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	RESOURCES AND MATERIALS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE	**Créditos ECTS**	6
Código	800324	**Idioma**	Inglés
Carácter	Optativa	**Curso**	2º
Módulo	Formación Complementaria		
Materia	Didácticas Específicas		

EQUIPO DOCENTE		
Profesor	**Email**	**URL**
SANTIAGO BAUTISTA MARTÍN	sbautista@cesdonbosco.com	http://cesdonbosco.com/claustro-didactica-lengua-literatura/333-santiago-bautista-martin.html

1.- PRESENTACION

This course aims to provide prospective teachers with effective resources and materials to develop and improve the communicative competence in the Pre-primary English classroom. The focus will be on the selection, adaptation, design and management of resources and materials.

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.

Centro de Enseñanza Superior en Humanidades y Ciencias de la Educación "Don Bosco"

ADSCRITO A LA UNIVERSIDAD COMPLUTENSE DE MADRID
María Auxiliadora, 9. 28040, Madrid. Tel. 91 450 04 72 – 91 450 99 70 – Fax: 91 398 02 50
e-mail: direccion@cesdonbosco.com http://www.cesdonbosco.com http://www.ucm.es/info/donbosco

Página
1 de 8

Transversales	CT1. Conocer la dimensión social y educativa de la interacción con los iguales y saber promover la participación en actividades colectivas, el trabajo cooperativo y la responsabilidad individual. CT4. Dominar estrategias de comunicación interpersonal en distintos contextos sociales y educativos. CT10. Conocer y utilizar las estrategias de comunicación oral y escrita y el uso de las TIC en el desarrollo profesional. CT14. 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.
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.

3.- RESULTADOS DE APRENDIZAJE

Once this course has been completed students will be able to …

- Manage a wide variety of resources and materials to be implemented in the Pre-primary English classroom.

- Analyse, evaluate and select available resources and materials with a critical view, thus considering their effectiveness degree to be employed in the Pre-primary English classroom.

- Develop a creative and innovative ability to adapt and/or design their own teaching materials and resources for the Pre-primary English classroom.

- Will know and be able to use different techniques and strategies to effectively use resources and materials for the Pre-primary English classroom.

- Will be able to reflect by themselves and become familiar with the action research approach for their prospective teaching practice.

According to the CEFR, the level B2's user should be 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.

Centro de Enseñanza Superior en Humanidades y Ciencias de la Educación "Don Bosco"

ADSCRITO A LA UNIVERSIDAD COMPLUTENSE DE MADRID
María Auxiliadora, 9. 28040, Madrid. Tel. 91 450 04 72 – 91 450 99 70 – Fax: 91 398 02 50
e-mail: direccion@cesdonbosco.com http://www.cesdonbosco.com http://www.ucm.es/info/donbosco

Página
2 de 8

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. Resources and Materials for the Language Classroom.

2. Evaluation and Selection of Materials and Resources for Pre-Primary English Class.

3. Adaptation of Materials and Resources for the Pre-Primary English Class.

4. Design and Creation of Materials and Resources for the Pre-Primary English Class.

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 most relevant principles and strategies for the analysis, selection, adaptation and creation of materials and resources will be speaking will be studied and implemented through practical activities for the Pre-primary English classroom.

- The search and management of course content will be shared both by the teacher and the students alike, thus the flipped classroom model will be adopted. This means that the effort of the teaching-learning process will be partially transferred outside of the classroom so that the class time enhances more complex cognitive processes, which may result in a more significant learning.

Centro de Enseñanza Superior en Humanidades y Ciencias de la Educación "Don Bosco"

ADSCRITO A LA UNIVERSIDAD COMPLUTENSE DE MADRID
María Auxiliadora, 9. 28040, Madrid. Tel. 91 450 04 72 – 91 450 99 70 – Fax: 91 398 02 50
e-mail: direccion@cesdonbosco.com   http://www.cesdonbosco.com http://www.ucm.es/info/donbosco

Página
3 de 8

- Students will work in a cooperative way, especially in the design of the didactic planning, also integrating the language skills the thinking routines and the multiple intelligences.

- Students will deeply work on their communicative competence in English, including the linguistic competence, the pragmatic competence and the sociolinguistic competence.

- Teacher's work - through presentations, explanations and clarifications - will be complemented with practical tasks that students will complete either individually or in small groups.

- Students are expected to actively participate in the class, thus contributing with their own ideas or experiences in a critical way.

- Students will put into practice some thinking techniques, like for example the logical wheel or the interview.

- Students will perform some techniques typical of cooperative work like for instance the rotating paper or 1-2-4.

- Other methodological strategies will be Problem Solving and Project work, which will be supported by the use of graphic organisers.

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.	CM1.1.1; CM 1.1.2;CM1.1.3; CM1.2.4; CM 1.1.6; CM 1.2.1; CM 1.2.2.; CM 2.1.2; CM2.1.4; CM 2.1.5; CM 2.1.8; CM 2.1.9	15% de la carga del módulo 172,5h/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 1.2.4; CM 1.1.5; CM 1.1.7; CM 2.1.1.; CM 2.1.5; CM 2.1.6; CM 2.1.7	10% de la carga del módulo 115h/ECTS
Tutorías (presencial)	Trabajo de campo y realización de proyectos tutelados individuales o en pequeño grupo	CM 2.1.3; CM 2.1.7; CM 2.1.8	10% de la carga del módulo 115h/ECTS
Trabajos tutelados (no presencial)	Tutorías iniciales de proceso y finales para el seguimiento de los logros de aprendizaje	CM 2.1.6	2,5% de la carga del módulo 28,75h/ECTS
Estudio independiente (no presencial)	Trabajo independiente del alumno para la consulta de bibliografía y el estudio de los contenidos de las materias	CM1.1.1;CM 1.1.2;CM1.1.3; CM1.2.4; CM 1.1.6; CM 1.2.1; CM 1.2.2.;CM 2.1.2;CM 2.1.4; CM 2.1.5; CM 2.1.8; CM 2.1.9; CM 2.1.6	60% de la carga del módulo 690h/ECTS
Campus Virtual (no presencial)	Utilización de las Tic para favorecer el aprendizaje, como instrumento de consulta, tutoría online y foro de trabajo.	CM 2.1.8	2,5% de la carga del módulo 28,75h/ECTS

---

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

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	A final exam. It will account for the 50% of the final mark. The final exam will have both theoretical and practical questions and will include all the content students have worked with throughout the course. The guidelines for the final exam will be provided and explained in class at least a week before the exam is taken. 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 out of 5	50%
Proyectos	A project. It will account for the 20% of the final mark. In small groups students will design a Smartboard session for pre-primary schoolers in English. If possible it will be implemented in a Pre-primary school. 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 out of 2.	20%
Debates y exposiciones	Two presentations. They will account for the 10% of the final mark. Students will present activities and resources for the Pre-primary English classroom. 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 out of 1	10%
Casos prácticos	Four practical tasks. They will account for the 20% of the final mark. 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 out 2	20%
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

Centro de Enseñanza Superior en Humanidades y Ciencias de la Educación "Don Bosco"

ADSCRITO A LA UNIVERSIDAD COMPLUTENSE DE MADRID
María Auxiliadora, 9. 28040, Madrid. Tel. 91 450 04 72 – 91 450 99 70 – Fax: 91 398 02 50
e-mail: direccion@cesdonbosco.com http://www.cesdonbosco.com http://www.ucm.es/info/donbosco

Página
5 de 8

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.

Students will take into account general and common evaluation criteria to be applied in others subjects as well:

- Plagiarism in any course task and the attempts to cheat in the final exam will entail a fail mark in the current call.

- To pass every type of evaluation technique, a minimum of 5 out of 10 must be obtained.

- The marks from the assessment techniques already passed in the 1st call will be kept for the July call, but not for subsequent calls.

- The students who have not passed the subject in July -and in subsequent calls- must:

a) take a written test (final exam) in the same date as their classmates. This written test will account for the 50% of the final mark.

b) hand in a project meeting the guidelines given by the teacher on the date of the official exam. The project will account for another 50% too.

The pass mark for each assessment technique, the exam and the project, will be 5 out of 10, that is 2.5 out of 5. Therefore students will have to get at least a 50% in each assessment technique, so that the partial mark obtained in each of them can be added to their final mark.

- Those students who do not actively participate in and cooperate with their working group in the completion of the assigned tasks, either in or outside of the classroom, must complete them individually and therefore they will be individually assessed too

Tratamiento de los errores ortográficos.

- The Communicative Competence (B2) will be assessed through the different assessment techniques.

One of the skills assessed as a key part of a bilingual coursework is the language accuracy and control - which can also be described as "correctness". Although some errors may not affect the marks from the assessment techniques significantly, systematic repetition of basic errors will lead to a fail mark ("suspenso") .

It is strongly recommended that you study the following list and make sure you do not make these mistakes repeatedly:

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.

Centro de Enseñanza Superior en Humanidades y Ciencias de la Educación "Don Bosco"

ADSCRITO A LA UNIVERSIDAD COMPLUTENSE DE MADRID
María Auxiliadora, 9. 28040, Madrid. Tel. 91 450 04 72 – 91 450 99 70 – Fax: 91 398 02 50
e-mail: direccion@cesdonbosco.com http://www.cesdonbosco.com http://www.ucm.es/info/donbosco

Página
6 de 8

7.- DOCUMENTACIÓN Y RECURSOS

7.1.- Bibliografía Básica

BBC. BBC Learning English. (n.d.) Recuperado de http://www.bbc.co.uk/worldservice/learningenglish/

Brewster, J., Ellis, G., y Girard, D. (2007). The Primary English Teacher's Guide. London: Penguin.

British Council. Learn English. (n.d.) Recuperado de http://learnenglish.britishcouncil.org/en/

Cant, A., y Superfine W. (1997). Developing Resources for Primary. London: Richmond Publishing.

Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge: CUP.

Deller, S., y Rinvolucri M. (2002). Using the Mother Tongue: Making the Most of Learner's Language. Surrey: Delta Publishing.

Dudenev, G., y Hockly, N. (2008). How to Teach English with Technology. Harlow: Pearson Education Limited.

Gower, R., Phillips, D., y Walters, S. (2010). Teaching Practice: A Handbook for Teachers in Training. Oxford: Macmillan Education.

Graham, C. (2008). Creating Chants and Songs. Oxford, OUP.

Greenwood, J. (1997). Activity Box: A Resource Book for Teachers of Young Students. Cambridge: CUP.

Griffiths, G., y Keohane, K. (2000). Personalizing Language Learning. Cambridge: CUP.

Hammer, J. (2002). How to Teach English. London: Longman.

Hammer, J. (2003). The Practice of English Language Teaching. London: Longman.

Lewis, G. (2004). The Internet and Young Learners. Oxford: OUP.

Macmillan. (2000-2013). One Stop English. Recuperado de http://www.onestopenglish.com/

Maley, A. (1999). Games for Children: Resource Books for Teachers. Oxford: OUP.

Maley, A. (2001). Arts and Crafts with Children. Resource Books for Teachers. Oxford: OUP.

McKay P. y Guse J. (2007). Five-minute Activities for Young Learners. Cambridge: CUP.

Moon, J. (2005). Children Learning English. Oxford: Macmillan Heinemann.

Nunan, D. (2011). Teaching English to Young Learners. Anaheim, CA: Anaheim University Press.

Centro de Enseñanza Superior en Humanidades y Ciencias de la Educación "Don Bosco"
ADSCRITO A LA UNIVERSIDAD COMPLUTENSE DE MADRID
María Auxiliadora, 9. 28040, Madrid. Tel. 91 450 04 72 – 91 450 99 70 – Fax: 91 398 02 50
e-mail: direccion@cesdonbosco.com http://www.cesdonbosco.com http://www.ucm.es/info/donbosco

Página
7 de 8

Philips, S. (2004). Drama with Children. Resource Books for Teachers. Oxford: OUP.

Pinter, A. (2006). Teaching Young Language Learners. Oxford: Oxford University Press.

Puchta, H. & Elliott, K. (2017). Activities for Very Young Learners Book with Online Resources. Cambridge: Cambridge University Press.

Reilly, V., y Ward, S. (2005). Very Young Learners. Oxford: OUP.

Roth, G. (1998). Teaching Very Young Children. London: Richmond.

Slattery, M., y Willis, J. (2007). English for Primary Teachers. Oxford: OUP.

Van Oort, H. (2005). Challenging Children: Imaginative Activities to Inspire Young Learners. Peaslake, Surrey: Delta Publishing.

Vale, D., y Feunteum, A. (2006). Enseñanza de inglés para niños. Guía de formación para el profesorado. Cambridge: CUP.

7.2.- Otros recursos

REVISADO Y CONFORME:
AMAIA GARCÍA APARICIO Coordinador de grado.
FECHA: 21/09/2020

Centro de Enseñanza Superior en Humanidades y Ciencias de la Educación "Don Bosco"

ADSCRITO A LA UNIVERSIDAD COMPLUTENSE DE MADRID
María Auxiliadora, 9. 28040, Madrid. Tel. 91 450 04 72 – 91 450 99 70 – Fax: 91 398 02 50
e-mail: direccion@cesdonbosco.com http://www.cesdonbosco.com http://www.ucm.es/info/donbosco

Página
8 de 8