



## Teaching Guide

| Teaching Guide      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |               |           |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------|-----------|
| Identifying Data    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        | 2019/20       |           |
| 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 |           |
| 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 |    |
| To know and master oral and written expression techniques.                                                             | A43 | B10                         | C1 |
|                                                                                                                        | A44 | B19                         | C2 |
|                                                                                                                        | A47 | B20                         |    |
|                                                                                                                        | A50 | B21                         |    |
| To understand the passage from orality to writing and to distinguish the different registers and uses of the language. | A46 | B12                         | C2 |
|                                                                                                                        |     | B15                         |    |
|                                                                                                                        |     | B17                         |    |
|                                                                                                                        |     | B18                         |    |
| To address situations of language learning in multilingual contexts.                                                   |     | B21                         |    |
|                                                                                                                        | A42 | B16                         | C1 |
|                                                                                                                        | A48 | B18                         | C2 |
|                                                                                                                        |     | B20                         | C6 |
| To recognize and value the proper use of verbal and non-verbal language.                                               |     | B21                         |    |
|                                                                                                                        | A49 | B7                          | C2 |
|                                                                                                                        |     | B21                         | C6 |
| To be able to foster a first approach to a foreign language.                                                           |     | B25                         |    |
|                                                                                                                        | A51 | B21                         | C2 |
|                                                                                                                        | A52 | B24                         | C7 |
|                                                                                                                        | A55 |                             |    |
| To learn about international experiences and examples of innovative practices in early childhood education.            | A60 |                             |    |
|                                                                                                                        | A28 | B11                         | C3 |
|                                                                                                                        | A40 |                             | C8 |
| To know and use songs to promote auditory, rhythmic and vocal education.                                               | A45 |                             |    |
|                                                                                                                        | A54 |                             |    |

| Contents |           |
|----------|-----------|
| Topic    | Sub-topic |



|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Didáctica      | <ul style="list-style-type: none"> <li>- Models and guidelines for acquiring Foreign Languages.</li> <li>- Communicative contents in Foreign Languages.</li> <li>- Elements of the teaching and learning process of Foreign Languages.</li> <li>- Methodologies for teaching and learning Foreign Languages.</li> <li>- Spoken expression and comprehension in Foreign Languages.</li> <li>- Didactic resources and proposals for communication.</li> <li>- European policies' analysis concerning acquiring Foreign Languages.</li> <li>- European Framework of Reference for Languages. Language Portfolio.</li> <li>- Syllabus for Foreign Languages in Early Childhood Education.</li> <li>- Cross-curricular projects in Early Childhood Education.</li> </ul> |
| 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<br>A51 A52 A60 B19<br>B20 B21 B24 C2 | 24                   | 20                            | 44          |
| Oral presentation                                                                                                               | A43 A44 A45 A49<br>A60 B15 B17 B21 C2                | 4.5                  | 10                            | 14.5        |
| Mixed objective/subjective test                                                                                                 | A42 A44 A46 A47<br>B10 B12 B17 B21 C2                | 1.5                  | 25                            | 26.5        |
| Collaborative learning                                                                                                          | A40 A42 A50 A54<br>A55 A60 B7 B16 B18<br>B25 C1 C6   | 12                   | 18                            | 30          |
| Document analysis                                                                                                               | A28 A42 B11 B20 C3<br>C8                             | 0                    | 23                            | 23          |
| Student portfolio                                                                                                               | A48 B11 B12 B15<br>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<br>Student portfolio | 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.<br><br>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<br>objective/subjective<br>test | A42 A44 A46 A47<br>B10 B12 B17 B21 C2 | Proba que integra preguntas tipo. probas de ensaio e probas obxectivas.                                                                                                                                                                                                    | 65            |
| Oral presentation                     | A43 A44 A45 A49<br>A60 B15 B17 B21 C2 | Exposición oral de traballos en grupo.                                                                                                                                                                                                                                     | 10            |
| Document analysis                     | A28 A42 B11 B20 C3<br>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<br>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

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Basic</b>         | <p>Uso da lingua: Principal: - Murphy, Raymond (calqueira edición): English Grammar in Use (with answers). Cambridge. Cambridge University Press. Complementaria:- Bolton, David &amp; Goodey, Noel (1996): English Grammar in Steps (with answers). London. Richmond Publishing. - Collins &amp; 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. &amp; O'Dell, F. (1994): English Vocabulary in Use. Cambridge. Cambridge University Press. - Sánchez Benedito, F. (1991): Gramática inglesa. Madrid. Alhambra Longman.- Soars, John &amp; Liz, (1991): Headway Pre-Intermediate (Student's Book &amp; 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. &amp; 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. &amp; 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. &amp; 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> |
| <b>Complementary</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## 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.