

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 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 and how to work phonemic awareness in this stage.

2.-COMPETENCIAS

Generales	<p>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.</p> <p>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.</p> <p>* Competencia que no corresponde a la asignatura según Memoria Verificada UCM pero por la naturaleza de la misma ha sido asignada.</p>
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Transversales	<p>CT.4 Dominar estrategias de comunicación interpersonal en distintos contextos sociales y educativos.</p> <p>CT.10 Conocer y utilizar las estrategias de comunicación oral y escrita y el uso de las TIC en el desarrollo profesional.</p> <p>CT.13 Adquirir la capacidad de trabajo independiente, impulsando la organización y favoreciendo el aprendizaje autónomo.</p> <p>CT.14 Aplicar el uso oral y escrito de una lengua extranjera en el desarrollo de la titulación</p>
Módulo	<p>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.</p> <p>CM13.3* Conocer los fundamentos de los procesos de enseñanza y aprendizaje de las Lenguas y Lectoescritura.</p> <p>* Competencia que no corresponde a la asignatura según Memoria Verificada UCM pero por la naturaleza de la misma ha sido asignada.</p>
Materia	<p>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.</p> <p>CM13.3.1* Conocer y dominar técnicas de expresión oral y escrita.</p> <p>CM13.3.2* Conocer la tradición oral y el folklore.</p> <p>* Competencia que no corresponde a la asignatura según Memoria Verificada UCM pero por la naturaleza de la misma ha sido asignada.</p>

3.- RESULTADOS DE APRENDIZAJE

Al superar la asignatura se espera que el alumnado:

- 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 Phonemic awareness in Early Childhood Education.

LINGUISTIC COMPETENCIES THAT 2nd YEAR STUDENTS HAVE TO SHOW:

OVERALL LISTENING COMPREHENSION

• Listening:

- 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 discussions 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 oral communication to Very Young Learners.

Unit 2. Role of Songs, Games, Stories and Drama to improve Oral Competences in the Pre-Primary Classroom. Storytelling.

Unit 3. An Approach to English Phonetics. Practice of English Phonetic transcription. Phonemic awareness in the Infant classroom.

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

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.

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)	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
Trabajos tutelados (no 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
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>

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

6.2. Técnicas de Evaluación		
TÉCNICA	TIPO DE PRUEBA	PONDERACIÓN
Pruebas escritas	<p>There will be a final written exam. The exam will consist of a part dedicated to English phonetics, both theoretical and practical, including a multiple-choice test, open-ended questions and phonetic transcription. There will also be a developmental question on the other contents of the subject.</p> <p>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.</p>	50%
Proyectos	<p>Students will develop two different projects in small groups:</p> <ul style="list-style-type: none"> - A storytelling Project for an Infant Education class. - The design of a Complete unit to work the Oral skills in an Infant Education class. <p>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.</p>	20%
Debates y exposiciones	<p>Presentation of the two projects.</p> <p>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.</p>	20%
Casos prácticos	<p>Two practical cases will be carried out.</p> <p>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.</p>	10%
Otros		

6.3.- Criterios de Evaluación
<p>GENERALES:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>General and common evaluation criteria due to be applied in the subjects of the Degree:</p> <ul style="list-style-type: none"> - 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 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.

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.

"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 marks from the assessment techniques already passed in the 1st call will be kept for the July call, but not for subsequent calls.
- Students who have to hand in tasks or assignments in the extraordinary call will do so individually, even if they have been done as a group during the course. These papers shall be due on the same day as the extraordinary exam or some days before but never after the day of the exam.

ALUMNOS DE SEGUNDAS Y SUCESIVAS MATRÍCULAS

Students from previous years:

Students that take this subject again will have to take a written test (50%) containing all the parts given during the course and will hand in a Didactic Unit (50%) 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.

* 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

- Anderson, J. (2006). Teamwork. Interactive Tasks to Get Students Talking. Delta Publishing.
- Bland, J. (2015). Teaching English to Young Learners. Bloomsbury Academic.
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- Brewster, J., Ellis, G., y Girard, D. (2004). The Primary English Teacher's Guide. Penguin English.
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- Mckay, P. (2006). Assessing Young Language Learners. CUP.
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- Nunan, D. (2011). Teaching English to Young Learners. Anaheim University Press. Puchta, H. & Elliot, K. (2017). Activities for Young Learners Book with Online Resources. CUP. Really, V. y Ward, S. (2005). Very Young Learners. Resource Book for Teachers. OUP.
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- Roth G. (1998). Teaching Very Young Children: Pre-School and Early Primary. Richmond.
- Slattery, M. y Willis, J. (2009). English for Primary Teachers. OUP. Tench, P. (2011). Transcribing the Sound of English. CUP.
- Williams, E.J. (2008). Presentations in English. 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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