GUÍA DOCENTE DE LA ASIGNATURA
(curso 2022/23)

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

EQUIPO DOCENTE		
Profesor	Email	URL
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1.- PRESENTACION

Students from the 3rd year of the BA in Early Childhood Education are expected to complete this didactic-curricular course by achieving the following aims:

- to help students to reflect on the characteristics, difficulties and benefits of L2 early learning as well as on suitable classroom interactive strategies for the young learners class.
- to master the language classroom instruction and the Pre-primary English curriculum.
- to learn the most significant theories, principles, techniques, strategies, activities, materials and resources for teaching English at Pre-primary school level in an effective way.
- to develop a critical view on the different approaches, methods, strategies and resources for teaching English in the Pre-primary classroom.
- to acquire and develop the necessary skills in order to design and implement teaching units that cater for the needs and the learning styles of students as well as the main aspects of the Pre-primary English curriculum.

2.-COMPETENCIAS

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Generales	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.
Transversales	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	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.
Materia	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

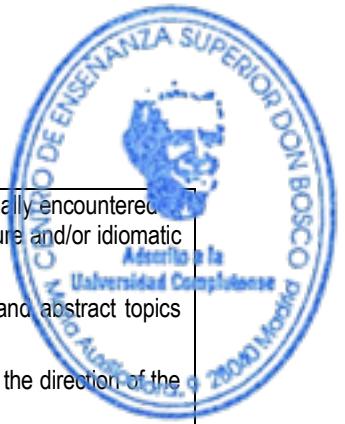Al superar la asignatura se espera que el alumnado:

- Students will know and develop the objectives, curricular contents, didactic techniques and evaluation criteria of the Pre-primary Education stage in English.

- Students will be familiar with the most basic theoretical principles referred to the second language in the Pre-primary 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.

EXPECTED LEVEL IN THE ENGLISH LANGUAGE COMPETENCE

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

OVERALL LISTENING COMPREHENSION

• Listening:

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- Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.

- Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.

- Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers

UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS IN ACADEMIC AND PROFESSIONAL CONTEXTS

- Can keep up with an animated conversation between native speakers.

- Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.

LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS

Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.

RECEPTION AUDIO/VISUAL

Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.

OVERALL READING COMPREHENSION

• 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 English to Very Young Learners.

UNIT 2. Motivating VYLs: Classroom Management and Classroom Language.

UNIT 3. Language Work and Teaching Resources.

UNIT 4. Lesson Planning and Assessment.

5.- METODOLOGÍA DOCENTE Y ACTIVIDADES DE APRENDIZAJE

A set of key principles, strategies, resources and activities for teaching English in the Pre-primary classroom will be critically analysed and coherently implemented.

- Students will work in a collaborative way in the methodological planning, integrating the linguistic skills that children will work in the classroom to learn English as a second language.

- The teacher's explanations will be in English and complemented by practical activities developed by students in small groups.

- Audio visual material will be used in class to show good practices in the Primary classroom to the students.

- 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.

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

- Students will put into practice some thinking techniques like the logic wheel or the interview.

- Students will perform some techniques typical of cooperative work like 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 organizers.

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

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

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 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)	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 28,75h/ECTS
Trabajos tutelados (no 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
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

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

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	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 entire course. It will be divided into two main sections: 1st) multiple choice questions 2nd) Open Questions. 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	Project work in cooperative groups that will account for the 20% from 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 pt. out of 2.	20%
Debates y exposiciones	Presentations in small groups that will account for the 15% 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 0.75 pt. out of 1.5.	15%
Casos prácticos	Practical tasks in small groups that will account for the 15% 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 0.75 pt. out of 1.5.	15%

Otros	

6.3.- Criterios de Evaluación

GENERALES:

- 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.
- Para la cita y referencia de fuentes de información de los trabajos académicos, los alumnos deben seguir las recomendaciones de las normas APA 7ª ed.
- El plagio y los intentos de engaño en las técnicas de evaluación supondrá la pérdida de la convocatoria en curso.
- Entendemos que el alumnado universitario tiene asumidas las capacidades lingüísticas en relación a la expresión oral y escrita. Por tanto, es primordial y obligatorio la corrección ortográfica (ortografía, acentuación y puntuación), gramatical y léxica en los trabajos y exámenes realizados como condición imprescindible para superar la asignatura. Este criterio será detallado en cada una de las técnicas de evaluación

Sin embargo, quedarán exentos de la aplicación de este criterio de calificación todas aquellas personas que acrediten presentar una Necesidad Específica de Apoyo Educativo acreditados a través del SOUAE.

Students will take into account general and common evaluation criteria applied in other 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.

- A minimum of 5 (50%) out of 10 (100%) must be obtained in order to pass both the course and every assessment technique.

- Those students who do not actively participate in and cooperate with their working group in the completion of the assigned tasks will have to complete them individually and therefore they will be individually assessed too.

- The Communicative Competence (B2) will be crosscurrically assessed through the different evaluation techniques. Therefore, one of the language skills that is assessed in a course like this is language accuracy and control-what can also be described as "correctness".

Although some errors may not significantly affect the marks from the assessment techniques, systematic repetition of basic mistakes may and will lead to a fail mark in the corresponding assessment technique.

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.

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"Those students who hold a language certificate from the following Table, obtained less than 5 years before, with a higher level than the one from the course, have two options:

a) Not to attend lessons: Their final mark will be 5.

b) Attend lessons: Their final mark will be the average of the final exam (50%) and a final paper (50%).

CRITERIOS PARA 2ª CONVOCATORIA

La nota de todas las técnicas aprobadas se guarda para segunda convocatoria teniendo que recuperar las técnicas suspensas.

The students who have not passed the course in the 1st call must resit only the pending assessment techniques for the 2nd call.

- Marks from the assessment techniques already passed in the 1st call will be kept for the 2nd call, but not for subsequent calls/years.

- A minimum of 5 (50%) out of 10 (100%) must be obtained in order to pass both the course and every assessment technique.

- All pending tasks will be recovered and assessed-either individually or collectively-following the very same guidelines given when carried out during the course, expect for presentations that will be recovered by recording the students themselves and sharing the video with their teacher.

ALUMNOS DE SEGUNDAS Y SUCESIVAS MATRÍCULAS

- The students who did not pass the course during the first year they were enrolled in must comply with the following assessment plan in subsequent years:

a) take a written test / final exam on the same date as their classmates. This written test will account for 50% from the final mark.

b) submit a project, meeting the guidelines given by the teacher, on the date of the official exam too. The project will account for another 50% from the final mark.

- A minimum of 5 (50%) out of 10 (100%) must be obtained in order to pass both the course and every assessment technique.

- The students themselves are responsible for their own learning process. This means they must contact the teacher at the course start, so that they can be closely informed about the requirements they must meet in order to pass the

course, that is, the work plan and the guidelines for the assessment techniques.

* Para el alumnado de segundas y sucesivas matrículas se tendrán en cuenta los criterios generales de evaluación.

7.- DOCUMENTACIÓN Y RECURSOS

7.1.- Bibliografía Básica

Ahlquist Sharon & Réka Lugossy. (2019). Stories and Storyline: 1 (Teaching English to Young Learners).

Bland, K. (2015). Teaching English to Young Learners. Critical Issues in Language Teaching with 3-12 Year Olds. Bloomsbury Publishing.

Cameron, L. (2001). Teaching Languages to Young Learners. 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. Richmond.

Ioannou-Georgiou, S & Pavlou, P. (2003). Assessing Young Learners. OUP.

Kang Shin, J & Crandall J. (2014). Teaching Young Learners English. Heinle Cengage Learning.

LeGrove Peter. (2020). How To "Teach English as a Second Language" To Children: Teaching ESL classes with flashcards, toys and singing to pre k, Young Learners, pre ... education. Independently published.

Lewis, G. y Bedson, G. (1999). Games for Children. OUP.

Moon, J. (2004). Children Learning English. Macmillan Heinemann.

Moya Guijarro, A.J. y Albentosa Hernández, J.I. (2003). La enseñanza de la lengua extranjera en la educación infantil. Ediciones de la Universidad de Castilla La Mancha.

Murado Bouso, J.L. (2010). Didáctica de inglés en Educación Infantil. Ideaspropias Editorial.

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

Pasty M. Lightbown, Nina Spada. (2013). How languages are learned. OUP

Pascual, B & Real, V. (2020). English for Early Years Education. Educália Editorial.

Phillips, S. (1999). Drama with Children. OUP.

Phillips, S. (1993). Young Learners. OUP.

Puchta, H. & Elliot, K. (2017). Activities for Very Young Learners. Book with Online Resources. CUP.

Really, V & Ward, S. (1997). Very Young Learners. Resource Book for Teachers. OUP.

Richards, J (2016). Key Issues in Language Teaching. CUP

Roth, G. (1998). Teaching Very Young Children: Pre-School and Early Primary. Richmond.

Scott, W.A. & Ytreberg, L.H. (1991). Teaching English to Children. Longman. Wright, A. (2001). Art and Crafts with Children. 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

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

Joan Kang Shin Resource Page: http://sites.google.com/site/shinjinshil/resources

Songs for teaching: www.songsforteaching.com

Super Simple Songs: 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

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.lessonplanet.com/search?rating=4&reviewed_in=5&type_ids%5B%5D=357917&subject_ids%5B%5D=365210&gclid=Cj0KEQjw_YKtBRC7zZjFp8bF_foBEiQAfyigczlb2TC4SeaMRdqF6VdTGfCsjIfKwyEHghxqv0hjR9QaAnHK8P8HAQ

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.twinkl.co.uk/

http://hubpages.com/hub/Storytelling-with-children

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