Capacidade para integrarse e comunicarse con expertos noutras áreas e en contextos diferentes.
B17	Capacidade para presentar, defender e debater ideas utilizando argumentos sólidos.
B18	Capacidade para relacionarse positivamente con outras persoas.
B19	Comunicación oral e escrita na lingua materna.
B20	Coñecemento de outras culturas e de outras costumes.



B21	Coñecemento e comunicación en linguas estranxeiras.
B24	Recoñecemento e respecto á diversidade e á multiculturalidade.
B25	Utilización das TIC no ámbito de estudo e do contexto profesional.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes			
Learning outcomes	Study programme competences		
Coñecer e dominar técnicas de expresión oral e escrita.	A43 A44 A47 A50	B10 B19 B20 B21	C1 C2
Comprender o paso da oralidade á escrita e coñecer os diferentes rexistros e usos da lingua.	A46	B12 B15 B17 B18 B21	C2
Afrontar situacións de aprendizaxe de linguas en contextos multilingües.	A42 A48	B16 B18 B20 B21	C1 C2 C6
Recoñecer e valorar o uso axeitado do linguaxe verbal e no verbal.	A49	B7 B21 B25	C2 C6
Ser capaz de fomentar unha primeira aproximación a unha lingua estranxeira	A51 A52 A55 A60	B21 B24	C2 C7
Coñecer experiencias internacionais e exemplos de prácticas innovadoras en educación infantil.	A28 A40	B11	C3 C8
Coñecer e utilizar cancións para promover a educación auditiva, rítmica e vocal.	A45 A54		

Contents	
Topic	Sub-topic



1. Didáctica	<ul style="list-style-type: none"> - Models and guidelines for acquiring Foreign Languages. - Communicative contents in Foreign Languages. - Elements of the teaching and learning process of Foreign Languages. - Methodologies for teaching and learning Foreign Languages. - Spoken expression and comprehension in Foreign Languages. - Didactic resources and proposals for communication. - European policies´ analysis concerning acquiring Foreign Languages. - European Framework of Reference for Languages. Language Portfolio. - Syllabus for Foreign Languages in Early Childhood Education. - Cross-curricular projects in Early Childhood Education.
2. Use of English	- Use of English contents according to B1/B2 level CEFR

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A40 A42 A47 A48 A51 A52 A60 B19 B20 B21 B24 C2	24	20	44
Oral presentation	A43 A44 A45 A49 A60 B15 B17 B21 C2	4.5	10	14.5
Mixed objective/subjective test	A42 A44 A46 A47 B10 B12 B17 B21 C2	1.5	25	26.5
Collaborative learning	A40 A42 A50 A54 A55 A60 B7 B16 B18 B25 C1 C6	12	18	30
Document analysis	A28 A42 B11 B20 C3 C8	0	23	23
Student portfolio	A48 B11 B12 B15 B20 B21 C2 C7 C8	0	10	10
Personalized attention		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	
Methodologies	Description
Guest lecture / keynote speech	Oral presentation (using audiovisual material and student interaction) designed to transmit knowledge and encourage learning. Presentations of this type are variously referred to as ?expository method?, ?guest lectures? or ?keynote speeches?. (The term ?keynote? refers only to a type of speech delivered on special occasions, for which the lecture sets the tone or establishes the underlying theme; it is characterised by its distinctive content, structure and purpose, and relies almost exclusively on the spoken word to communicate its ideas.)
Oral presentation	Core component of teaching-learning process involving coordinated oral interaction between student and teacher, including proposition, explanation and dynamic exposition of facts, topics, tasks, ideas and principles.
Mixed objective/subjective test	Mixed test consisting of essay-type and objective test questions. Essay section consists of open (extended answer) questions; objective test may contain multiple-choice, ordering and sequencing, short answer, binary, completion and/or multiple-matching questions.
Collaborative learning	Guided teaching-learning procedures (overseen in person and/or using ICT methods) based on organisation of class into small groups in which students work together to solve tasks assigned by teacher, with aim of optimising their learning experience and that of other members of group.



Document analysis	Research skills development involving use of audiovisual and/or bibliographical documents (documentary or film extracts, news items, advertising images, photographs, articles, legal texts, etc.) relating to specific topic of study, with targeted analysis activities. Used as introduction to topic, as focus for case study, to explain abstract processes and present complex situations, or as strategy for synthesising content (theoretical and practical).
Student portfolio	Folder or binder divided into clearly marked or labelled sections containing record or products of learning activities performed over a given period, with student's progress charted through marks achieved and comments of teacher. Portfolio includes: class notes, research, project outlines and development, article analysis, summaries, tests, self-assessment, tasks and task outcomes, teacher's progress reports, etc.

Personalized attention

Methodologies	Description
Document analysis Student portfolio	Tanto as presentacións orais, coma os traballos ou tarefas realizados ao longo do curso, así como o portafolios, poden levar consigo a necesidade de atención personalizada en horario de titorías. O alumnado non presencial poderá tamén recibir atención personalizada en horario de titorías, ou en caso de non poder asistir nese horario, concertar unha cita a través do correo electrónico ou do teléfono.

Assessment

Methodologies	Competencies	Description	Qualification
Mixed objective/subjective test	A42 A44 A46 A47 B10 B12 B17 B21 C2	Proba que integra preguntas tipo. probas de ensaio e probas obxectivas.	65
Oral presentation	A43 A44 A45 A49 A60 B15 B17 B21 C2	Exposición oral de traballos en grupo.	10
Document analysis	A28 A42 B11 B20 C3 C8	Conxunto de procedimentos de ensino-aprendizaxe guiados de forma presencial e/ou apoiados con TIC baseados na organización da clase en grupos pequenos nos que os alumnos e as alumnas traballan na resolución de tarefas orientadas a optimizar o seu propio aprendizaxe.	20
Student portfolio	A48 B11 B12 B15 B20 B21 C2 C7 C8	Inclúe os materiais producidos das actividades de aprendizaxe realizadas polo alumnado.	5

Assessment comments



Assessment for students with regular attendance:

Assessment will be based on the following criteria and items:

Assessment criteria:

- Accomplishment of the stated objectives
- Understanding of theoretical and practical

contents

-

Evaluation of collaborative and individual tasks done throughout the year

Assessment

items:

- I.1.

Use of English. 2 marks.

- I.2.

Foreign Language Didactics. 3 marks.

- I.3.

Written expression and comprehension. 1.5 marks.

- I.4.

Project. 2 marks.

- I.5.

Oral presentation. 1 mark.

- I.6.

Portfolio (optional). 0.5 marks.

Items I.1, I.2 and I.3 will be assessed individually

on the date fixed by the official calendar. Items I.4, I.5 will be assessed individually or in groups (max. 4 students) on the date chosen at the beginning of the module. Item I.6 is optional.

The portfolio includes written and oral activities, tasks and exercises done in the classroom. These must be accompanied with a comment or reflection regarding the application in a Early Childhood classroom.

Items 1, 2, 3, 4 and 5 are compulsory. The final qualification will be the result of adding each of items' marks. A failing grade means that all items must be done once again for the next opportunity.

Assessment for students without regular attendance:

1. Students

with official academic exemption:

According to the law that deals with undergraduate students at University of A Coruña and their dedication (approved by the Govern Council on the 29th of May 2012), these students can ask the Dean for partial time dedication so attendance is not compulsory for them.

2. Students with continuation of studies (repeat students)

3. Students who attend lectures less than 80%

Assessment criteria:

- Accomplishment of the stated objectives
- Understanding of theoretical and practical

contents

-

Evaluation of collaborative and individual tasks done throughout the year

Assessment



items:

- I.1.

Use of English. 2 marks.

- I.2.

Foreign Language Didactics. 3 marks.

- I.3.

Written expression and comprehension. 1.5 marks.

- I.4.

Project. 2 marks.

- I.5.

Oral presentation. 1 mark.

- I.6.

Portfolio (optional). 0.5 marks.

Items I.1, I.2 and I.3 will be assessed individually on the date fixed by the official calendar. Items I.4, I.5 will be assessed individually on the date chosen at the beginning of the module. Item I.6 is optional. The portfolio includes written and oral activities, tasks and exercises done in the classroom. These must be accompanied with a comment or reflection regarding the application in a Primary classroom.

Items 1, 2, 3, 4 and 5 are compulsory. The final qualification will be the result of adding each of items' marks. A failing grade means that all items must be done once again for the next opportunity.as probas na súa totalidade na seguinte convocatoria.



Sources of information

<p>Basic</p>	<p>Uso da lingua: Principal: - Murphy, Raymond (calqueira edición): English Grammar in Use (with answers). Cambridge. Cambridge University Press. Complementaria:- Bolton, David & Goodey, Noel (1996): English Grammar in Steps (with answers). London. Richmond Publishing. - Collins & Build: Essential English Dictionary.- Eastwood, J. (1994): Oxford Practice Grammar (with answers). Oxford. Oxford University Press. - Hancock, M. (1995). Pronunciation Games. Cambridge. Cambridge University Press. - McCarthy, M. & O'Dell, F. (1994): English Vocabulary in Use. Cambridge. Cambridge University Press. - Sánchez Benedito, F. (1991): Gramática inglesa. Madrid. Alhambra Longman.- Soars, John & Liz, (1991): Headway Pre-Intermediate (Student's Book & Workbook), O.U. P.- Swan, M. (1995): Practical English Usage. Oxford. Oxford University Press. -Swan, M. (2001): The Good Grammar Book. Oxford. Oxford University Press. Didáctica:- Brewster J., Ellis G., Girard D. (1992): The Primary English Teacher's Guide. London. Penguin Books.- Brumfit, C. & Moon, J. and Tongue, R. (1991): Teaching English to Children. Collins ELT.- Dufeu, B. (1994): Teaching Myself. Oxford. Oxford University Press.- Ellis G., Brewster J. (1991): The Storytelling Handbook. London. Penguin Books. - Ellis G. (1997): We're Kids in Britain. Longman.- Moon, J.(2000). Children Learning English. Macmillan Heinemann.- Murado, J. (2010). Didáctica de Inglés en Educación Infantil. Ideas Propias.- Nixon, C. (2005). Primary Pronunciation Games. Oxford: Oxford University Press.- Richards, J. (1999). Approaches and Methods in Language Teaching. Cambridge. Cambridge University Press.- Scott, W. A. & Ytreberg, L. H. (1990).Teaching English to Children. Longman.- Tejada Molina, Gabriel (1994). Me and You (Diseño curricular de inglés para principiantes). Jaén. Universidad de Jaén.- Vale, D. & Feunteun, A. (1995). Teaching Children English. C.U.P.- Vez Jeremías, J. M. (2000). Fundamentos lingüísticos en la enseñanza de lenguas extranjeras. Barcelona. Ariel.- Son moi interesantes os artigos relacionados con este tema e publicados nos diferentes números da Revista Linguaxe e Textos que edita e coordina a área de Didáctica da Lingua e a Literatura do Departamento de Didácticas Específicas da Universidade Da coruña.</p>
<p>Complementary</p>	

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

Oral presentations, activities, tasks and the portfolio done throughout the module may need individual support during office hours.

Resources must be used sustainably in order to avoid negative effects on the environment. Therefore, it is recommended to send activities, projects and task online. Otherwise, it is preferable that plastic is not used, double-page printing, recycled paper and avoid printing drafts.

It is crucial to remember the ethical principles regarding sustainability values in professional and personal behaviour.

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