



Teaching Guide				
Identifying Data				2022/23
Subject (*)	Foreign Language Teaching	Code	652G01026	
Study programme	Grao en Educación Infantil			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Third	Obligatory	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	
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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		
To know and master oral and written expression techniques.	A43 A44 A47 A50	B10 B19 B20 B21	C1 C2
To understand the passage from orality to writing and to distinguish the different registers and uses of the language.	A46	B12 B15 B17 B18 B21	C2
To address situations of language learning in multilingual contexts.	A42 A48	B16 B18 B20 B21	C1 C2 C6
To recognize and value the proper use of verbal and non-verbal language.	A49	B7 B21 B25	C2 C6
To be able to foster a first approach to a foreign language.	A51 A52 A55 A60	B21 B24	C2 C7
To learn about international experiences and examples of innovative practices in early childhood education.	A28 A40	B11	C3 C8
To know and use songs to promote auditory, rhythmic and vocal education.	A45 A54		

Contents	
Topic	Sub-topic
1. Conceptos chave sobre ensino-aprendizaxe da lingua estranxeira en Educación Infantil	- Terminoloxía específica e definicións.
2. O ensino-aprendizaxe da lingua estranxeira en Educación Infantil na normativa europea e na lexislación	- Marco Común Europeo de Referencia das Linguas. - Portafolio Europeo das Linguas. - Lexislación estatal. - Lexislación autonómica. - Plans e programas específicos.



3. O proceso de ensino-aprendizaxe da lingua estranxeira en Educación Infantil	<ul style="list-style-type: none"> <li>- O ensino-aprendizaxe de linguas estranxeiras en idades temperás.</li> <li>- A programación na área de inglés na etapa de Educación Infantil.</li> <li>- Estratexias e técnicas.</li> <li>- Desenvolvemento da comprensión e expresión oral da lingua estranxeira.</li> </ul>
4. Metodoloxías e avaliación da lingua estranxeira	<p>4.1. Principais metodoloxías</p> <ul style="list-style-type: none"> <li>- O enfoque comunicativo.</li> <li>- Resposta física total (TPR).</li> <li>- O enfoque natural.</li> <li>- As Intelixencias Múltiples.</li> <li>- AICLE / CLIL</li> <li>- Aprendizaxe baseado en proxectos.</li> </ul> <p>4.2. Avaliación</p> <ul style="list-style-type: none"> <li>- Conceptos e tipos.</li> <li>- Corrección de erros e feedback</li> </ul>
5. Recursos e propostas didácticas	<ul style="list-style-type: none"> <li>- Storytelling</li> <li>- Cancións</li> <li>- Xogos</li> <li>- Manualidades</li> <li>- Dramatización</li> <li>- Integración das TICs</li> <li>- Propostas interdisciplinares</li> </ul>
- Uso da lingua inglesa	- Contidos xerais do uso da lingua inglesa (Nivel B1/B2 do MCERL).

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	18	19.5
Collaborative learning	A40 A42 A50 A54 A55 A60 B7 B16 B18 B25 C1 C6	12	0	12
Document analysis	A28 A42 B11 B20 C3 C8	0	18	18
Workbook	A28 A42 A51 A52 B10 B11 B21 C3 C8	0	12	12
Research (Research project)	A28 A43 A44 A51 A52 A54 B7 B10 B11 B12 B17 B18 B21 C2 C3	0	18	18
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).
Workbook	Compilation of printed texts and written documents, collected and edited as tool to consolidate knowledge of course content.
Research (Research project)	Teaching process aimed at promoting student learning through use of practical, situation-based activities in which learner is tasked with identifying problem, articulating specific nature of problem, analysing it, interpreting results, and reaching appropriate conclusion.
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 Research (Research project) Workbook	The oral presentations, as well as the assignments carried out throughout the course and the portfolio, may entail the need for personalized attention during office hours. Students without regular attendance may also receive personalized attention during office hours, or in case they can not attend during that time, a special appointment may be arranged via email or phone.

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.	50
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.	7
Student portfolio	A48 B11 B12 B15 B20 B21 C2 C7 C8	Inclúe os materiais produto das actividades de aprendizaxe realizadas polo alumnado.	5



Research (Research project)	A28 A43 A44 A51 A52 A54 B7 B10 B11 B12 B17 B18 B21 C2 C3	Proceso de ensinanza orientado á aprendizaxe do alumnado mediante a realización de actividades de carácter práctico a través das que se propoñen situacións que requiren ao alumnado identificar un problema obxecto de estudo, formulalo con precisión, desenvolver os procedementos pertinentes, interpretar os resultados e sacar as conclusións oportunas do traballo realizado.	20
Workbook	A28 A42 A51 A52 B10 B11 B21 C3 C8	Son un conxunto de textos e documentación escrita que se recolleron e editaron como fonte de profundización nos contidos traballados.	8

Assessment comments



Assessment for students with regular attendance:

Assessment will be based on the following criteria and tools:

Assessment criteria:

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

-

Evaluation of collaborative and individual tasks done throughout the year

Assessment

tools:

- I.1.

Use of English. 1 mark.

- I.2.

Foreign Language Didactics. 3 marks.

- I.3.

Written expression and comprehension (reading and analysing sources). 2 marks.

- I.4. Group or Individual Project. 2.5 marks.

- I.5.

Oral presentation. 1 mark.

- I.6.

Portfolio (optional). 0.5 marks.

Items I.1 and I.2 will be assessed individually on the date fixed by the official calendar.

Items I.3, I.4 and 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.

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.

The July opportunity is subject to the same criteria as the June 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

tools:

- I.1.

Use of English. 1 mark.

- I.2.

Foreign Language Didactics. 3 marks.

- I.3.

Written expression and comprehension (reading and analysing sources). 2 marks.

- I.4.

Project. 2.5 marks.

- I.5.

Oral presentation. 1 mark.

- I.6.

Portfolio (optional). 0.5 marks.

Items I.1 and I.2 will be assessed individually  
on the date fixed by the official calendar.

Items I.3, I.4 and I.5 will be assessed  
individually on the date chosen at the beginning of the module.

Item I.6 is

optional.

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.

The July opportunity is subject to the same criteria as the June opportunity.







## Basic

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:Alario Trigueros, M.C. (2009). Inmersión temprana en lenguas extranjeras. Madrid: Ministerio de Educación, Cultura y Deporte.Bland, J. (ed.) (2015). Teaching English to Young Learners. Critical Issues in Language Teaching with 3-12 Years Old. Londres: Bloomsbury.Bowen, T. y Marks, J. (1994). Inside Teaching. Options for English Language Teachers. Oxford: Heinemann.Bryce-Clegg, A. (2013). 50 Fantastic Ideas for Teaching Phonics. Londres: Bloomsbury.Burns, A. & Richards, J.C. (2009). The Cambridge Guide to Second Language Teacher Education. Cambridge: Cambridge University Press.Cortina-Pérez, B. y Andúgar Soto, A. (2018). Didáctica de la lengua extranjera en Educación Infantil. Inglés. Madrid: Pirámide. Costa, F. et al. (ed.) (2018). English for Young Learners from Pre-school to Lower Secondary: A CLIL Teacher Training Project in Italian Schools. Mantova: Universitas Studiorum.Crosse, K. (2011). Introducing English as an Additional Language to Young Children: A Practical Handbook. Londres: Paul Chapman.De la Cruz Cabanillas, I. (2003). La aplicación de las nuevas tecnologías al aprendizaje y enseñanza de lenguas extranjeras. Alcalá: Universidad de Alcalá. García Mayo, M.P. y García Lecumberri, M.L. (eds.) (2003). Age and the Acquisition of English as a Foreign Language. Clevedon: Multilingual Matters.Garrote Salazar, M. (2019). Didáctica de segundas lenguas y lenguas extranjeras en Educación Infantil y Primaria. Madrid: Paraninfo.Garrote Salazar, M., Galetti Torti, E. & Fernández Agüero, M. (2018). University English Course for Pre-service Primary Teachers. Madrid: Ediciones de la Universidad Autónoma de Madrid.Gebhard, J.G. (2006). Teaching English as a Foreign or Second Language: A Teacher Self-development and Methodology Guide. 2nd edition. Michigan: University of Michigan Press.Gordon, L. y Bedson, G. (2000). Games for Children. Oxford: Oxford University Press.Grundy, P. (1994). Beginners. Oxford: Oxford University Press.Hadfield, J. (1992). Classroom Dynamics. Oxford: Oxford University Press.Harmer, J. (2013). Essential Teacher Knowledge: Core Concepts in English Language Teaching. Londres: Pearson.Harmer, J. (2015). The Practice of English Language Teaching. 5th edition. Londres: Pearson.Ioannou-Georgou, S. & Pavlou, P. (2003). Assessing Young Learners. Oxford: Oxford University Press.Jerschensohn, J. & Young-Scholten, M. (eds.) (2013). The Cambridge Handbook of Second Language Acquisition. Cambridge: Cambridge University Press.Larsen-Freeman, D. y Anderson, M. (2011). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.Martínez Agudo, J.D. (2014). English as a Foreign Language Teacher Education: Current Perspectives and Challenges. Amsterdam: Rodopi. McKay, P. (2011). Assessing Young Language Learners. Cambridge: Cambridge University Press.Moon, J. (2000). Children Learning English. Oxford: Macmillan.Mourao, S. y Lourenço, M. (2016). Early Years Second Language Education. International Perspectives on Theory and Practice. Londres: Routledge.Moya Guijarro, A.J. y Albentosa Hernández, J.I. (2003). La enseñanza de la lengua extranjera en la Educación Infantil. Cuenca: Universidad de Castilla-La Mancha.Moya Guijarro, A.J., Albentosa Hernández, J.I. y Harris, C. (coords.) (2006). La enseñanza de lenguas extranjeras en el Marco Europeo. The Teaching and learning of Foreign Languages within the European Framework. Cuenca: Universidad de Castilla-La Mancha. Murado Bouso, J.L. (2010). Didáctica del inglés en educación infantil: Métodos para la enseñanza y el aprendizaje de la lengua inglesa. Vigo: Ideas Propias.Murphy, T. (2016). Music and Song. Oxford: Oxford University Press.Pérez Esteve, P. y Roig Estruch, V. (2004). Enseñar y aprender inglés en educación infantil y primaria. 2 vols. Barcelona: ICE-Horsori.Philips, D, Burwood, S. y Dunford, H. (1999). Projects with Young Learners. Oxford: Oxford University Press.Philips, S. (1999). Drama with children. Oxford: Oxford University Press.Ramos Gay, I, et al. (2008). New Trends in English Teaching Education (Linguistics, Literature, and Culture). Cuenca: Universidad de Castilla-La Mancha.Reilly, V. and Ward, S.M. (1997). Very Young Learners. Oxford: Oxford University Press.Retamosa, P. (2008). El juego como recurso didáctico en la enseñanza del inglés. Granada: Planetbuk.Richards, J.C. (2015). Key Issues in Language Teaching. Cambridge: Cambridge University Press.Richards, J.C. & Farrell, S.C. (2011). Practice Teaching. A Reflective Approach. Cambridge: Cambridge University Press.Richards, J.C. & Rodgers, T.S. (2014). Approaches and Methods in Language



Teaching. 3rd edition. Cambridge: Cambridge University Press. Rokoszewska, K. (2011). Comparing Selected Modern Methods of Teaching to Young Learners. Frankfurt: Peter Lang. Rubio Alcalá, F.D. (2004). La ansiedad en el aprendizaje de idiomas. Huelva: Universidad de Huelva. Ruiz Bikandi, U. (2010). Didáctica de la segunda lengua en educación infantil y primaria. Madrid: Síntesis. San Isidro Agrelo, F. X. (2009). O inglés en infantil: Unha porta ao plurilingüismo. Santiago de Compostela: Consellería de Educación e Ordenación Universitaria, Xunta de Galicia. Scrivener, J. (2015). Learning Teaching. Londres: Macmillan. Slattery, M. (2001). English for Primary Teachers. A Handbook of Activities and Classroom Language. Oxford: Oxford University Press. Ur, P. (2012). A Course in English Language Teaching. 2nd edition. Cambridge: Cambridge University Press. Varela Méndez, R. (coord.) (2003). All about Teaching English: A Course for Teachers of English (Pre-school to Secondary). Madrid: Centro de Estudios Ramón Areces. Vale, D. y Feunteun, A. (1995). Teaching Children English. A Training Course for Teachers of English to Children. Cambridge: Cambridge University Press. Vez Jeremías, J.M. (2001). Formación en didáctica de las lenguas extranjeras. Rosario: Homo Sapiens. VV.AA. (2003). Enseñanza-Aprendizaje de las lenguas extranjeras en edades tempranas. Murcia: Consejería de Educación y Cultura de la Región de Murcia. VV.AA. (2006). Las lenguas extranjeras en el aula. Reflexiones y propuestas. Barcelona: Graò. Wright, A. (1995). Storytelling with Children. Oxford: Oxford University Press. Wright, A. (1997). Creating Stories with Children. Oxford: Oxford University Press. Wright, A. (2001). Art and Crafts with Children. Oxford: Oxford University Press.



Complementary

## 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.

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.