

GUÍA DOCENTE DE LA ASIGNATURA

(curso 2020/21)

Titulación	GRADO DE MAESTRO EN EDUCACIÓN INFANTIL
Plan de Estudios	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). https://www.boe.es/boe/dias/2007/12/29/pdfs/A53735-53738.pdf

Asignatura	TEACHING ORACY IN ENGLISH AS A FOREIGN LANGUAGE	Créditos ECTS	6
Código	800323	Idioma	Inglés
Carácter	Optativa	Curso	3º
Módulo	Formación Complementaria		
Materia	Didácticas Específicas		

EQUIPO DOCENTE		
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1.- PRESENTACION

This subject aims to provide the future teacher with principles, theories and techniques for a good praxis in the teaching/learning of the oral skills (speaking & listening) in the English language in the Infant Education classroom and at the same time bring students closer to the phonetics of the English language.

2.-COMPETENCIAS

Generales	CG10. Comprender la metodología del análisis de campo, las estrategias de recogida de información, las técnicas de análisis, la interpretación de resultados e informes y la toma de decisiones. CG13. Diseñar estrategias didácticas adecuadas a la naturaleza del ámbito científico concreto, partiendo del currículo de infantil para la áreas de ciencias experimentales, ciencias sociales, matemáticas, lengua, musical, plástica y visual y educación física.
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Transversales	CT.4 Dominar estrategias de comunicación interpersonal en distintos contextos sociales y educativos. 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
Módulo	CM10.2 Aplicar los conocimientos científicos al hecho educativo, profundizando en el ámbito didáctico disciplinar en diversos campos del saber, dirigidos especialmente a la resolución de problemas de la vida diaria. CM13.3 Conocer los fundamentos de los procesos de enseñanza y aprendizaje de las Lenguas y Lectoescritura.
Materia	CM10.2.4 Conocer el uso de las estrategias metodológicas y recursos didácticos para la iniciación a la enseñanza aprendizaje de las lenguas extranjeras, en la etapa de Educación Infantil. CM13.3.1 Conocer y dominar técnicas de expresión oral y escrita. CM13.3.2 Conocer la tradición oral y el folklore.

3.- RESULTADOS DE APRENDIZAJE

- The students will have the knowledge and will be able to use the different techniques and strategies to present the oral skills and other complementary components of the English language in the Infant Education stage.
- The students will have acquired the proper knowledge, techniques and resources that allow them to program and develop activities that favour the verbal and non-verbal communication effectively in the Infant Education classroom, together with their assessment.
- The future teachers will have a critical sense about the level of effectiveness of the different methods, resources and strategies available in the teaching of the oral skills in the English classroom in Pre-Primary levels.
- Students will get a command on English Phonetic skills as well as how to promote English Phonetic awareness in Early Childhood Education.

LINGUISTIC COMPETENCES:

The CEFR describes level B2's user capable of carrying out the following linguistic skills:

- 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

Unit 1. Teaching oral communication to Very Young Learners.

Unit 2. An Approach to English Phonetics. Practice of English Phonetic transcription. Phonetic awareness in the Infant classroom.

Unit 3. Role of Songs, Games, Stories and Drama to improve Oral Competences in the Pre-Primary Classroom. Storytelling.

Unit 4. Designing and implementing lessons to work the oral skills in Infant Education.

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

- The processes of listening and speaking will be exposed in class, together with strategies and activities to plan and evaluate the development of the English oral skills in the Infant Education stage.
- Different strategies and activities will be analyzed, selected and designed for the development of the oral competences being articulated within a coherent planning and assessment.
- The communicative competence will be worked: linguistic competence (oral and written).
- The teacher's explanations will be complemented by practical exercises and presentations, developed individually or in small groups.
- Graphic organisers will be used in class to facilitate comprehension and involve students in their own learning process.
- 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 Interview/ Dialogue will be used as a means to help comprehension of contents.

- The students will participate in an active way in class, providing experiences and ideas with a critical and cooperative sense.
- A storytelling activity will be carried out in an Infant classroom (If COVID 19 allows it).

5.1.- Actividades formativas

ACTIVIDAD/ TIPOLOGÍA	DESCRIPCIÓN GENERAL	COMPETENCIAS ASOCIADAS	ECTS ¹ (horas)
Exposición (presencial)	Exposición de los contenidos mediante presentación del profesor de los aspectos esenciales de las materias.	CM 10.2.1; CM 10.2.2; CM 10.2.3; CM 10.2.4; CM 10.2.8	10% de la carga del módulo 270h/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 10.2.3; CM 10.2.4; CM 10.2.5; CM 10.2.6; CM 10.2.7	25% de la carga del módulo 675h/ECTS
Tutorías (presencial)	Trabajo de campo y realización de proyectos tutelados individuales o en pequeño grupo	CM 9.2.1	10% de la carga del módulo 135h/ECTS
Trabajos tutelados (no presencial)	Tutorías iniciales de proceso y finales para el seguimiento de los logros de aprendizaje	CM 9.2.1; CM 9.2.2; CM 9.3.2	2,5% de la carga del módulo 67,5h/ECTS
Estudio independiente (no presencial)	Trabajo independiente del alumno para la consulta de bibliografía y el estudio de los contenidos de las materias	CM 9.2.1; CM 9.2.2; CM 9.3.2	60% de la carga del módulo 810h/ECTS
Campus Virtual (no presencial)	Utilización de las Tic para favorecer el aprendizaje, como instrumento de consulta, tutoría online y foro de trabajo.	CM 9.2.1; CM 9.2.2; CM 9.3.2	5% de la carga del módulo 67,5h/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	There will be a final written test on the different theoretical contents related to the subject as well as practice on phonetic transcription. 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 different projects in small groups: - A storytelling Project for an Infant Education class. ^[1]	20%

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

	- The design of a Complete unit to work the Oral skills in an Infant Education class. 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.	
Debates y exposiciones	Presentation of the two projects. 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.	20%
Casos prácticos	Two practical cases will be carried out. 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

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 works and the attempts of cheating in the exams will entail a fail mark in the current call.
- To pass every type of evaluation techniques, 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:

Students that take this subject again will have to take a written test containing all the parts given during the course and will hand in a Didactic Unit on the same day of the exam. Students will need to get at least a minimum mark of 5 in each part to be able to pass the subject.

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 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.

The oral communicative skills will be assessed through presentations in class.

The written communicative skills will be assessed through the production of projects written in English.

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

- Anderson, J. (2006). Teamwork. Interactive Tasks to Get Students Talking. Delta Publishing.
- Bland, J. (2015). Teaching English to Young Learners. Oxford: Bloomsbury Academic.
- Bobkina, J & Fernández de Caleyra, M.(2010). Fonética Inglesa Práctica. Madrid:CCS
- Brewster, J., Ellis, G., y Girard, D. (2004). The Primary English Teacher's Guide. London: Penguin English.
- Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge: CUP.
- Campbell, C. y Smith, J. (2009). Listening. Reading: University of Reading. Garnet Education.
- Cant, A. y Superfine, W. (1997). Developing Resources for Primary. London: Richmond Publishing.
- Gavienas, E. (2004). Speaking and Listening. Cross-curricular activities. Glasgow: Scholastic.
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- Heathfield, D. (2014). Storytelling with our students. Delta Teacher Development Trainer.
- House, S. (1997). An Introduction to Teaching English to Children. London: Richmond.
- Kang Shin, J. and Crandall, J. (2014). Teaching Young Learners English. Boston, USA: Heinle Cengage Learning.
- Kelly, G. (2000). How to Teach Pronunciation. Essex: Pearson.
- Lewis, G. y Bedson, G. (1999). Games for Children. Oxford: OUP.
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- Lowe, S. y Pile, L. (2007). Presenting. Surrey: Delta Publishing.
- Mckay, P. (2006). Assessing Young Language Learners. Cambridge: CUP.
- Madrid, D. y N. McClaren (2004). TEFL in Primary Education. Granada: Universidad de Granada
- Maley, A. (1999). Games for Children. Resource books for teachers. Oxford: OUP.
- Moon, J. (2000). Children Learning English. London: Macmillan-Heinemann.
- Nixon, C & Tomlinson, M. (2005). Primary Pronunciation Box. Pronunciation games and activities for younger learners. Cambridge: CUP.
- Nunan, D. (2011). Teaching English to Young Learners. Anaheim: Anaheim University Press.
- Really, V. y Ward, S. (2005). Very Young Learners. Resource Book for Teachers. Oxford: OUP.

Richards, Jack, C. (2015). Key Issues in Language Teaching. Cambridge: CUP
Roach, P. (2009). English Phonetics and Phonology: A Practical Course. Cambridge: CUP.
Roth G. (1998). Teaching Very Young Children: Pre-School and Early Primary. London: Richmond.
Slattery, M. y Willis, J. (2009). English for Primary Teachers. Oxford: OUP.
Williams, E.J. (2008). Presentations in English. Oxford: Macmillan.

7.2.- Otros recursos

<http://www.oise.utoronto.ca/balancedliteracydiet/Home/index.html>
<https://www.youtube.com/playlist?list=PLzz4vDlIsPZctin0sCB2tfhiGlytqgdq>
<http://www.angles365.com/recursos/rec00.htm>
<http://www.supersimplesongs.com>
http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902006000100010
https://www.academia.edu/4066131/Teaching_speaking_English_to_young_learners
<https://www.es.scribd.com/doc/39065995/Practical-English-Language-Teaching>
https://www.bocm.es/boletin/CM_Orden_BOCM/2011/01/21/BOCM-20110121-15.PDF
<http://www.onestopenglish.com/children/onestop-phonics/introduction-to-onestop-phonics/>
<http://www.oise.utoronto.ca/balancedliteracydiet/Home/> (good videos and ideas on literacy)

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