

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	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		
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1.- PRESENTACION

This subject aims to help students from the 3rd year of the BA in Early Childhood Education 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. Likewise, students will learn the most significant theories, principles, techniques, strategies, activities, materials and resources for teaching English at Pre-primary school level in an effective way. In the same way, students will also 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

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.
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Transversales	<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>CM13.3 Conocer los fundamentos de los procesos de enseñanza y aprendizaje de las Lenguas y Lectoescritura</p> <p>CM13.4 Valorar y aplicar distintas estrategias metodológicas adecuadas a las diferentes áreas del conocimiento en Lengua y Lectoescritura.</p>
Materia	<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>CM13.4.1 Afrontar situaciones de aprendizaje de lenguas en contextos multilingües.</p> <p>CM13.4.2 Adquirir formación literaria y, en especial, conocer la literatura infantil.</p> <p>CM13.4.3 Ser capaz de fomentar una primera aproximación a una lengua extranjera.</p>

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:

- 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. Approaches and Methods to teach a second language.

UNIT 3. Teaching Resources and materials.

UNIT 4. Lesson Planning and Assessment.

5.- METODOLOGÍA DOCENTE

- Critical analysis of principles, strategies, activities and resources for teaching English in Early Childhood Education.
- Students will work collaboratively doing practical tasks in small groups and planning-assessing the linguistic skills at Primary level.
- The course will be in taught English, so that students can develop their own language competence.
- 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 will work on their communicative competence in English at a B2 level.
- 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.	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
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. 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.

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

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

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.

- The Communicative Competence (B2) will be crosscurricularly 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>Presentations 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%
Casos prácticos	<p>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

- 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.
- Dilrabo Abdullaeva & Gulnora Abdullaeva. (2023). *Teaching English to Young Learners: Methodical Handbook*. Palmarium.
- 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.
- Garton, S & Copland, F. (2018). *The Routledge Handbook of Teaching to Young Learners*. Routledge
- Heathfield, D. (2014). *Storytelling with our students*. Delta Teacher Development Trainer.
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- Jones, E & Cooper, R. (2006). *Playing to get smart* (Early Childhood Education Series). Teachers College Press
- 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, to and singing to pre k, Young Learners, pre ... education*. Independently published.
- Lewis, G. y Bedson, G. (1999). *Games for Children*. OUP.
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- 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.
- Whitehead, M. (2006). *Developing Language and Literacy with Young Children (Zero to Eight) 3rd Edition*. Paul Chapman Publishing
- Wright, A. (2001). *Art and Crafts with Children*. OUP.

7.2.- Otros recursos

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/>
- Games and activities for the ESL/EFL Classroom: <http://iteslj.org/games/>
- 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/shinjinshil/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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