

GUÍA DOCENTE DE LA ASIGNATURA

(curso 2023/24)

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
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1.- PRESENTACION

Students from the 2nd year of the BA in Early Childhood Education are expected to complete this complementary training course in which they will focus on the selection, adaptation, design and management of effective resources and materials to develop and improve the communicative competence in the Preschool English classroom.

2.-COMPETENCIAS

Generales	CG8. Diseñar estrategias didácticas adecuadas a la naturaleza del ámbito científico concreto, partiendo del currículo de Primaria, para el área de Lengua.
Transversales	CT10. Conocer y utilizar las estrategias de comunicación oral y escrita y el uso de las TIC en el desarrollo profesional. CT13. Adquirir la capacidad de trabajo independiente, impulsando la organización y favoreciendo el aprendizaje autónomo. CT14. Aplicar el uso oral y escrito de una lengua extranjera en el desarrollo de la titulación.

Módulo	CM8.7 Conocer los fundamentos de los procesos de enseñanza y aprendizaje en las Ciencias del Lenguaje y la Comunicación. CM8.8 Valorar distintas estrategias metodológicas adecuadas a las diferentes áreas del conocimiento en Lengua y la Literatura
Materia	CM8.7.1 Comprender los principios básicos de las Ciencias del Lenguaje y la Comunicación. CM8.7.5 Expresarse, oralmente y por escrito en una Lengua Extranjera. CM8.8.1 Conocer el proceso de aprendizaje del lenguaje escrito y su enseñanza. CM8.8.2 Fomentar la lectura y animar a escribir. CM8.8.4 Afrontar situaciones de aprendizaje de lenguas en contextos multilingües. CM8.8.5 Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover las competencias correspondientes en los estudiantes.

3.- RESULTADOS DE APRENDIZAJE

Al superar la asignatura se espera que el alumnado:

By the end of this course students will...

- Know 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.
- Be able to use different techniques and strategies to effectively use resources and materials for the Pre-primary English classroom.
- Reflect by themselves and become familiar with the action research approach for their prospective teaching practice

LINGUISTIC COMPETENCE - CEFR B2

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.

4.- CONTENIDOS

UNIT 1. Materials and Resources for the Preschool English Classroom.

UNIT 2. Evaluation and Selection of Materials and Resources for the Preschool English Classroom.

UNIT 3. Adaptation of Materials and Resources for the Preschool English Classroom.

UNIT 4. Design and Creation of Materials and Resources for the Preschool English Classroom.

5.- METODOLOGÍA DOCENTE

- Students will do a critical analysis of the most relevant principles and strategies for the analysis, selection, adaptation and creation of materials and resources will be studied and implemented through practical activities.
- Students will work collaboratively doing practical tasks in small groups and planning-assessing the linguistic skills at preschool level.
- The course will be in taught English, so that students can develop their own language competence at a B2 level.
- The search of course content will be shared both by the teacher and the students alike, which means that the flipped classroom model will be followed.
- Students will put into practice thinking techniques like the logic wheel or associative analysis.
- Other methodological strategies will be project work and the use of graphic organizers.
- Students are expected to actively participate in class on a daily basis.

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)	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
Trabajos tutelados (no 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
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

6.- EVALUACIÓN

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

6.1. Criterios de Evaluación

Con el objetivo de constatar la adquisición de las competencias descritas, se emplean técnicas de evaluación variadas. Para obtener la nota final aprobada, es necesario alcanzar al menos el 50% de la puntuación máxima en cada una de ellas.

Se tendrá en cuenta la asistencia regular del estudiante (no menos del 75%) para la calificación, tanto en primera como en 2ª convocatoria, de las técnicas de evaluación que requieran presencialidad.

Es decir, aquellas técnicas que evalúan competencias como destrezas de trabajo en equipo, estrategias de comunicación interpersonal y oral, en otras, requieren la participación activa del estudiante en el desarrollo de las clases. Además, por su propio carácter (trabajos y casos prácticos grupales, exposiciones, debates...) no pueden ser realizadas en otro momento ni sustituidas por otras.

El profesor, en el desarrollo de su docencia, podrá incluir requisitos de evaluación para las diferentes técnicas que se detallarán en las plantillas o rúbricas de evaluación pertinentes.

CRITERIOS COMUNES DE CORRECCIÓN

Penalización del plagio o intentos de engaño en las técnicas de evaluación, suponiendo la pérdida de la convocatoria. El docente estimará si precisa aplicar técnicas complementarias en caso de detectarlo.

Realización y entrega en fecha y forma establecida las actividades y trabajos encomendados.

Para la cita y referencia de fuentes de información de los trabajos académicos, el alumnado debe seguir las recomendaciones de las normas APA 7º Ed.

Ortografía en los trabajos académicos y en las pruebas escritas: 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.

En los criterios de evaluación, se atenderán las indicaciones que el SQUAE haga llegar al profesorado del alumnado con Necesidad Específica de Apoyo Educativo

The common evaluation criteria applied in other subjects will be followed:

- 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.
- The Communicative Competence (B2) will be 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.

ALUMNOS DE SEGUNDAS Y SUCESIVAS MATRÍCULAS

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

- 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.

6.2. Técnicas de Evaluación

TÉCNICA	TIPO DE PRUEBA	PONDERACIÓN
Pruebas escritas	<p>A final exam. It will account for the 50% of the final mark.</p> <p>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.</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>Project work in cooperative groups that will account for the 20% from the final mark.</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>	20%
Debates y exposiciones	<p>Around three presentations in small groups that will account for the 15% of the final mark.</p>	15%

	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.	
Casos prácticos	<p>Around three practical tasks in small groups that will account for the 15% of the final mark.</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 0.75 pt. out of 1.5.</p>	15%
Otros		

6.3.- 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>

7.- DOCUMENTACIÓN Y RECURSOS

7.1.- Bibliografía Básica

- Adams, E. & Brosius, P. (2013). *Igniting Wonder. Plays for Preschoolers*. University of Minnesota Press.
- Ahlquist Sharon & Réka Lugossy. (2019). *Stories and Storyline: 1*. Independently published.
- 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*. 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.
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- 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.
- McCuiston, J. (2015). *Teaching Drama to Little Ones: 12 Ready-to-Go Lesson Plans for Kids Age 3-7*. Beat by Beat Press.
- Morrow, L.M., Roskos, K.A. & Gambrell, L. B. (2015). *Oral Language and Comprehension in Preschool: Teaching the Essentials*. The Guilford Press.
- Moon, J. (2004). *Children Learning English*. Macmillan Heinemann.
- Moya Guijarro, A.J. y Albetosa Hernández, J.I. (2003). *La enseñanza de la lengua extranjera en la educación infantil*. Ediciones de la Universidad de Castilla La Mancha.
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- Otto, A. & Cortina-Pérez, B. (Eds.). (2023). *Handbook of CLIL in Pre-primary Education: Moving Towards Developmentally Appropriate Practices*. Springer.
- Pascual, B & Real, V. (2020). *English for Early Years Education*. Educália Editorial.
- Pasty M. Lightbown, Nina Spada. (2013). *How languages are learned*. OUP.
- Patch, C. (2020). *Sensory Play for Toddlers and Preschoolers: Easy Projects to Develop Fine Motor Skills, Hand-Eye Coordination, and Early Measurement Concepts*. Skyhorse Publishing.
- Phillips, S. (1999). *Drama with Children*. 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
- Schatt, D. & Ryan, P. (2021). *Story Listening and Experiencing in Early childhood*. Palgrave Macmillan.
- Wright, A. (2001). *Art and Crafts with Children*. OUP.

7.2.- Otros recursos

Materials & resources provided by the teacher through the virtual platform.

USEFUL WEBSITES

- BBC BITESIZE - KS2: <https://www.bbc.co.uk/bitesize/subjects/zv48q6f>
- BBC BITESIZE - Literacy & English: <https://www.bbc.co.uk/bitesize/subjects/z8rdtfr>
- Big Books Online: www.oxfordowl.co.uk
- British Council: <http://learnenglishkids.britishcouncil.org/en/>
- Colorín Colorado: <https://www.colorincolorado.org/>
- Children´s books: <http://www.childrens-books.com/>
- David Marsh: <https://davidmarsh.education/es-2/>
- English Club: <http://www.englishclub.com/>
- English for Young Learners: <http://englishforyounglearners.org/>
- Fun English Games: www.funenglishgames.com
- Games and activities for the ESL/EFL Classroom: <http://iteslj.org/games/>
- Herbert Puchta: <http://www.herbertpuchta.com/>
- Joan Kang Shin Resource Page: <http://sites.google.com/site/shinjshil/resources>
- Lesson Planet: <https://www.lessonplanet.com/search>
- Lesson resources: <https://www.tes.com/teaching-resources>
- MES-English: <http://www.mes-english.com/games.php>
- Mother Goose nursery rhymes that can be used for phonics activities: <http://www.zelo.com/family/nursery/>
- MyEnglishPages: https://www.myenglishpages.com/?utm_content=cmp-true
- OnestopEnglish: <https://www.onestopenglish.com/>
- Profesor J. C. Richards: <https://www.professorjackrichards.com/teaching-young-learners/>
- Reading Rockets: <https://www.readingrockets.org/>
- Scholastic Teachables: <https://teachables.scholastic.com/teachables/lp/free-resources-scholastic-teachables.html>
- Songs for teaching: www.songsforteaching.com
- Sparkle Box - Free Primary Teaching Resources: <https://www.sparklebox.co.uk/>
- Super Simple Songs: www.supersimplesongs.com
- Songs, chants, rhymes: http://www.ifayed.net/Main_Folders/Resources/SPEER_02/TEAS_CH4.PDF
- TEFLPEDIA: https://teflpedia.com/Main_Page
- Teaching ideas and resources: <https://www.teachingideas.co.uk/>



- Teachit: <https://www.teachit.co.uk/>
- TPR Storytelling: <http://www.tprstorytelling.com/index.php>
- UK Parliament - Lesson Resources: <https://learning.parliament.uk/en/resources/>

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