STUDY GUIDE

Foreign Language for Infant Education (English)

Degree in Infant Teacher Training
Blended Learning
C.U. Cardenal Cisneros
Universidad de Alcalá

Academic Year 2024-25
2nd Year– 1st Term

STUDY GUIDE

Subject:	**Foreign Language for Infant Education (English)**
Code:	**510011**
Degree:	**Degree in Infant Teacher Training** **Blended Learning**
Department:	**Teaching Specific Sciences**
Character:	**Compulsory**
Credits:	**6**
Course and term:	**2nd course – 1st term**
Lecturers:	**Carolina Benito Cox**
Office number: Office hours: E-mail:	**23.2** **TBA** **carolina.benito@cardenalcisneros.es**
Language.	English

1. PRESENTATION

Cardenal Cisneros University College guarantees its students that, if due to sanitary demands, competent authorities should suspend face-to-face teaching partially or totally, teaching plans will achieve their aims through an online teaching-learning methodology and an online assessment process and will retake face-to-face teaching as soon as these requirements should cease.

Since bilingual education became popular in Spain, the learning of **English as a Foreign Language** has evolved dramatically from being a subject in the school curriculum to be considered a real communication tool to create meaning in most content areas. This shift must be also considered in the training of the future Infant Education teachers.

Thus, the subject **Foreign Language for Infant Education (English)** has been included in this Degree due to the fast-growing social demand to teach English to increasingly younger learners, which consequently requires Infant teachers who are well prepared in the English language. On the other hand, having a solid basis in the English language is a must for any university student. This is why Infant Education students need training both in the learning of the English language as well as in its specific teaching for young learners aged 3 to 5 years. Therefore, the subject offers a valuable and meaningful set of knowledge, competences, and methodological resources especially oriented to the Infant Education content area of **Learning Languages and Literacy**, which will constitute indispensable tools for the student to develop his/her future professional competences suitably. Thus, the contents of this subject are closely related to those in the subject **Didactics of the Spanish Language and Children's Literature**, included in the same content area, as well as to other content areas as **Communication** and **Music, Arts, and Body Language**.

The subject aims at providing students to know how to deal with the teaching of English to young children as well as to improve their general knowledge of the English language by means of a **Content and Language Integrated Learning**[1] **approach,** promoting the use of **English as a lingua franca** to communicate in the bilingual classroom, among citizens within the European Union and the whole world. All these reasons explain why the subject has been characterised as **compulsory**.

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[1] From now on CLIL

Prerequisites and Recommendations

- Students must be **officially enrolled** in the subject.
- As this is a 2nd year subject, students will work on developing at least a A2.2/B1.1 language **competence** in the English language.
- Students will be asked for an **active and co-operative participation** in class.
- Be **committed to improving their level of English** using all the resources offered both inside and outside the classroom.

2. COMPETENCES

Generic Competences

At the end of this study programme, students will be able to:

1. Adquirir y comprender los conocimientos necesarios de las distintas áreas de estudio que conforman el título de tal forma que capaciten para la profesión de Maestro en Educación Infantil. (CCC4)[2]

2. Ser capaces de transmitir información, ideas, problemas y soluciones al personal especializado y vinculado con su formación, así como a personas cuya vinculación sea indirecta. (CCC7)

3. Adquirir las habilidades de aprendizaje necesarias para ampliar sus estudios con autonomía. (CCC8)

4. Promover y facilitar los aprendizajes en la primera infancia, desde una perspectiva globalizadora e integradora de las diferentes dimensiones cognitiva, emocional, psicomotora y volitiva. (DC2)

5. Conocer la evolución del lenguaje en la primera infancia, saber identificar posibles disfunciones y velar por su correcta evolución. Abordar con eficiencia situaciones de aprendizaje de lenguas en contextos multiculturales y multilingües. Expresarse oralmente y por escrito y dominar el uso de diferentes técnicas de expresión. (DC6)

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[2] CCC stands for Cross-Curricular Competence. DG stands for Degree Competence. The number corresponds to the order in which this information appears in the official documents describing the Degree Programme.

Specific Competences:

At the end of the process, students will be able to:

1. Know the language and literacy curriculum of this learning stage, as well as to know the theories about acquisition and development of the corresponding learning outcomes. (SC1) [3]
2. Promote the capabilities of speaking and writing. (SC2)
3. Know and master techniques to develop oral and written skills (SC3)
4. Know the learning process of literacy and its teaching. (SC6)
5. Face languages learning situations in multilingual contexts. (SC7)
6. Know and use appropriately different resources to encourage reading and writing. (SC9)
7. Be able to promote a first approach to a foreign language. (SC11)

3. CONTENTS

1. How young children learn foreign languages.
2. An overview on communicative approaches for teaching English to young children. An introduction to CLIL
3. Communicating orally. The Way towards literacy
4. Creating a literacy-friendly classroom for teaching English in Infant Education

Modules	Credits/hours
1. How young children learn foreign languages	1 ECTS /25h
2. An overview on communicative approaches for teaching English to young children. An introduction to CLIL	1 ECTS /25h
3. Communicating orally. The Way towards literacy.	1.2 ECTS / 30h
4. Creating a literacy-friendly classroom for teaching English in Infant Education	2.8 ECTS /70h

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[3] SC stands for Specific Competence.

4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

The **teaching-learning methodology** will be **based on** the **CLIL Approach**, whose main aim is creating a **communicative atmosphere** and **involving students actively in high-order thinking processes**. Thus, students will be **improving their competence in the English language** at the same time they are **learning about the specific content area**. In addition, students will also be helped to reflect on the "mechanics" of this approach, enabling them to **transfer their learning experience to their teaching practice**.

This subject combines non-compulsory face-to-face classes and tutorials with learning materials and technological tools which aid students in acquiring and constructing knowledge, working both autonomously and in groups, and communicating directly with the teacher and classmates.

Together with course materials, students can find activities with various objectives. The virtual community with its forums and message system will enable cooperative group work.

Through the virtual community, students can communicate with the teacher and classmates, receive necessary documentation, send completed activities and have access to information about individual development and progression.

4.1. ECTS distribution

Total number of hours (6 ECTS): 150	
Attendance hours: up to 15 hours	Practical classes Face-to-face tutorials
Autonomous hours of working time on the student's part:	Up to 150 hours of autonomous working time

4.2. Methodological strategies, materials and didactic resources

Methodological strategies will be based on the CLIL approach (Content and Language Integrated Learning) as well as PBLL (Project Base Language Learning), thus working on **Cognition, Communication, Content and Culture**. Students are expected to develop a **critical awareness on the teaching-learning of a foreign or second language at early ages.** Also, they are expected to use and improve their **Communicative skills in the English language,** and to be able to **promote them when working with Infant pupils in the English classroom.** Apart from this, students are expected to acquire a basic knowledge on second language acquisition, and teaching-learning approaches, resources and techniques, becoming acquainted with those works which have a higher potential to ensure learning in the Infant classroom. Finally, students will be asked to **show and develop a cultural awareness**, and to be able to **promote it** at Infant Education levels.

Throughout this subject, the lecturer will act as an instructor as well as a facilitator. Students will handle a variety of materials, which will be available on our Virtual Community http://edu.cardenalcisneros.es

5. ASSESSMENT

In order to obtain a passing mark for this course, it is essential for the student to have reached all the competences included in this guide through the multiple measurement instruments provided. The student must perform all assessment tasks set out in this guide as a requirement to pass the subject both in the continuous or final evaluation process, in the ordinary or extraordinary assessment processes.

The following tables show the **specific competences** the subject deals with, the **assessment criteria** set and the **appraisal criteria** the teacher will apply to measure these outcomes and, finally, the **assessment system** divided into the **instruments** which will be used. This table may serve as a guideline to know how the competences will be assessed.

Specific competence	Know the language and literacy curriculum of this learning stage, as well as the theories about the acquisition and development of the corresponding learning outcomes. (C1)
Assessment criteria	Knowledge of the contents of the language and literacy curriculum of this stage.
Appraisal criteria	Understanding and application of the main elements in the English curriculum for Infant Education.

Specific competence	Promote the capabilities of speaking and writing. (C2)
Assessment criteria	Knowledge of the theory, techniques and resources related to the development of speaking and writing at early ages.
Appraisal criteria	Understanding of children development in terms of their productive skills in a foreign language (English).

Specific competence	Know and master techniques to develop oral and written skills. (C3)
Assessment criteria	The students will be able to communicate using appropriate English at a minimum A.2.2/B1.1 level.
Appraisal criteria	Demonstration of a communicative competence in the English language which corresponds to A.2.2/B1.1 level (CEFR).
Specific competence	Know the learning process of literacy and its teaching. (C6)
Assessment criteria	Control of the teaching-learning processes involved in acquiring a language and the theories related to acquisition and development of speaking and writing. Mastery of techniques and resources to promote reading and writing.
Appraisal criteria	Design, implementation, justification and reflection on teaching/learning plans to improve children's communicative competence in a foreign language (English).

Specific competence	Face languages learning situations in multilingual contexts. (C7)
Assessment criteria	Knowledge about how to solve learning problems in multilingual contexts and to master the basic principles to teach a foreign language at early ages.
Assessment system	Ability to explain the implications of the teaching of English as a second or foreign language, applying the correspondent teaching techniques, methods and approaches.

Specific competence	Know and use appropriately different resources to encourage reading and writing. (C9)
Assessment criteria	Mastery of the techniques and resources to promote reading and writing.
Appraisal criteria	Design, implementation, justification and reflection on teaching/learning plans to improve children's communicative competence in a foreign language (English)

Specific competence	Be able to promote a first approach to a foreign language. (C11)
Assessment criteria	Knowledge about how to solve learning problems in multilingual contexts and to master the basic principles to teach a foreign language at early ages.
Appraisal criteria	Design, implementation, justification and reflection on teaching/learning plans to improve children's communicative competence in a foreign language (English)

Appraisal criteria	Definition	%
Understanding and application of the main elements in the English curriculum for Infant Education.	The student will be able to recognise and justify multilingual teaching contexts, and to provide with appropriate theory on Second Language Acquisition.	10
Understanding of children development in terms of their productive skills in a foreign language (English).	The students will be able to identify, choose, justify and apply a number of techniques, strategies and resources related to the promotion of productive skills at Infant level.	10
Demonstration of a communicative competence in the English language which corresponds to A.2.2/B1.1 level (CEFR).	The students will be able to communicate using appropriate English at a minimum A.2.2/B1.1 level.	20
Design, implementation, justification and reflection on teaching/learning plans to improve children's communicative competence in a foreign language (English).	The students will be able to design and implement teaching-learning units directed to the English Infant Classroom, and reflect on its structure, usefulness and effectiveness.	40
Understanding and application of the main elements in the English curriculum for Infant Education.	The students will be able to recognise, organize and use the main elements in the English curriculum for Infant Education.	10
Design, implementation, justification and reflection on teaching/learning plans to improve children's communicative competence in a foreign language (English)	The students will be able to consider and reflect on the basic principles to develop and teach a didactic plan to improve children's communicative competence in a foreign language	10

Report Criteria

Although **attendance will not be marked,** students who are unable to attend more than 5% and/or submit work in the continuous assessment within the submission deadline set should choose **final assessment.** If students submit more than 2 assignments in the continuous assessment evaluation, they cannot opt for the final assessment, even if this happens during the first two weeks.

Final **assessment** will be articulated according to the current legislation established by the University of Alcalá. These regulations establish, among others, the following criteria:

- This subject has an ordinary exam in January/February and an extraordinary exam in May/June.
- If a student cannot follow the continuous assessment proposed for the ordinary exam, he/she should ask for a final assessment exam to the lecturer in charge of the subject during the two first class weeks. This proposal will be approved or rejected by the Head Department.
- The extraordinary exam is set for those students who have not passed the ordinary exam (either ordinary or final).
- The characteristics for the continuous and final assessment are explained in this study guide.
- To access more information on the assessment regulations, you should visit: http://www.uah.es/universidad/estatutos_normativa/documentos/otros/NormatEvalua cionAprendizajes.pdf

Continuous and Final assessment – first call (ordinary and extraordinary)

All students will be asked to **engage in micro-teaching activities.** These will simulate teaching-learning situations students will need to cope with in the future. They will also complete **written activities and projects.** Finally, they will be asked to prepare a **toolbox** of resources and materials.

Students whose request for **final assessment has been approved** should complete these assignments by **using digital tools** the lecturer will indicate. They may also be required to **record videos** to supply for their impossibility to carry out oral presentations in class.

Regarding the **extraordinary call** for this subject, the lecturer will take into account those assignments marked with a passing grade in the first call, and will clarify to the students which assessment tools and competences need to be worked and how.

Appraisal criteria	Written projects	Reflection work	Toolbox	Micro-teachings	%
Ability to explain the implications of the teaching of English as a second or foreign language, applying the correspondent teaching techniques, methods and approaches.	X	X		X	30
Understanding of children development in terms of their productive skills in a foreign language (English).	X	X			10
Demonstration of a communicative competence in the English language which corresponds to A.2.2/B1.1 level (CEFR) and includes a mastery of non-verbal language.	X			X	20
Understanding and application of the main elements in the English curriculum for Infant Education.		X		X	10
Design, implementation, justification and reflection on teaching/learning plans to improve children's communicative competence in a foreign language (English).	X	X	X	X	30
TOTAL	30	20	20	30	

For more clarifications on the evaluation regulations, you can consult this document: https://www.uah.es/export/shared/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf

During the development of the evaluation tests, the guidelines established in the Regulations that establish the Coexistence Rules of the University of Alcalá must be followed, as well as the possible implications of the irregularities committed during said tests, including the consequences for committing academic fraud according to the Regulations for the Disciplinary Regime of the Student Body of the University of Alcalá.

6. BIBLIOGRAPHY

Basic bibliography

The following references will constitute the basic bibliography for the course, and more specific textbooks or journal articles will be provided throughout the term when required.

ACTFL. (2011). 21st century skills map. Washington, DC: Author. Retrieved from
http://www.actfl.org/files/21stCenturySkillsMap/p21_worldlanguagesmap.pdf
The American Council for Teaching of Foreign Languages has designed this map connecting different 21st century skills with the different levels of proficiency of students. This document provides helpful examples.

Bell, D. D., and Bogan, D. L. (2013). English Language Learners: Problems and Solutions Found in the Research of General Practitioners of Early Childhood. *e-Journal of Balanced Reading Instruction, 1(2), article 5.*
 https://digitalcommons.lsu.edu/cgi/viewcontent.cgi?article=1013&context=jblri
This article looks at the way students

Buck Institute for Education (2019). *Gold standard PBL: Essential project design elements.* PBLworks.

https://my.pblworks.org/resource/document/gold_standard_pbl_essential_project_design_elements?_ga=2.187983021.488131079.1652864470-1229537032.1652864470
One of the recent tendencies for FL education in the past few years has been that of a bigger focus on project-based language learning. This is a brief article highlighting key ideas regarding it.

Coyle, D., Hood, P. and Marsh, D. (2010). *CLIL.* Cambridge University Press.
An essential reference book to understand the origins and development of the CLIL approach in Europe. It contains both theoretical and practical information.

Gardner, H. (2006). *Multiple Intelligences. New Horizons in Theory and Practice.* Basic Books.
A book about the importance of multiple intelligences and how we can use them to improve students' learning.

Gower. R.; Philips, D. and Walters, S. Teaching Practice. (2005). A Handbook for Teachers in Training. Macmillan.
It provides fundamental information on how to organise your lessons, both from the physical and methodological points of view. It also provides guidance on the teaching of skills in the EFL classroom.

Harmer, J. (2012). *The Practice of English Language Teaching (Fourth Ed).* Pearson Longman.
A guide for teachers of English with strong focus on methodology and the use of new technologies. It also provides opportunities to reflect on essential issues such as teacher development, learner autonomy and context-sensitive teaching.

Larmer, J., Mergendoller, J., Boss, S. (2015). *Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction.* ASCD.
This book provides the foundations on PBL: what it is and why it is significant. It additionally focuses on how to design and apply PBL for teaching and learning.

Lee, J. F. and VanPatten, B. (Eds.) (2003). *Making Communicative language teaching happen. 2nd edition.* McGraw Hill.
A guide to help English language teachers to create a communicative classroom. It covers a wide range of topics from a theoretical and practical perspective.

Lowes, R. and Target, F. (1998). *Helping students to Learn. A guide to learner autonomy.* Richmond.
This book examines the issues involved in learner autonomy and demonstrates ways in which this can be gradually introduced in the classroom. It contains both theory and practical ideas (photocopiable contents included).

Mehisto, P., Marsh, D. and Frigols, M.J. (2008). *Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education*. **Macmillan.**
This book is a practical and informative handbook which examines language and content teaching giving practical examples.

Moon, J. (2000). *Children Learning English*. **Macmillan.**
A comprehensive guidebook for teachers of English to young learners. It covers both theory and practice and offers discover activities and real-life examples from classrooms around the world. It focuses on how children learn foreign languages and how we can help them learn effectively.

Nunan, D. (ed.). (2003). Practical *English Language Teaching*. **McGraw Hill.**
An overview of language teaching methodology for English language teachers. It is focused on reflecting on different teaching approaches and methodologies and provide information on how to implement them into the classroom.

Piker, R. A. (2013). Understanding influences of play on second language learning: A microethnographic view in one Head Start preschool classroom. *Journal of Early Childhood Research*, *11*(2), 184–200. https://doi.org/10.1177/1476718X12466219

Scrivener, J. (2005). *Learning Teaching: A guidebook for English language teachers.* **Macmillan Heinemann.**
It is a guide to explain the basic principles at work in a language classroom and shows how to plan lessons. It is focused on providing techniques and strategies for all levels (not specifically children).

Well, G. (2009). The *Meaning Makers: Learning to Talk and Talking to Learn*. **Multilingual Matters.**
This book is about children's language and literacy development at home and at school. It follows the development of a representative sample of children from their first words to the end of their primary schooling. It contains many examples of their experience of language in use, both spoken and written, and shows the active role that children play in their own development as they both make sense of the world around them and master the linguistic means for communicating about it. Additionally, the second edition includes examples of effective teaching.

Wyse, D., Jones, R., Bradford, H, & Wolpert, M.A. (2018). Teaching English, Language and Literacy. 4th edition. Routledge. Taylor & Francis Group,
This book includes up-to-date research and updated discussion of effective teaching. It is an essential introduction for anyone learning to teach English from the early years to primary school level. Chapters include a glossary, examples of good practice, coverage of key issues, analysis of research and reflections to encourage the best possible response to the challenges of teaching. This book is for all those who want to improve the teaching of English, language and literacy in schools. Designed to help inform trainee teachers and tutors, but also of great use to those teachers wanting to keep pace with the latest developments in their specialist subject, this is an indispensable guide to the theory and practice of teaching English, language and literacy.

Electronic resources

Links with videos or articles on educational issues related to the teaching of English:

http://archive.teachfind.com/ttv/www.teachers.tv/index.html

https://www.teachertube.com/

https://www.teachingenglish.org.uk/

https://nflrc.hawaii.edu/

Links with resources as printables, games, nursery rhymes, short stories, etc.:

https://www.abcteach.com/
http://atozteacherstuff.com/
https://www.britishcouncil.org/teach-english
https://busytoddler.com/ and https://www.instagram.com/busytoddler/
https://defenders.org/
https://www.dltk-kids.com/
https://www.enchantedlearning.com/
https://freestoriesforkids.com/short-stories
http://learnenglishkids.britishcouncil.org/
https://www.teachingenglish.org.uk/resources/secondary/lesson-plans
https://www.mamalisa.com/
https://www.mes-english.com/
https://www.primarygames.com/
https://www.songsforteaching.com/
https://www.enchantedlearning.com/school/

All Web references were accessible at the time of publishing this study guide.