

## GUÍA DOCENTE DE LA ASIGNATURA

(curso 2020/21)

<b>Titulación</b>	<b>GRADO DE MAESTRO EN EDUCACIÓN INFANTIL</b>
<b>Plan de Estudios</b>	ORDEN ECI/3854/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Infantil (BOE 29/12/2007).  <a href="https://www.boe.es/boe/dias/2007/12/29/pdfs/A53735-53738.pdf">https://www.boe.es/boe/dias/2007/12/29/pdfs/A53735-53738.pdf</a>

<b>Asignatura</b>	TEACHING ENGLISH AS A FOREIGN LANGUAGE	<b>Créditos ECTS</b>	6
<b>Código</b>	800297	<b>Idioma</b>	Inglés
<b>Carácter</b>	Obligatoria	<b>Curso</b>	3º
<b>Módulo</b>	Didáctico Disciplinar		
<b>Materia</b>	Aprendizaje de Lenguas y Lectoescritura		

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### 1.- PRESENTACION

This subject aims to provide the students with the theoretical principles and basic applications of the English teaching as a second language in Infant Education together with the characteristics of learning in this stage, important aspects that influence in the learning of a second language. Other important issues related with the planning of a didactic unit will be studied.

Another important aspect in this subject is to make the students aware of the importance of motivation when teaching a second language to very Young learners and how the proper selection of materials is going to contribute to the achievement of that learning.

### 2.-COMPETENCIAS

<b>Generales</b>	CG13. Diseñar estrategias didácticas adecuadas a la naturaleza del ámbito científico concreto, partiendo del currículo de Infantil, para las áreas de Ciencias Experimentales, Ciencias Sociales, Matemáticas, Lengua, Musical Plástica y Visual y Educación Física.
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<b>Transversales</b>	CT.10 Conocer y utilizar las estrategias de comunicación oral y escrita y el uso de las TIC en el desarrollo profesional CT.13 Adquirir la capacidad de trabajo independiente, impulsando la organización y favoreciendo el aprendizaje autónomo CT.14 Aplicar el uso oral y escrito de una lengua extranjera en el desarrollo de la titulación.
<b>Módulo</b>	CM13.3 Conocer los fundamentos de los procesos de enseñanza y aprendizaje de las Lenguas y Lectoescritura CM13.4 Valorar y aplicar distintas estrategias metodológicas adecuadas a las diferentes áreas del conocimiento en Lengua y Lectoescritura.
<b>Materia</b>	CM13.3.1 Conocer y dominar técnicas de expresión oral y escrita. CM13.3.2 Conocer la tradición oral y el folklore. CM13.4.1 Afrontar situaciones de aprendizaje de lenguas en contextos multilingües. CM13.4.2 Adquirir formación literaria y, en especial, conocer la literatura infantil. CM13.4.3 Ser capaz de fomentar una primera aproximación a una lengua extranjera.

### 3.- RESULTADOS DE APRENDIZAJE

- Students will know and develop the objectives, curricular contents, didactic techniques and evaluation criteria of the Infant Education stage in English.
- Students will be familiar with the most basic theoretical principles referred to the second language in the Infant Education stage.
- Students will be able to work in a team with their partners as a necessary condition to improve their professional activity sharing knowledge and experiences.
- Students will get the necessary skill to use materials in this stage.
- Students will be able to prepare, select or adapt didactic materials and use them in the specific framework of the different disciplines.
- Students will show a full communicative competence, together with a proper linguistic knowledge (phonetic, phonological, grammatical, lexical and pragmatic) of the foreign language (English) in a minimum of B2 level according to the Common European Framework of Reference for Languages.

#### LINGUISTIC COMPETENCIES:

- Understanding:
  - o Listening:
    - Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.
    - Can understand most TV news and current affairs programmes.
    - Can understand the majority of films in standard dialect.
  - o Reading:
    - Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
    - Can understand contemporary literary prose.
- Speaking:

- o Spoken interaction:
  - Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible
  - Can take an active part in a discussion in familiar contexts, accounting for and sustaining my views.
- o Spoken production:
  - Can present clear, detailed descriptions on a wide range of subjects related to my field of interest.
  - Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Writing:
  - o Writing:
    - Can write clear, detailed text on a wide range of subjects related to my interests.
    - Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
    - Can write letters highlighting the personal significance of events and experiences.

#### 4.- CONTENIDOS

1. How children learn in the Childhood Education period. Pedagogical approaches. Considerations for teaching Young Learners.
2. Motivation in the Infant second-language classroom. The teacher's role and classroom management.
3. Methodologies to teach English as a second language.
4. Materials to teach English in Infant Education.
5. Lesson plan and assessment

Las guías docentes contienen la previsión de actividades formativas y técnicas de evaluación previstas para cada materia en la Memoria Verificada, y se desarrollarán de acuerdo con las recomendaciones de las autoridades sanitarias durante el curso 2020/21. En el caso de necesidad de modificación, se hará pública una adenda que informe puntualmente a los estudiantes.

#### 5.- METODOLOGÍA DOCENTE Y ACTIVIDADES DE APRENDIZAJE

- Presentation in class of the basic principles in the teaching of ESL in Infant Education.
- The teacher's explanations will be complemented by practical activities in the classroom.
- The bibliography or notes on the contents treated in class will be provided.
- Audiovisual material referred to the Infant Education stage will be shown to analyse appropriate practices.
- Use of some thinking techniques to facilitate the comprehension of the contents treated in class and also achieve that students can transfer these techniques to other contexts. The technique of the Logic Wheel will be used to help students understand the contents.
- Use of graphic organizers to make students not only connect and organize concepts but also to involve them in their own learning.
- Development of a Topic-based Unit, collaborative work in small groups to plan a complete unit with the development of the activities and its presentation in class.
- Presentation in class of different activities related with the contents treated in class.

#### 5.1.- Actividades formativas



ACTIVIDAD/ TIPOLOGÍA	DESCRIPCIÓN GENERAL	COMPETENCIAS ASOCIADAS	ECTS <sup>1</sup> (horas)
Exposición (presencial)	Exposición de los contenidos mediante presentación del profesor de los aspectos esenciales de las materias.	CM 13.3.1; CM 13.3.2	10% de la carga del módulo 30h/ECTS
Actividades prácticas (presencial)	Clases prácticas en el aula, laboratorio o seminario, individuales o en pequeño grupo, para la realización de actividades y resolución de problemas propuestos por el profesor.	CM 13.3.1; CM 13.4.3	15% de la carga del módulo 45h/ECTS
Tutorías (presencial)	Trabajo de campo y realización de proyectos tutelados individuales o en pequeño grupo	CM 13.3.1; CM 13.4.2	10% de la carga del módulo 30h/ECTS
Trabajos tutelados (no presencial)	Tutorías iniciales de proceso y finales para el seguimiento de los logros de aprendizaje	CM 13.3.1; CM 13.3.2	2,5% de la carga del módulo 7,5h/ECTS
Estudio independiente (no presencial)	Trabajo independiente del alumno para la consulta de bibliografía y el estudio de los contenidos de las materias	CM 13.3.1; CM 13.3.2; CM 13.4.1; CM 13.4.2; CM 13.4.3	60% de la carga del módulo 180h/ECTS
Campus Virtual (no presencial)	Utilización de las Tic para favorecer el aprendizaje, como instrumento de consulta, tutoría online y foro de trabajo.	CM 13.3.1; CM 13.3.2; CM 13.4.1; CM 13.4.2; CM 13.4.3	2,5% de la carga del módulo 7,5h/ECTS

## 6.- EVALUACIÓN

### 6.1. Sistema de Evaluación

El sistema de calificación se realiza según los criterios descritos en el **RD1125/2003**

<https://www.boe.es/buscar/pdf/2003/BOE-A-2003-17643-consolidado.pdf>

### 6.2. Técnicas de Evaluación

TÉCNICA	TIPO DE PRUEBA	PONDERACIÓN
Pruebas escritas	The content of this subject will be assessed with a written exam that will take place at the end of the term.  The pass mark will be 5 out of 10. Therefore students will have to get at least a 50% so that the partial mark obtained in this assessment technique can be added to the final mark. In other words, it is necessary to obtain at least 2.5 pt. out of 5.	50%
Proyectos	Students will develop two projects: - A paper on the different Methods and Approaches to teach English as a second language. - A final project (Topic-based Unit) in groups that will consist on the design of a unit with the corresponding lesson plans, activities and materials.  The pass mark will be 5 out of 10. Therefore students will have to get at least a 50% so that the partial mark obtained in this assessment technique can be added to the final mark. In other words, it is necessary to obtain at least 1 pt. out of 2.	20%
Debates y exposiciones	Presentation of the two projects in class.	20%

<sup>1</sup> Conforme el reparto de créditos ECTS que aparece en la memoria verificada en la materia a la que pertenece esta asignatura.

	The pass mark will be 5 out of 10. Therefore students will have to get at least a 50% so that the partial mark obtained in this assessment technique can be added to the final mark. In other words, it is necessary to obtain at least 0.5 pt. out of 1.	
Casos prácticos	Students will develop two practical cases  The pass mark will be 5 out of 10. Therefore students will have to get at least a 50% so that the partial mark obtained in this assessment technique can be added to the final mark. In other words, it is necessary to obtain at least 1 pt. out of 2.	10%
Otros		

### 6.3.- Criterios de Evaluación

Para obtener la nota final aprobada, es necesario alcanzar al menos el 50% de la puntuación máxima en cada una de las técnicas de evaluación. Los trabajos se habrán de ajustar a los criterios introducidos en el nº 33 de la revista Educación y Futuro [http://cesdonbosco.com/documentos/revistaeyf/EYF\\_33.pdf](http://cesdonbosco.com/documentos/revistaeyf/EYF_33.pdf)

El plagio en los trabajos y los intentos de engaño en los exámenes supondrá para el alumno la pérdida de la convocatoria en curso.

Alumnos de segundas y sucesivas matrículas.

General and common evaluation criteria due to be applied in the subjects of the Degree:

- The plagiarism in the papers and the attempts of cheating in the exams will entail a fail mark in the current call.
- To pass every type of evaluation technique, a minimum of 5 must be obtained.
- The marks/activities already passed in the 1st call are kept for the 2nd call.

Students from previous years:

- They won't have to attend classes. They will be helped through personal and virtual tutorials if needed.
- They will have to take a written test and develop a final project which will be handed in on the day of the exam. Each part will be worth a 50%. According to this, to be able to opt to the weighted average it is necessary to obtain at least 2.5 pt. out of 5.

Tratamiento de los errores ortográficos.

One of the language skills that is assessed in Bilingual coursework is language accuracy and control - what can also be described as "correctness". Although some errors may not affect exam marks significantly, systematic repetition of basic errors will, and may even lead to a fail mark.

The following basic errors are well below the language level we are working on in class (Upper-Intermediate, B2 CEF). It is strongly recommended that you study the list and make sure you do not make these mistakes repeatedly, otherwise you can be penalized -0,20 points for each basic mistake in the final exam.

- 1.- Using modal verbs with a full infinitive, e.g. \*You should to tell her the truth.
- 2.- Sentences without a subject (noun or pronoun), e.g. (You) \*Shouldn't listen to her.
- 3.- Wrong use of possessives pronouns and determiners. E.g. \*She should think about your own future.
- 4.- Wrong use of personal pronouns: him / her / he / she. E.g. \*Give it to she.
- 5.- Wrong concordance subject-verb, especially 3rd person singular Present without -s.
- 6.- Wrong use of auxiliaries. E.g. \*She don't can speak French.

- 7.- Adjectives after (not before) nouns, e.g. \*A house big.  
8.- Writing \*"I'm agree" instead of "I agree".  
9.- Making "plural" adjectives, when they are invariable. E.g. \*She has differents ideas.

Communicative oral skills will be assessed through presentations en class.

Communicative written skills will be assessed through the production of written projects.

Those students who do not take active participation in the planning, development and implementation of the different tasks and projects, either in the classroom or outside, will have to do them individually.

## 7.- DOCUMENTACIÓN Y RECURSOS

### 7.1.- Bibliografía Básica

- Bland, J. (2015 ). Teaching English to Young learners: Bloomsbury Publishing.  
Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge: Cambridge University Press.Ellis, G y Ibrahim, N. (2015). Teaching children how to learn. Delta Publishing.  
Emery, H & Rich, S. (2015). Teaching English to Young learners (English Language Teacher Development Series): TESOL Press.Heathfield, D. (2014). Storytelling with our students. Delta Teacher Development Trainer.  
House, S. (1997). An Introduction to Teaching English to Children. London: Richmond.Ioannou-Georgiou, S y Pavlou, P. (2003). Assessing Young Learners. Oxford: OUP.  
Kang Shin, J & Crandall J, (2014). Teaching Young Learners English. Boston: Heinle Cengage Learning.  
Lewis, G. y Bedson, G. (1999). Games for Children. Oxford: OUP.  
Moon, J. (2004): Children Learning English. Oxford: Macmillan Heinemann.  
Moya Guijarro, A.J. y Albertosa Hernández, J.I. (2003). La enseñanza de la lengua extranjera en la educación infantil. Cuenca: Ediciones de la Universidad de Castilla La Mancha.  
Murado Bouso, J.L. (2010). Didáctica de inglés en Educación Infantil. Vigo: Ideaspropias Editorial.Pasty M. Lightbown, Nina Spada. (2013). How languages are learned. Oxford: OUP  
Nunan, D. (2011). Teaching English to Young Learners. Anaheim: Anaheim University Press.Pascual, B & Real, V. (2020). English for Early Years Education. Valencia: Educália Editorial.  
Phillips, S. (1999). Drama with Children. Oxford: OUP.  
Phillips, S. (1993). Young Learners. Oxford: OUP.  
Really, V & Ward, S. (1997). Very Young Learners. Resource Book for Teachers. Oxford: OUP.  
Richards, J (2016). Key Issues in Language Teaching. Cambridge: CUP  
Roth, G. (1998). Teaching Very Young Children: Pre-School and Early Primary. London: Richmond.  
Scott, W.A. y Ytreberg, L.H. (1991). Teaching English to Children. London: Longman  
Wright, A. (2001). Art and Crafts with Children. Oxford: OUP.

### 7.2.- Otros recursos

#### USEFUL WEBSITES

- British Council: <http://www.teachingenglish.org.uk/teaching-kids/>  
English Club: <http://www.englishclub.com/>  
Big Books Online: [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)  
English for young Learners: <http://englishforyounglearners.org/>

MES-English: <http://www.mes-english.com/games.php>  
Games and activities for the ESL/EFL Classroom: <http://iteslj.org/games/>  
Fun English Games: [www.funenglishgames.com](http://www.funenglishgames.com)  
Joan Kang Shin Resource Page: <http://sites.google.com/site/shinjinshil/resources>  
Songs for teaching: [www.songsforteaching.com](http://www.songsforteaching.com)  
Super Simple Songs: [www.supersimplesongs.com](http://www.supersimplesongs.com)  
Mother Goose nursery rhymes that can be used for phonics activities: <http://www.zelo.com/family/nursery/>  
Songs, chants, rhymes: [http://www.ifayed.net/Main\\_Folders/Resources/SPEER\\_02/TEAS\\_CH4.PDF](http://www.ifayed.net/Main_Folders/Resources/SPEER_02/TEAS_CH4.PDF)  
Children´s books: <http://www.childrens-books.com/>  
TPR Storytelling: <http://www.tprstorytelling.com/index.php>  
<http://learnenglishkids.britishcouncil.org/en/>  
<http://resources.woodlands-junior.kent.sch.uk/>  
<https://www.tes.co.uk/teaching-resources>  
[http://www.bbc.co.uk/schools/websites/4\\_11/site/literacy.shtml](http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml)  
[http://www.lessonplanet.com/search?rating=4&reviewed\\_in=5&type\\_ids%5B%5D=357917&subject\\_ids%5B%5D=365210&gclid=Cj0KEQjw\\_YKtBRC7zZjFp8bF\\_foBEiQAfyigczlb2TC4SeaMRdqF6VdTGfCsJlKwyEHghxqv0hjR9QaAnHK8P8HAQ](http://www.lessonplanet.com/search?rating=4&reviewed_in=5&type_ids%5B%5D=357917&subject_ids%5B%5D=365210&gclid=Cj0KEQjw_YKtBRC7zZjFp8bF_foBEiQAfyigczlb2TC4SeaMRdqF6VdTGfCsJlKwyEHghxqv0hjR9QaAnHK8P8HAQ)  
<http://www.parliament.uk/education/teaching-resources-lesson-plans/>  
<http://www.sparklebox.co.uk/>  
<http://www.teachingideas.co.uk/>  
[http://www.teachit.co.uk/?gclid=Cj0KEQjw\\_YKtBRC7zZjFp8bF\\_foBEiQAfyigc6EYgqgV0R2yEIXmGrHBETKuVHdeSROq\\_IR\\_YyGXddYaAjQc8P8HAQ](http://www.teachit.co.uk/?gclid=Cj0KEQjw_YKtBRC7zZjFp8bF_foBEiQAfyigc6EYgqgV0R2yEIXmGrHBETKuVHdeSROq_IR_YyGXddYaAjQc8P8HAQ)  
<http://www.twinkl.co.uk/>  
<http://hubpages.com/hub/Storytelling-with-children>

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