

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	0

Contact

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Use of languages

Principal working language: english (eng)

Some groups entirely in English: Yes

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Prerequisites

Language requirement: minimum CEFR B2 is highly recommended.

Objectives and Contextualisation

This elective subject aims at providing an introduction to teaching and learning a foreign language in pre-primary education. It is a key subject for those student teachers who plan to teach a foreign language in the future.

Skills

- Being able to encourage an initial approach to a foreign language.
- Deal effectively with language learning situations in multicultural and multilingual contexts.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Demonstrate knowledge of the evolution of nonverbal communication and language in early childhood, and be able to identify possible dysfunctions and ensure proper development.
- Demonstrating knowledge of the evolution of non-verbal communication and language in early childhood, knowing how to identify possible dysfunctions and ensuring their proper development.
- Develop critical thinking and reasoning and know how to communicate effectively both in your own tongues and in other languages.
- Know and master oral and written expression techniques.
- Know the language, reading and writing curriculum at this stage as well as theories on the acquisition and development of relevant learning.
- Promote speaking and writing skills.
- Properly express oneself orally and in writing and master the use of different expression techniques.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Understand oral tradition and folklore.
- Understand the learning process of reading and writing and how to teach it. Address language learning situations in multilingual contexts. Recognize and value the appropriate use of verbal and non-verbal language.

Learning outcomes

1. Acquire the relevant knowledge related to the oral language curriculum at this stage as well as theories on the acquisition and development of learning related to it.
2. Describe the evolution of language in early childhood and know how to identify possible dysfunctions.
3. Knowing how to analyse aspects of the evolution of non-verbal communication and language in early childhood, identifying possible dysfunctions and suggesting proposals for its proper development.
4. Knowing how to analyse different meta language learning situations in multilingual contexts.
5. Knowing how to use language strategies that aid and stimulate the development of childrens speaking capacities.
6. Knowing how to use tools and strategies to generate interest in order to understand and communicate in a third language.
7. Knowing how to use verbal and non-verbal expression techniques that aid communication and linguistic interaction with children.
8. Master the use of different expression techniques and express oneself adequately both orally and in writing in situations in the professional field.
9. Orally and in writing explain the objectives, curriculum content and evaluation criteria of spoken language in infant education.
10. Recognising and evaluating the social reality and the interrelationship of the factors involved, as a necessary prelude to action.
11. Understand the linguistic effects of contact with language in learning situations.
12. Use English in an effective manner in all situations in the infant classroom.
13. Using stories, poems and tones of voice characteristic of the culture of the target language and appropriate for infant education.

Content

1. Foreign language and school linguistic project in a context of plurilingualism.
2. Teaching/learning a foreign language in early childhood education.
 - 2.1 Approaching the teaching and learning of a foreign language (FL). Theoretical basis.
 - 2.2 Characteristics and development of children. Their methodological implications in the FL class. The need to use a global approach.
3. Using the FL in class.
 - 3.1 Using the FL in class as the key element to learn and to communicate: considerations on the quantity and quality of input and on the need to promote interaction in class.
 - 3.2 Strategies to facilitate understanding.
 - 3.3 Strategies to promote oral production.
 - 3.4 The role of first languages in the FL class.
- 4 Analysing what is in a FL class. Planning and assessing.
 - 4.1 Project work.
 - 4.2 Criteria to organize class contents effectively.
 - 4.3 Activities and resources and how to use them in the FL class: stories, puppets, songs, games, TIC, . . .
 - 4.4 Classroom management: space, time, materials and interaction.
 - 4.5 Assessment in the FL class: tools.
5. The classroom, a learning space:

5.1 Classroom organization.

5.2 Classroom displays.

5.3 Classroom library.

6. Growing personally and professionally in the FL class:

6.1 Tools to improve own teaching: observe, reflect, share.

Methodology

The starting points for training activities in this subject are the observation, analysis and experimentation (individually, in pairs and/or in groups) of real class situations; infants' needs and interesting teaching proposals.

Outstanding issues in this subject are: developing personal initiative and creativity; learning to communicate with voice and body and developing cooperative work as a means to build the best teaching approach in the very young learners class.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Presentation of theoretical contents and debate on readings and classroom observations.	30	1.2	11, 2, 13, 1, 10, 4
Presentation of learning sequences and debate on the sequences presented.	15	0.6	11, 8, 13, 12, 3, 4, 6, 7, 5
Type: Supervised			
Presentation of basic class materials developed by students including the use of ICT tools.	30	1.2	11, 8, 9, 1, 10, 6
Type: Autonomous			
Papers and activities directly related to the contents of the subject.	75	3	11, 2, 8, 9, 13, 12, 1, 3, 4, 6, 7, 5

Evaluation

Evaluation

Class attendance is compulsory. Minimum attendance: 80% of classes. Below this minimum, the mark will be 'No presentat'.

To pass the subject, students should pass each of the tasks and activities proposed during the course.

Students must use English at the level described in prerequisites in all evaluation activities.

Activities and projects to be developed during the course will combine individual, pair and group work.

The final project will be developed individually.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Active participation in class	10%	0	0	11, 1, 3, 4, 7, 5
Final project	40%	0	0	11, 2, 8, 9, 12, 1, 10, 3, 4, 6
Projects, activities and presentations (40%)	40%	0	0	8, 9, 13, 12, 1, 6, 7, 5
Readings	10%	0	0	1

Bibliography

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Mitchaell-Schuitevoerder, R.; Mourao, S. (eds). (2006). Teachers and Young Learners: Research in our Classrooms. Canterbury: IATEFL

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Articles sobre educació a infants.

http://topics.nytimes.com/top/reference/timestopics/subjects/e/education_preschool/index.html?inline=nyt-classifi

Articles de temàtica variada sobre l'ensenyament de l'anglès a l'educació infantil.

http://phobos.xtec.cat/cirel/cirel/index.php?option=com_content&view=article&id=77&Itemid=124

Articles i materials d'ús a l'aula. British Council.

http://www.teachingenglish.org.uk/think/methodology/circle_games.shtml

Videos, cançons, jocs i materials per a infants.

<http://www.bbc.co.uk/children>