



Universidad  
del País Vasco

Euskal Herriko  
Unibertsitatea

BILBOKO  
HEZKUNTZA  
FAKULTATEA  
FACULTAD  
DE EDUCACIÓN  
DE BILBAO



# 2024-2025

## Courses for International students



## COURSES IN ENGLISH

### 1<sup>ST</sup> TERM (september – january)

PHYSICAL EDUCATION AND ITS DIDACTICS.....	3
DEVELOPMENT OF ENGLISH LINGUISTIC COMPETENCE.....	5
DEVELOPMENT OF ENGLISH COMMUNICATIVE COMPETENCE.....	8
FOREIGN LANGUAGE TEACHING: ENGLISH.....	10
ENGLISH FOR THE INFANT AND PRIMARY CLASSROOM.....	12
THEORY AND HISTORY OF EDUCATION.....	14
INFORMATION AND COMMUNICATION TECHNOLOGY IN EARLY CHILDHOOD EDUCATION.....	17
PLASTIC ARTS AND VISUAL CULTURE IN EARLY CHILDHOOD EDUCATION II.....	19
PSYCHOMOTOR DEVELOPMENT II IN EARLY CHILDHOOD.....	21
TEACHING PRACTICES.....	22

### 2<sup>ND</sup> TERM (january - june)

DIDACTICS OF FOREIGN LANGUAGE TEACHING.....	23
DIDACTICS OF SOCIAL SCIENCES I.....	25
PRINCIPLES OF LANGUAGE TEACHING FOR PRIMARY EDUCATION IN MULTILINGUAL SETTINGS.....	27
PRINCIPLES OF LANGUAGE TEACHING FOR EARLY CHILDHOOD EDUCATION IN MULTILINGUAL ENVIRONMENTS.....	29
INFORMATION AND COMMUNICATION TECHNOLOGY IN PRIMARY EDUCATION.....	31
PLASTIC ARTS AND VISUAL CULTURE IN EARLY CHILDHOOD EDUCATION I.....	33
DEVELOPMENT OF MUSICAL EXPRESSION II.....	35
TEACHING PRACTICES.....	22

### ANNUAL

VISUAL CULTURE AND ARTS EDUCATION.....	37
NATURAL SCIENCES IN THE PRIMARY CLASSROOM II.....	39
TEACHING NATIVE AND FOREIGN LANGUAGES.....	41
TEACHING PRACTICES.....	22

## PHYSICAL EDUCATION AND ITS DIDACTICS (6 ECTS)

Course code	ECTS	Degree	Language of instruction
25869	6	Primary Education	English

### Course description

The purpose of this subject is to acquire the student's own knowledge and procedures in Physical Education in Primary Education. To this end, various areas will be explored, including motor and expression skills and their evolution in school age. From this starting point, some teaching methodologies, strategies, and procedures will be taught, so that the students of this Teaching Grade get to know how to program the subject.

### Objectives

The general objectives of the subject:

- Promote personal and professional development, through the integration of the areas involved in the Physical Education curricular area: the cognitive, the affective-social and the motor one.
- Design, practical contexts that improve the development of the different motor and expressive-communicative capacities.
- Design, implement and evaluate different practical sessions of Education Physical in Primary Education.

### Competences

- To apply the fundamentals of the acquisition and development of the learning processes of Physical Education. To identify the different sociocultural currents in the treatment of P.E. and relate the different educational approaches to classroom practices.
- Develop the P.E. curriculum at this stage. Link the different elements of the curriculum.
- Acquire resources to, from a critical attitude, encourage participation in leisure-sports activities throughout life in and out of school. Experience bodily practices related to well-being, expression, nature.
- Develop and evaluate contents of the P.E. curriculum through appropriate teaching resources Develop intervention designs based on the curricular approach proposed by the LOE.

## Contents

- 1) Fundamentals of Physical Education. These fundamentals have in the body and in human mobility the essential elements of their educational action. It is oriented to the development of the capacities related to the motor activity and to the acquisition of elements of body culture.
- 2) Curricular Design of the Area of Physical Education in Primary Education: The different structural elements of the school curriculum of the area are addressed in the current normative framework of Primary Education (theoretical justification, programming and didactic units).
- 3) Movement skills and basic skills: It deals with the contents and the didactic treatment, that allow the development of the perceptive-motor capacities and the motor skills. The first ones specifically aimed at acquiring a knowledge of the body itself, which is decisive both for the development of one's own body image and for the acquisition of later motor learning and the latter, aimed at acquiring a control of the body itself, including those contents that allow the students to move effectively.
- 4) Physical and sports activities, and health in Physical Education in Primary: it deals with that knowledge necessary for physical activity to be healthy. In addition, content for the acquisition of self-care habits linked to physical activity throughout life is incorporated as a source of well-being.
- 5) Body expression and communication: Those contents that focus their attention on the development of the expressive and communicative dimension of the movement are developed.
- 6) The Game in Physical Education: It presents contents related to games and to sports activities understood as cultural manifestations of the human mobility.

## Methodology

It combines the exposition by the teacher with the group and individual work of the students. Both require the active participation of the students, the collaborative action, the reflection on the contents, as well as the responsibility in the own learning process.

The classroom sessions and practices will be directed to the experimentation, understanding and integration of the essential contents of the subject.

## Evaluation

Tools and percentages of qualification:

- Final test(%): 20 (written exam to develop)
- Oral defense (%): 20
- Individual jobs (%):20
- Teamwork (problem solving, project design) (%): 20
- Work presentations, readings (%): 20

## DEVELOPMENT OF ENGLISH LINGUISTIC COMPETENCE (6 ECTS)

Course code	ECTS	Degree	Language of instruction
27581	6	Pre-Primary Education Primary Education	English

### Course description

This subject is taught in the 4<sup>th</sup> year of the Degrees in Infant and Primary Education. It is part of the Foreign Language Minor.

Required previous knowledge:

- B2 level in English.

The subject develops the relevant knowledge and competences for the teacher of English as a Foreign Language.

### Competences of the subject

1. To analyse the segmental and suprasegmental system of Standard English (Received Pronunciation) and to promote the capacity of evaluating, diagnosing and correcting ones pronunciation as well as that of future learners of Infant and Primary Education.
2. To recognize the morphological units of English and to analyse the formation of words; to analyse the syntactic units and their possible combinations; to develop semantic and pragmatic competence.

### Contents

#### LINGUISTIC COMPETENCE AND METALINGUISTIC AWARENESS

1. Linguistic competence and Communicative competence
2. Competence vs. Performance
3. Grammatical competence. Grammaticality judgments: well-formedness and syntactic structure
4. Pragmatic competence
5. Metalinguistic awareness: what metalinguistic awareness is and its advantages in the language teaching-learning process.

## LANGUAGE AND GRAMMAR

1. Language as an *infinite rule-governed creativity*.
2. The components of grammar: phonetics and phonology, morphology, syntax, semantics and pragmatics.
3. Descriptive grammar and prescriptive grammar. Language variation and standardization.

## PHONETICS

1. The speech organs and the vocal tract.
2. The vowel system of English and the articulation of R.P. vowels.
3. The consonant system of English and the articulation of R.P. consonants.
4. Stress, rhythm and intonation.
5. IPA phonetic transcription.

## MORPHO-SYNTAX, SEMANTICS AND PRAGMATICS

1. Morphology: definition of morphology and its units: morphemes and allomorphs. The morpho-phonemic rules of English. Inflectional and derivational morphology.
2. Syntax: definition of syntax. Syntactic heads and constituency. Phrases and clauses.
3. Semantics: meaning of words and relations between words. Compositional meaning.
4. Pragmatics: reference assignment. Speech acts.
5. Analysis of the typical errors made by Spanish and Basque speakers: tense and aspect, questions, negation, modality, conditionals, passive forms, non-finite verbal forms, articles, pronouns, prepositions, impersonal constructions, linking devices, etc.

## Methodology

Different methodologies are used to promote autonomy and cooperative work, by means of a series of individual and group assignments to be done inside and outside the classroom. The fulfillment of these assignments involves the use of different grammars and reference works.

Methodology and activities of the theoretical classes:

- Expositions by the teacher and readings about the theoretical contents (the readings are to be done before class).
- Quizzes and exercises devoted to reflect and argue about the main questions related to the theoretical contents. Some of these assignments will be carried out individually and some in groups, with the aim of promoting autonomy and cooperative work.

#### Methodology and activities of the practical classes:

- Practical exercises to develop phonetic and phonological competence and phonetic (broad) transcription of short texts (songs and short stories used in Infant and Primary Education).
- Tests and exercises to develop grammatical and pragmatic competence. Error diagnosis and clarification of doubts in the classroom (collectively) and in tutorials (individually).
- Correction and monitoring of the assignment correction process, with the possibility of submitting an improved version to be graded.

#### Planification of tutorials:

- Tutorials can be individual or in groups. When they are oriented to the monitoring of individual or group work, it is recommended that the students ask for an appointment via email.

Access to the reference material and extra material, as well as to the exercises and corrections keys via the virtual application (*Egela*).

#### Evaluation

- Written exam to develop (%): 60
- Oral defense (%): 20
- Practical exercises (exercises, cases or problems) (%): 20

## DEVELOPMENT OF ENGLISH COMMUNICATIVE COMPETENCE (6 ECTS)

Course code	ECTS	Degree	Language of instruction
27580	6	Pre-primary Education Primary Education	English

### Course description

This subject is part of the minor in Foreign Language in 4th year.

The aim is that the students reinforce their knowledge of foreign Language (English) that they are going to teach in their professional life.

Moreover, the students will have the opportunity to deepen their knowledge of cultural and literary aspects in English-speaking countries.

### Competencies/Learning results for the subject

- To develop a general command of the English language focusing on a fluent and accurate use of the four skills (oral and written comprehension, oral and written production) in order to reach level C1.
- To overview social issues and concerns of English speaking countries in order to improve their language knowledge and make a critical appreciation.
- To get introduced into the most important literary trends of British Literature.
- To analyze a literary text in order to improve their language knowledge and learn to enjoy reading in English following a critical appreciation.

### Theoretical/Practical content

#### LANGUAGE:

Use of language: oral and written comprehension and production. Activities aimed at developing the necessary competences to reach level C1 in English language.

#### CULTURE:

Cultural issues of English speaking countries.

#### LITERATURE:

Brief review of British and North American literature.

#### METHODS

Theoretical and practical sessions.



## NOTES ON TEACHING ACTIVITIES

The theoretical sessions will consist of teacher's explanations.

The practical sessions will be devoted to:

- Practical work: exercises, correction of homework, analysis of language, practice of language through interaction with peers,...
- Oral presentations in groups.

## ASSESSMENT SYSTEMS

- Extended written exam (%):30

- Evaluation tasks: (%): 70

## FOREIGN LANGUAGE TEACHING: ENGLISH (6 ECTS)

Course code	ECTS	Degree	Language of instruction
27583	6	Pre-primary Education Primary Education	English

### DESCRIPTION AND CONTEXTUALIZATION OF THE COURSE

This subject is one of the five included in the minor in Foreign Language Teaching, where students from the Infant Education and the Primary Education degrees share a common group. The field of FLT has been developed and studied mainly for Primary Education level and, therefore, this subject focuses on the proposals used in the Primary classroom.

The teaching will be conducted in English, so it is necessary to have an advanced knowledge of it. In addition, it is recommended to review the theoretical concepts worked on during the third year The Foreign Language and its Didactics course.

### COMPETENCES / LEARNING OUTCOMES OF THE COURSE

- Knowledge of the most relevant theoretical, structural and formal aspects on which the teaching/learning of English as a Foreign Language in Primary and Child Education is based.
- Familiarization with and analysis of classroom situations, where different types of interaction take place, and therefore, different techniques must be used for a better use of resources.
- Critical knowledge of the curricula and the types of assessment to be able to prepare work proposals that are adequate for the needs and characteristics of the learners.

### THEORETICAL-PRACTICAL CONTENTS

Theoretical and methodological foundations of the teaching of the foreign language:

- 1) The role of language learning from the point of view of Linguistics, Psycholinguistics and Sociolinguistics.
- 2) Methods, techniques and strategies for teaching English.
- 3) The status and treatment of Grammar, Lexicon, Pronunciation and the 5 skills.

#### Planning and evaluation:

- 1) Curriculum and syllabi of English in Primary and Infant Education.
- 2) Feedback, correction of errors and evaluation of the teaching/learning.
- 3) Design of units and work sessions.

#### Organization:

- 1) The classroom and its factors. The student, the foreign language and the teacher.
- 2) Activities, routines and forms of interaction in English classes.
- 3) Evaluation, selection, adaptation and creation of resources.

#### **METHODOLOGY**

- Readings and discussions about texts and other audiovisual materials.
- Discussions in class, in large and small groups.
- Presentations: oral activities in different registers.
- Individual work.

#### **ASSESSMENT SYSTEMS: CONTINUOUS OR FINAL**

Description of the different blocks and their percentages:

- Group work: 30%
- Individual works: 20%
- Final test: 50% (written exam to develop)

Calculation and conditions of approval of the final grade:

- To pass the subject all the blocks must be approved.

## ENGLISH FOR THE INFANT AND PRIMARY CLASSROOM (6 ECTS)

Course code	ECTS	Degree	Language of instruction
27596	6	Pri-primary Education Primary Education	English

### Course description

The present course, which has been designed for students of the Degree on Primary Education, belongs to the Minor in Foreign Languages and aims at confronting the various situations an EFL (English as a Foreign Language) teacher may face in a Primary and Infant classroom. With this aim in mind, in addition to working on the language skills, the course will focus on the development of teaching skills.

### SKILLS AND TEACHING OBJECTIVES

- To be able to identify the skills that a competent EFL teacher should have.
- To be able to perform as a teacher in accordance with the C1 level of English of the CEFR.
- To reflect on the personal performance as an EFL teacher to reinforce the weaknesses.
- To understand the theoretical pillars of the Communicative Methodology and acquire the skills in order to implement said methodology.
- To be able to identify the situations an EFL teacher must face in their daily performance and to acquire the skills to manage said situations.

### CONTENT

- A review of the theories on teaching and acquisition of foreign languages.
- The skills of a competent EFL teacher: traits and self-knowledge.
- The features of students.
- The four skills and the Communicative methodology.
- Storytelling and methodologies to work on literature in the classroom.
- -Acquiring skills and competences to manage quotidian situations in the EFL classroom.
- Content and Language Integrated Learning methodology.

## **METHODOLOGY**

- Teacher's lectures on the theoretical content of the course.
- The students are expected to carry out a certain number of tasks including: oral presentations and written essays – both in groups and individually.
- Autonomous learning and self-assessment in group-dynamics.
- Learning by Teaching methodology.
- Critically reflecting on the content of the course.

## **ASSESSMENT**

- \* Exam (%):20
- \*\* Group Tasks (%) 45
- \*\*\* Individual tasks (%) 5
- \*\*\*\* Work presentations, readings (%): 30

Students are required to obtain a pass in all sections in order to pass the course.

## THEORY AND HISTORY OF EDUCATION (6 ECTS)

Course code	ECTS	Degree	Language of instruction
25858	6	Pre-Primary Education	English

### Course description

Pedagogical theories constitute the fundamentals of the training of every teacher. Theory and History of Education aims at presenting students with different contemporary pedagogical paradigms and perspectives so as to recognize the theoretical and epistemological basis that underpin current educational practices.

This subject seeks, on the one hand, to address the contemporary pedagogical thought by evaluating the most significant movements, and, on the other, to analyse the historical development of the Educational System attending to its International and national dimension, in order to contextualize educational practices and the birth of those different pedagogical ideas and movements.

One of the main objectives of this subject is, by means of critical and reflective readings and debates, to provide our students with the indispensable theoretical tools to start building their own pedagogical discourse.

### Competences of the subject

- C.1. To be able to analyse the function of the school through the contemporary pedagogical perspectives.
- C.2. To be able to analyse the role of the different educational agents in teaching practices.
- C.3. To get to know the historical development of the Educational System and pedagogical ideas considering international and national context.
- C.4. To be able to actively participate in debates contributing with critical and constructive thoughts.
- C.5. To be able to convey well-supported discourses (in speech or writing) on pedagogical ideas.

## Contents

1. Conceptual approach to the field of education.
  - 1.1 Education, Pedagogy and Sciences of Education.
  - 1.2. Educational agents, fields and dimensions.
2. Pedagogical paradigms
  - 2.1. Positivist.
  - 2.2. Hermeneutic.
  - 2.3. Critical.
3. The evolution of the pedagogical thought.
  - 3.1. Traditional education.
  - 3.2. Enlightenment and Rousseau.
  - 3.3. From Pestalozzi and Froëbel to New School.
  - 3.4. Socialist and antiauthoritarian pedagogies.
  - 3.5. Critics to the educational systems of the second half of the XX<sup>th</sup> century
    - 3.5.1. Neoliberalism
    - 3.5.2. Deschooling theories.
    - 3.5.3. Social reproduction theories.
  - 3.6. Personalistic theories.
  - 3.7. Poststructuralist education? Postmodern pedagogies?
4. History of contemporary education.
  - 4.1. Genesis and evolution of the Educational System.
  - 4.2. Evolution of the educational institutions and legislation in the Basque Country.
  - 4.3. Education and Childhood Rights.

## Methodology

The methodology of this subject seeks to promote autonomy and cooperative work, by means of a series of individual and group assignments. Students will take the role of subjects in the own learning process; assignments will require the active participation of the students, collaborative action, reflection on the contents, as well as responsibility.

Classroom sessions and practices will be devoted to the comprehension and integration of the essential contents of the subject, as well as to develop critical and reflective skills, which have to be proven by well-structured and strongly argued essays.

This methodology will combine:

- expositions by the teacher,
- readings (before class) and discussions about the theoretical and historical contents,
- quizzes, exercises and debates, in large and small groups, devoted to reflect and argue,
- oral presentations (in group),
- individual and group written essays.

### **Evaluation**

- Written exam to develop: 50%
  - Group tasks: 34% (Problem solving, project design)
  - Interdisciplinary module work: 16%
- \* To pass the subject all the blocks must be passed.



## INFORMATION AND COMMUNICATION TECHNOLOGY IN EARLY CHILDHOOD EDUCATION (6 ECTS)

Course code	ECTS	Degree	Language of instruction
25912	6	Pre-Primary Education	English

### Course description and contextualization

This course gives the chance for reflecting on the social and educational impact of ICT as agents of educational innovation, and on the digital competence of teachers and students. It provides knowledge of the processes of interaction, communication and collaboration through ICT and its application to educational practice. Our students will be trained so they will be able to guarantee the digital literacy of future citizens for their active insertion in the Knowledge Society. Virtual environments will be presented as settings for education. Good practices with ICT will be identified, implemented and evaluated. It will be part of the interdisciplinary project along with the other subjects of the semester. The development of this project will take into account all the experience and knowledge acquired during the first period of practice at schools.

### Competencies of the course

The main objective is providing students with knowledge and resources so they, as teachers, will be able to guarantee the proper integration of future citizens in the digital world.

Academic competences to be acquired:

1. Analyze the social and educational impact of ICT, specifically, their influence in the family and at school.
2. Be aware of how ICT can enhance interaction, communication and collaboration processes.
3. Schedule, develop and assess innovative teaching-learning processes based on technology within formal educational contexts.
4. Be able to select, create and evaluate ICT-based learning materials in either face-to-face or virtual contexts.
5. Understand the need and adopt a life-long learning culture.

### Syllabus

#### 1.- INFORMATION

Identify, search, gather, store, organise and analyse digital information, according to its importance and objective.

## 2.- COMMUNICATION

Communicate in digital environments, share resources using online tools, connect and work in collaboration with others using digital tools, engage in digital communities and networks, have a global and intercultural perspective and awareness.

## 3.- CONTENT CREATION

Create and edit new contents (texts, images, videos); incorporate previous knowledge and contents; re-elaboration; artistic productions, multimedia contents and computer programming; intellectual property; know how to apply use licences and rights

## 4.- SECURITY

Individual protection, data protection, digital identity protection, use of security, sustainability

## 5.- PROBLEM SOLVING

Identify digital needs and resources, select the appropriated digital resource for a specific goal. Take decisions; solve conceptual problems by digital means; solve technical problems; creative use of the technology; update own competence as well as others'.

## Methodology

Teaching methodology comprises of both magisterial classes and computer practices. Students will have to develop group and individual work; they will be required to have active participation, collaborative action, reflection on the content, as well as responsibility in the learning process itself.

eGela (virtual room) is the digital environment where all kind of learning resources will be delivered: materials to read, videos, presentations, individual and group assignments, ...

## Assessment

### Continuous assessment.

Students' work will be assessed for classroom activities, home activities, individual and group hands-on sessions, exercises, projects, oral presentations and interdisciplinary work. 70%

The written exercise to be developed individually will weight 30 % of the final qualification.

All of these parts have to be passed in order to obtain an overall pass.

### Final evaluation

Every student has the right to be evaluated in a final evaluation. The exercise will determine 100 % of the final qualification.

## PLASTIC ARTS AND VISUAL CULTURE IN EARLY CHILDHOOD EDUCATION II (6 ECTS)

Course code	ECTS	Degree	Language of instruction
25903	6	Pre-Primary Education	English

### Course description and contextualization

An update of the conceptions that students have about art and artistic education, seeking a contextual perspective and focused on the critical understanding of visual culture. At the same time, it aims to provide them with resources, both for their personal development and for their future as educators in artistic education in early childhood's classroom. It **also** includes an approach to innovative didactic proposals for this stage and the study of curricular materials.

### Syllabus

#### -UNIT 1.- CURRICULAR REFERENCES OF THE AREA. DIDACTIC GUIDELINES.

Study of the curricular proposals of the area, analyzing and interpreting them under an updated view of artistic education.

#### -UNIT 2.- VISUAL CULTURE IN THE CHILDREN'S ENVIRONMENT.

Approach to the different theoretical perspectives that address and have addressed childhood encounters with the products of visual culture, both from the perspective of production, and from their facet as users of said products, with special attention to their analysis. critical.

#### -UNIT 3.- CONCEPTUAL, TECHNICAL, METHODOLOGICAL AND CREATIVE RESOURCES ADAPTED TO THE CHILDREN'S LEVEL.

It is intended, through practice, to provide students with technical and language resources to express and communicate ideas, feelings, emotions through different visual productions . In particular, we will work with applicable resources in the early childhood education stage.

#### -UNIT 4.- CREATIVE STRATEGIES.

It is intended, through practice, to work on action strategies based on the development of imagination and creativity and that these revert in their training as future teachers in artistic education, as well as in their own productions.

#### -UNIT 5.- DESIGN OF ACTION PROJECTS ADAPTED TO THE CHILDREN'S LEVEL BASED ON AN UPDATED CURRICULAR RESEARCH.

Approaching students to proposals for innovative didactic action in the field of artistic education, as well as confronting them with the approach and development of educational projects consistent with them.

## Methodology

Lectures in plenary.

Group work

Individual works

## Assessment

-Individual tasks (%): 25

- Teamwork (problem solving, project design) (%): 75

## PSYCHOMOTOR DEVELOPMENT II IN EARLY CHILDHOOD (6 ECTS)

Course code	ECTS	Degree	Language of instruction
25909	6	Pre-Primary Education	English

### Syllabus

#### LESSON 1. Intervention models in psychomotricity

Intervention philosophy. Directive pedagogy. Non-Directive pedagogy. Intervention frame.

#### LESSON 2. Motor skills in pre-school education

Essential achievements. Posture development. Movement development: motor skills and abilities.

#### LESSON 3. Motor capacities in pre-school education

Motor capacities. Coordination. Balance. Body image. Time-space structure.

#### LESSON 4. Didactic guidelines for psychomotor development

Aucouturier Psychomotor Practice. Ritual of entrance. Motor expressivity phase. Story-telling phase. Plastic and graphic expression phase. End ritual.

#### LESSON 5. Teacher's attitudes

Listening ability. Symbolic friend. Educator; law and assurance symbol. Body posture. Space occupation. Space organization. Production guide. Language.

#### LESSON 6. Psychomotor development observation

Children observation: Self-relationship. Relation with space. Relation with time. Relation with objects. Relation with others. Relation with adults. Language.

### Assessment

All students enrolled in this course will be evaluated with continuous assessment.

The assessment of this course will be made as follows:

Practical work: (%) 35

Teamwork (problem solving, project design) (%) 35

Written exam: (%) 25

To pass the course, the exam must be passed.

## TEACHING PRACTICES

Course code	ECTS	Subject	Language of instruction
27604	9	Practicum I	English/Spanish
27605	11	Practicum II	English/Spanish
27606	18	Practicum III	English/Spanish

\* Depending on the number of credits/hours needed by students, it is possible to organize shorter or longer practices.

### General objective

Place oneself in the role of the teacher, compare the information he/she possesses or has learned in the grade with the school's reality.

It is of special importance the tutoring action within the classroom. The students should analyze and propose solutions in an interdisciplinary way and initiate themselves in the elaboration of didactic sequences to be applied to different areas of Infant Education.

They must analyze and incorporate, in a critical manner, the most important questions of actual society that affect education: inter- and multiculturalism, discrimination, social inclusion and sustainability.

### Assignments

During the internship, the students must:

- Observe the functioning and behavior of the classroom, more specifically the teacher's role.
- Plan, design, implement and evaluate, in accordance with the school tutor, different didactic interventions (series of activities or a complete didactic sequence), and must reflect after each session upon his/her intervention.
- Elaborate a report that synthetizes the description and analysis of his/her internship (observation-implementation-evaluation) and his/her critical reflections.

### Evaluation

The final qualification of the Practicum subject is the result of the qualification of the final report (70%) by the tutoring professor of the Education Faculty, and the school tutor's evaluation of the internship practice (30%).

## DIDACTICS OF FOREIGN LANGUAGE TEACHING (6 ECTS)

Course code	ECTS	Degree	Language of instruction
25870	6	Primary Education	English / French

### DESCRIPTION AND CONTEXTUALIZATION OF THE COURSE

This subject is part of the basic training of the third year of the Degree in Primary Education, in which the Primary Education curriculum is worked on in the field of communication experience. It aims at presenting students with the processes that intervene in the comprehension and expression of the oral and written language in a third language (English/French), to consider more adequate teaching situations for its development. Also, given that this subject is within Module 6 (School Competences and Basque curriculum), the student will have the opportunity to become familiar with the curriculum of the foreign language of our community, as well as with the most common methodologies, strategies and ways of doing in the Primary language classroom.

### COMPETENCES / LEARNING OUTCOMES OF THE COURSE

- C1 Be able to understand English both in its oral and written forms and master the expression in English (level B1).
- C2 Be able to address the different situations that may occur in the process of learning languages, either in multilingual or multicultural contexts.
- C3 Be able to analyze and produce satisfactory educational content using appropriate educational resources, in order to facilitate the learners of Primary Education develop the necessary skills.
- C4 Get to know the didactic content related to the teaching and learning procedures in the Primary Education curriculum.
- C5 Develop skills for autonomous and cooperative learning to subsequently encourage both types of learning among students.

### THEORETICAL-PRACTICAL CONTENTS

#### LANGUAGE:

1. Language as a system: phonology, morphosyntax, vocabulary, discourse (level B1).
2. Use of language: oral and written comprehension and production (level B1).
3. The conventions of language use (level B1).

## DIDACTICS:

### 1. Structural aspects:

- 1.1. Foreign languages in the education system of the CAV.
- 1.2. The foreign language teacher
- 1.3. The foreign language students of Primary

### 2. Methodological aspects:

- 2.1. Methodological approaches for teaching foreign languages in Primary Education.
- 2.2. Use of some didactic resources: textbooks, stories, songs, rhymes, games, ICT.

## METHODOLOGY

Theoretical presentations are combined with the group and individual work of the students. Both require the active participation of students, collaborative action, reflection on content, as well as responsibility in the learning process itself.

The classroom sessions and practices will be directed to the comprehension and integration of the essential contents of the subject.

1. In face-to-face activities in a large group
2. In face-to-face activities in small groups
3. In tutorials
4. Outside the classroom

## ASSESSMENT SYSTEM

Description of the different blocks and their percentages:

- Written work (60%)
- Oral defence (10%)
- Individual work (5%)
- Group work (15%)
- Interdisciplinary module work (TIM): 10%

Calculation and conditions of approval of the final grade:

- To pass the subject all the blocks must be approved.



## DIDACTICS OF SOCIAL SCIENCES I (6 ECTS)

Course code	ECTS	Degree	Language of instruction
25854	6	Primary Education	English

### DESCRIPTION AND CONTEXTUALIZATION OF THE COURSE

This subject deals with understanding the social fact from a multidisciplinary perspective of the Social Sciences. Thus, it will be shown in different dimensions and space/time scales in order to be aware of its educational value in ethics. This is regarding also to the comprehension of the components and principles of the democratic functioning, its evolution process and public/private institutions, recognizing the worth of every students personal relationship with her/his environment, helping achieve a pacific resolution of conflicts.

### COMPETENCES/ABILITIES

1. Analyze the social fact in different dimensions and space/time scales in order to be aware of its educational value in ethics.
2. Understand the components and principles of the democratic functioning, its evolution process and public/private institutions, recognizing the worth of every students personal relationship with his/her environment, helping achieve a pacific resolution of conflicts.
3. Use effective search techniques and data analysis.
4. Communicate the results clearly and efficiently.

### MAIN THEMES

1. The sociocultural reality in different aspects (reaction to environment: economic, religious, ideological, political, artistic...) as a changeable phenomenon throughout history, both globally and locally.
2. Democratic values and critical social thinking to help living together. Analysis of the current reality in the Basque Country.

### METHODOLOGY

This active and educational course will alternate practical and theoretical credit hours. It will also give importance to group work, taking into account a proper group functioning, coordination and presentation of the results.

Each topic will start with theoretical fundamentals and tools for intervention will be presented for every practical work. Each team will submit all the assignments (maps, papers, glossaries...) at the end or during the course (ask the teacher), referring to both internal and external practices.

Class attendance is compulsory and absences must be justified. In order to monitor the attendance a roll call will be conducted on a regular basis in the classroom.

Students that cannot attend the course will have to notify it to the teacher during the first month of the course (subject). Those students will follow the development of the subject through tutoring.

## EVALUATION

- The final mark will be the result of a global evaluation of the individual/group tasks, including writing exams, done by the student during the four-month period.
- The attendance to theoretical/practical classes, attitude and participation is desirable.
- Students attending the course regularly will have to pass theoretical/practical assignments and teacher's observations (participation, attitude...).
- Students that do not attend the course regularly will have to take a test including theoretical/practical exercises worked with the teacher.
  - o Written exam to develop (%): 60
  - o Teamwork (problem solving, project design (%): 24
  - o Interdisciplinary Module Project (DAL) (%): 16

## PRINCIPLES OF LANGUAGE TEACHING FOR PRIMARY EDUCATION IN MULTILINGUAL SETTINGS (6 ECTS)

Course code	ECTS	Degree	Language of instruction
27601	6	Primary Education	English

### DESCRIPTION AND CONTEXTUALIZATION OF THE SUBJECT

In this subject, Foundations of Language Education for Primary Teachers in Multilingual Settings, the whole classroom community will be working on the theoretical and methodological foundations needed to teach in a bilingual educational system, paying special attention to the inclusive approach towards pupils having other cultures and languages.

### Competences

In this subject the whole classroom community will be analysing critically the various conceptualizations brought by the language sciences about language and its teaching and learning as well as the teaching-principles derived from them.

Different bilingual education programs based on home-school language shift will be discussed and known, as well as the strategies needed for its implementation according to the different sociolinguistic settings.

1. To know the linguistic, psycholinguistic and sociolinguistic foundations of language education, in order to be able to analyse different situations and phenomena related to first and second language teaching and learning.
2. To reflect on the influence of bilingual settings and situations in the school context and the specific classroom.
3. To achieve a well-founded and reflection-based knowledge about bilingual and multilingual education programs, bearing in mind the linguistic and cultural diversity of the school.
4. To develop communicative competence in both official languages of the Basque Autonomous Community.
5. To generate attitudes in favour of languages, bilingual speakers and bilingual and multilingual education, being aware of the benefits and difficulties to be faced during the professional activity.

### Contents

1. Theoretical foundations of Language Education
  - 1.1. Linguistic foundations
  - 1.2. Sociolinguistic foundations
  - 1.3. Sociolinguistic foundations

## 2. Languages at school

- 2.1. Language Education in multilingual settings
- 2.2. Bilingual and Multilingual Education Programs
- 2.3. Other educational aspects of education in multilingual settings.

### **Methodology**

Master classes and class-room practices are combined. Both activities need learners' collaboration and participation, as well as their reflection about the content presented and the assumption of their own responsibility for their learning process.

### **Assessment**

- Extended written exam : 40%
- Module-work (16%) and other works and presentations (44%).

## PRINCIPLES OF LANGUAGE TEACHING FOR EARLY CHILDHOOD EDUCATION IN MULTILINGUAL ENVIRONMENTS (6 ECTS)

Course code	ECTS	Degree	Language of instruction
26468	6	Pre-Primary Education	English

### DESCRIPTION

In this subject the theoretical and methodological bases for the teaching of languages in the bilingual system of the Basque Country are worked on, always paying attention to the inclusion of students who have other languages and cultures.

### COMPETENCIES

1. Knowing the linguistic, psycholinguistic and sociolinguistic foundations of language didactics, to analyze the different situations and phenomena of the didactics of the first and second languages.
2. Reflect on the influence of multilingual situations in the school context and in the classroom
3. Achieve a well-founded knowledge based on reflection about bilingual and multilingual education programs, taking into account the linguistic and cultural diversity of the school.
4. Develop communicative competence in the two official languages of the CAV.
5. Generate favorable attitudes towards languages, bilingual speakers and bilingual and multilingual teaching, perceiving the benefits and difficulties in the performance of professional activity.

### CONTENTS

1. Theoretical foundations of the Didactics of the language
  - 1.1. Linguistic foundation
  - 1.2. Psycholinguistic foundation
  - 1.3. Sociolinguistic foundation
2. Languages at school
  - 2.1. Language teaching in multilingual contexts
  - 2.2. Bilingual and Multilingual Education Programs
  - 2.3. Other didactic aspects of education in multilingual contexts

## **METHODOLOGY**

Lectures and classroom practices are combined. Both activities require the collaboration and active participation of the students, their reflection on the exposed contents and the assumption of their own responsibility in the learning process.

Master classes:

- Explanation, analysis and discussion of the contents
- Clarification of doubts

Classroom practices:

- Critical reading of texts
- Analysis of audiovisual material
- Completion of tasks
- Analysis of didactic material in different supports
- Oral presentation of works

Seminars:

- Exhibition, analysis and discussion of work by students, under the direction of teachers

Tutorials:

- Clarification of doubts
- Job orientation

## **ASSESSMENT**

Continuous Evaluation System

Final Evaluation System

Rating tools and percentages:

Written test to develop (%): 46

Teamwork (problem solving, project design) (%): 54

## INFORMATION AND COMMUNICATION TECHNOLOGY IN PRIMARY EDUCATION (6 ECTS)

Course code	ECTS	Degree	Language of instruction
27602	6	Primary Education	English

### Course description

This course gives the chance for reflecting on the social and educational impact of ICT as agents of educational innovation, and on the digital competence of teachers and students. It provides knowledge of the processes of interaction, communication and collaboration through ICT and its application to educational practice. It trains people who will be able to guarantee the digital literacy of future citizens for their active insertion in the Knowledge Society. Virtual environments will be presented as settings for education. Good practices with ICT will be identified, implemented and evaluated. It will be part of the interdisciplinary project along with the other subjects of the semester.

### Competences of the subject

Academic competences to be acquired:

1. Analyze the social and educational impact of ICT, specifically, their influence in the family and at school.
2. Be aware of how ICT can enhance interaction, communication and collaboration processes.
3. Schedule, develop and assess innovative teaching-learning processes based on technology within formal educational contexts.
4. Be able to select, create and evaluate ICT-based learning materials in either face-to-face or virtual contexts.
5. Understand the need and adopt a life-long learning culture.

### Contents

Knowledge Society:

- Science, Technology and Society
- Digital divide
- Digital competence

### Information and Communication Technologies (ICT) for Education:

- Technological convergence
- New resources and scenarios for education: Web 2.0
- Design, creation, deployment and assessment of didactic resources on the web

### Best practices with ICT:

- Innovation in education and the use of ICT
- Identification, deployment and assessment of best practices with ICT

### Methodology

Teaching methodology comprises of both magisterial classes and computer practices, in which student will have to develop group and individual work. Students will be required to have active participation, collaborative action, reflection on the content, as well as responsibility in the learning process itself.

Those students that attend a minimum of 75% of the sessions will be evaluated according to these criteria:

1. 21% Face-to-face in big groups: Contributions during class discussions as well as supplementary resources. Assignments (public presentations) and final exam (multiple-choice and open-ended questions).
2. 63% Face-to-face in small groups: Contributions during class discussions as well as supplementary resources. Assignments, self-assessment and peer-assessment
3. 16% Interdisciplinary module work: Individual and group tutorials, teamwork. Self-assessment and peer-assessment

All of these three parts have to be passed in order to obtain an overall pass.

### Evaluation

Aimed at students that do not attend sessions regularly but have the right to do a final exam under current University regulation. Aimed also at those students that either resitting or withdrawing from continuous evaluation. This final exam will be compound of three parts:

- 30% Written exam (multiple-choice and open-ended questions) aimed at evaluating the acquisition of the theoretical concepts
- 70% Practical exercise using ICT in order to evaluate the acquisition of the technological and pedagogical competences

All of these three parts have to be passed in order to get the course passed.



## PLASTIC ARTS AND VISUAL CULTURE IN EARLY CHILDHOOD EDUCATION (6 ECTS)

Course code	ECTS	Degree	Language of instruction
25902	6	Pre-primary Education	English

### Course description

Updating the concepts of art and art education in students, seeking a contextual perspective focused on the critical understanding of visual culture. At the same time, it aims to provide students with resources, both for their personal development and for their future as educators in arts education in children's classroom. In this sense, it also includes the approach to innovative teaching proposals for this stage and the study of curricular materials.

### Competences of the subject

- C1. Using visual languages in a creative way and as instruments for expression, communication and cultural understanding.
- C2. Critically analyze artistic productions and visual culture in relation to their contexts and other forms of understanding the reality.
- C3. Acquire resources to promote participation in plastics productions and visual culture activities inside and outside the school throughout life, both at the level of direct participation and critical reception.

### Contents

TOPIC 1.- Visual languages: Review of the social presence of visual languages in today's world, as well as their characteristics, in dialogue with other forms of human knowledge and expression.

TOPIC 2.- Visual arts and visual culture. Study of the different productions of visual culture, understanding them from a social and cultural perspective: their functions and uses, their meanings, their symbolic and communication value, their importance in the construction of individual and collective identities, in different times and cultures. It will be addressed from the students involvement in arts education.

TOPIC 3.- Plastic perception of the environment. Education of the gaze. Approach to the possibilities that aesthetic experiences offer for the development of a more acute, rich, complex, subtle, sensitive or critical gaze and visual thinking of the environment, both physical and social and cultural.

SUBJECT 4.- Techniques, procedures, plastic resources. Didactic education levels from practice. It is about addressing different techniques, procedures and resources of plastic languages, understanding them, both for their own expression, and in their dimension of adaptation to children's classrooms.

## Methodology

Theoretical-practical methodology

## Evaluation

Final Evaluation System

Tools and rating percentages:

In what corresponds to the Faculty of Education of Bilbao, the evaluation tools and percentages will use the following:

- Individual tasks; 30%
- Teamwork (problem solving, project design) (%): 70

## DEVELOPMENT OF MUSICAL EXPRESSION II (6 ECTS)

Course code	ECTS	Degree	Language of instruction
25907	6	Pre-Primary Education	English

### Course description

Development of Musical Expression II is a subject in the third year of Early Childhood Education and is located in the sixth module called “School skills and Basque curriculum”. This subject allows to analyze and know the different curricular proposals in relation to music, for the infant stage. At the same time, it is intended to delve into the musical content of this stage, by promoting self-learning and training for research and innovation.

### Objectives/Competences

- Know how to use the game as a didactic resource for musical expression and design learning activities based on playful principles.
- Develop educational proposals that promote musical perception and expression, motor skills and creativity.

### Contents

1. The song and the children's repertoire: Promote the knowledge and use of the appropriate song repertoire for the children's stage.
2. Music and game: Use and develop musical learning and expression activities that are based on games.
3. Musical invention: Encourage musical invention through activities that promote improvisation and creativity.
4. Didactic-musical resources in the infant stage: Develop pedagogical proposals that promote musical expression in a globalized way and through the use of interdisciplinary resources.
5. Music in the early childhood education curriculum: to know the musical foundations of the curriculum in the early childhood stage.

### Methodology

The teacher's presentation is combined with the individual and team work of the students. Both require the active participation of students, collaborative action, reflection on the contents, as well as responsibility in the learning process itself.

Practical sessions will be aimed at understanding and integrating the essential contents of the subject.

Use of observation, experimentation, analysis and individual and group reflection.

Carrying out auditory education and vocal activities, and interpretation activities with school musical instruments.

Student participation and involvement is required.

### **Assessment**

- Continuous Evaluation System
- Final Evaluation System

## VISUAL CULTURE AND ARTS EDUCATION (9 ECTS)

Course code	ECTS	Degree	Language of instruction
25861	9	Primary Education	English

### DESCRIPTION

The subject is aimed at updating students' conceptions about Art and Art Education, providing contextual perspective focused on critical understanding of Art and Visual Culture. At the same time, it intends to provide them with methodological resources for experimental creation and interpretation within long-term projects, necessary both for their personal development and for their future as art educators.

### COMPETENCES

- To interpret from a critical perspective artistic and aesthetic productions, using visual languages as resources for expression, communication and cultural understanding and applying processes of collection, observation and perception of information and documentation.
- To know and evaluate the school curriculum and current research in the field of artistic education and visual culture to design innovative projects in the area.
- To acquire resources to promote participation in artistic projects and activities outside and inside the school throughout students' life

### CONTENTS

#### 1. A VISUAL SOCIETY

Visual Culture. Education of the Gaze; Aesthetic perception of the environment. Analysis of productions in the field of Visual Culture. Basic concepts that conform Art Education and CVsual Culture: Art, Aesthetics, Art Criticism, Interpretation, Perception, Symbol. Baudrillard (Simulation and Hyperreality) Fontcuberta (The fury of images). John Berger (Ways of seeing). Advertising industry versus Culture Jamming.

#### 2. VISUAL LANGUAGE: CRITICAL ANALYSIS AND ARTISTIC CREATION

Visual languages as instruments for understanding, communication and cultural expression. Languages: photography, cinema, painting, sculpture, scenery, drawing / design, etc. Analysis of

the elements that conform an image: shape, composition, balance, movement, tension, rhythm, color, etc. Basic audiovisual language: cinematographic space and time, montage.

### 3. ART: A CHANGEABLE CONCEPT ALONG HISTORY

Understanding how the concept of Art has evolved along history from prehistory to contemporary art. Emphasis on the break of Modern Art on the twentieth century: avant-gardes and post-avant-gardes. Questioning of the androcentric model of history. Conceptual keys to understand and appreciate heterogeneous contemporary artistic creations.

### 4. CONTEMPORARY DEBATES ON ART EDUCATION

Didactic models and curricular references in Art Education from a historical perspective: Logocentrism, Expressionism, Disciplines (DBAE), Visual Culture. The current curriculum of Primary Art Education in the Basque Country.

### 5. ART EDUCATION FOR THE 21ST CENTURY. INNOVATIVE DIDACTIC PROPOSALS

The last theme is about students becoming aware of the pending challenges of Art Education, and providing resources so that they are able to design and develop innovative teaching proposals, adapted to the needs of the 21st century.

## METHODOLOGY

Contents will be worked transversally, through theoretical and practical projects following a progressive order. That is, the structure of contents obeys a didactic logic, but they will not work as separated compartments, but will gradually be introduced letting students integrate and interrelate concepts within the framework of theoretical-practical artistic projects, which comprise various phases and are long lasting.

Methodology consists in analysing texts and audiovisual documentaries as well as getting involved in experimental creation processes, encouraging students' curiosity, critical thinking, and defusing their prejudices around artistic education. The theoretical study enriches students' art projects and viceversa. The methods used pretend to stimulate students' interest in researching and experimental creation, letting them freedom to autonomously discriminate and select relevant information, designing responses to open projects according to their own interests. Projects are based on procedural aspects and grant creative and discursive freedom to students, in order to promote their autonomy, their desire for experimentation, expression and argumentation.

## EVALUATION SYSTEM

Continuous evaluation throughout the course. Group and individual works will be presented. Exams of theoretical contents will be assessed in the same way as other works, not having the last word in the final evaluation.

## NATURAL SCIENCES IN THE PRIMARY CLASSROOM (9 ECTS)

Course code	ECTS	Degree	Language of instruction
25866	9	Primary Education	English

### Description and Contextualization of the Subject

The program is organised in two sections. Firstly, the basic scientific contents not contemplated remaining uncovered in the program given in the first academic year of the bachelor are developed; that is to say, the topics related to the understanding of *matter* and *energy* concepts. Particular attention will be paid to the comprehension of the connection that the latter concepts have with STS (Science, Technology and Society) and with everyday phenomena. Moreover, the second part of the subject consists of is linked to the performing realisation of practical activities, together with a more in depth comprehension of the learning and teaching process in Primary Education which entails the design of teaching units for different educational cycles.

### Skills / Learning outcomes of the subject

- To complement the learning of the essential principles and laws regarding experimental sciences.
- To pose and solve problems related to everyday life.
- To analyse and assess the curriculum of experimental sciences curriculum.
- To design, develop and evaluate teaching units in accordance with the guidelines appearing in current educational regulations regarding the area of environmental knowledge in Primary Education.
- To analyse and put in practice methodological procedures and teaching resources to learn for learning experimental sciences.
- To search and use appropriate bibliography on the teaching and learning processes of experimental sciences and, also, to be able to work in cooperative groups.
- To display a participative attitude as well as respect for the ideas and opinions that other students express.

### **Theoretical-practical contents**

1<sup>st</sup> subject: Basic contents linked to experimental sciences: Matter and its transformation. Energy, machines and technology.

2<sup>nd</sup> theme: Learning science in Primary Education: The nature of science and its didactic implications. Methodological strategies and teaching resources. Types of activities and sequencing. Designing and developing teaching units.

### **Methodology**

Students make use of different learning methodologies included within the model of active learning methodologies at the University of the Basque Country. This model focuses on students and promotes cooperative work. Besides that, students actively take part in the lessons by means of methodologies which are closely related to the scientific activity, such as researching and creating models and arguments. Equally important, individual and group assignments as well as laboratory practices are the kind of learning work that students have to carry out

### **Evaluation systems**

Final exam: 70 % of the final mark.

Interdisciplinarity assignments: 16% of the final mark.

Activities in the lab, projects and different activities: 14 % of the final mark.



## TEACHING NATIVE AND FOREIGN LANGUAGES (9 ECTS)

Course code	ECTS	Degree	Language of instruction
25916	9	Pre-Primary Education	English

### Course description

This subject is part of the third year of the Degree in Pre-primary Education. The education curriculum is dealt with, in the context of the communication experience. The aim is, first, to know the manners of communication that children develop during this stage thanks to the interaction with others, and especially with adults in the family and school realm. Besides, the aim is also to know the processes that intervene in the comprehension and expression of spoken language in L1 and L2, searching the most appropriate teaching measures for the development of such. Similarly, the different discursive oral genres are presented and analyzed, highlighting the most adequate for the Pre-primary Education level. Finally, starting from the linguistic and communicative knowledge of the child when entering school, the most appropriate strategies, activities and resources for the development of the linguistic abilities are proposed.

On the other hand, the subject's aim is also that the learners acquire the necessary skills and competences in foreign language in order to promote an approach to such language in Pre-primary degree students.

Moreover, students in Pre-primary degree are introduced to the principles of didactic intervention in the classroom at an oral level.

### Competencies

E1. To know the sections of the school curriculum related to the different communicative abilities at this stage, as well as the theories about their acquisition and development.

E1.1.- The student is able to identify the different theories about acquisition or development of communicative abilities from readings or real-life situations.

E1.2.- The student applies and takes into account the knowledge about the school curriculum in the creation of teaching proposals.

E2. To know the different resources to promote the development of communicative abilities and to be able to apply them appropriately.

E2.1.-The student knows different resources and adapts them to specific situations according to the didactic aims in the context of the development of communicative abilities.

E3. To be able to promote an introductory approach to a foreign language.

E3.1.- The student has resources to encourage the child to learn a foreign language and stimulate such language.

E4. To develop the foreign language as a system by practising the 4 skills. E4.1.- The student uses the foreign language orally and in writing.

T1. To handle situations of languages in multicultural and multilingual contexts with efficacy.

T1.1.-The student knows how to use linguistic resources in multilingual and multicultural contexts.

T2. To express orally and in writing and master the use of different expressive techniques.

T2.1.The student uses the language correctly, adapting it to the specific situation.

E. Subject specific competences

T. Transversal competences

## Contents

### FIRST PART: LANGUAGE TEACHING

1. Languages in the pre-primary curriculum
2. Development of communication in the first years of family and school context.
3. Characteristics of orality. Oral comprehension and expression in L1 and L2.
4. Oral discursive genres in Pre-primary Education.
5. Teaching strategies for acquisition and development of spoken language in L1 and L2. Educational situations and activities.

### SECOND PART: FOREIGN LANGUAGE

6. Language as a system: phonology, morphosyntax, vocabulary; discourse.
7. Use of the language: comprehension and production of oral and written language.
8. The conventions of language use.
9. Foreign Language in pre-primary education.
  - 9.1. Structural aspects
    - Foreign languages in educational system in the BAC.
    - Foreign language teacher.
    - Foreign Language students in Pre-primary Education.

## 9.2. Methodological aspects:

- Methodological approaches for foreign Language teaching in Pre-primary Education. Content and Language Integrated Learning (CLIL)
- Usage of several didactic resources: stories, songs, rhymes, games, CIT.

### **Methodology**

Teachers' lectures and students' group and individual work are combined. Both require active participation from students, collaborative action, and reflection about the contents, as well as responsibility with the student's own learning process.

Classroom and practical sessions will be directed to comprehension and integration of the essential contents in the subject.

### **Assessment**

- Written test, open questions: 50 %
- Teamwork assignments (problem solving, Project design): 50 %