Universidad de Alcalá

Centro Universitario Cardenal Cisneros

STUDY GUIDE

Early Literacy and English Phonics

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

Academic Course 2020/21
4th Course– 1st Term

STUDY GUIDE

Subject:	**Early Literacy and English Phonics**
Code:	**510050**
Degree:	**Degree in Infant Teacher Training** **Blended Learning** **English Language Specialization**
Department:	**Teaching Specific Sciences**
Character:	**Optional**
Credits:	**6**
Course and term:	**4th course – 1st term**
Lecturers:	**Raquel Fernández**
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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 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 considered in the training of Infant Education teachers.

Thus, the subject **Early Literacy and English Phonics** is offered in this Degree due to the **fast growing social demand** to teach English to increasingly younger learners, which consequently requires Infant teachers to be well prepared in English language, and in how to implement English in the Infant Education classroom. On the other hand, having a solid basis in the English language is a must for any university student in the 21st century. This is why Infant Education students need training 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 teaching of **Phonetics** and **Phonics** in combination with **Early Literacy Teaching** in the Infant Education content area of **English as a Foreign Language for Infant Education**, which will

constitute indispensable tools for the student to develop his/her future professional competences suitably.

This optional subject aims at providing students to know how to develop their own pronunciation of English and how to deal with the teaching of Early Literacy in the English language by means of Phonics, following a **Content and Language Integrated Learning**[1] **approach**, and promoting the use of **English as the tool to communicate** in the classroom.

Therefore, lessons will be conducted **entirely in English**, seeking always to stimulate student participation in class providing them with both maximum exposure to the English language and opportunities to practise their own productive output.

Regarding the level of English students will acquire, they will be asked to work at a **B2.2 level** (CEFR[2]).

Prerequisites and Recommendations

It is required for students to:

- Be **officially enrolled** in the subject.
- Have a minimum of **B2.1 level of English.**
- **Work on developing at least a B2.2 language competence level** in the English language, as this is a 4th year subject.
- Be **committed to improving their level of English** using all the possibilities offered both inside and outside the classroom.
- Have an **active and participative attitude** during the lessons, willing to work cooperatively in class.
- Work effectively **individually and in groups**.

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)[3]

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[1] From now onwards, Content and Language Integrated Learning will be referred to as CLIL

[2] Following the Council of Europe, CEFR stands for Common European Framework of Reference for Languages. See more in http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

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

2. Saber aplicar esos conocimientos al trabajo de una forma profesional, demostrando el dominio de las competencias mediante la elaboración y defensa de argumentos y resolución de problemas en dichas áreas de estudio. (CCC5)

3. 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)

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

5. 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)

6. 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)

Specific Competences:

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

1. Acquire a good communicative competence (B2.2 CEFR). (SC1)[4]

2. Have an extensive training in the field of Foreign Language teaching at very early stages, both theoretical and practical. (SC2)

3. Use the knowledge and procedures which contribute to full autonomy in relation to professional practices and lifelong training. (SC3)

4. Know the learning process of literacy and its teaching. (SC6)

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[4] SC stands for Specific Competence

3. CONTENTS

➢ **Part 1: Literacy Teaching in the Infant Classroom**

Defining Literacy Teaching and Early Literacy. The importance of Early Literacy teaching in Infant Education.

➢ **Part 2: English Phonics in the Infant Classroom**

Defining Phonics and Jollyphonics. Phonics and phonemic awareness. Explicit vs. implicit Phonics instruction. Teaching Word Study/Reading to young learners. Types of Phonics instruction: Synthetic, Analytical and Analogy phonics. The importance of Phonics in Infant Education.

➢ **Part 3: English Phonetics and Phonology for Infant Teachers**

Defining Phonetics and Phonology. The articulators. Segmental features: the English vowel system, and consonants and clusters in English. Supra-segmental features: stress, rhythm and intonation.

➢ **Part 4: Combining English Phonics and Literacy Teaching in Infant Education**

The Whole Language approach. Embedded Phonics. Learning to use Phonics in the Infant Classroom. How to plan and deliver a lesson combining Phonics and Literacy Teaching.

Modules	Credits/hours
1. Literacy Teaching in the Infant Classroom	1 ECTS /25h
2. English Phonics in the Infant Classroom	1 ECTS /25h
3. English Phonetics and Phonology for Infant Teachers	1.5 ECTS / 37.5h
4. Combining English Phonics and Literacy Teaching in Infant Education	2.5 ECTS /62.5h

4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

The **teaching-learning methodology** will be **based on** the **CLIL Approach**, which 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 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), 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

Students will often use monolingual, bilingual and collocation dictionaries. They are advised to buy a monolingual dictionary (either in paper or an electronic one).

5. ASSESSMENT

To pass the course it is essential for the student to have reached all the competences contained in this guide through the various instruments provided for measurement. 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 first or re-sit assessment processes.

In the following tables you can find 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 **tools** which will be used. This table may serve as a guideline to know how the competences will be assessed.

Specific competence	Acquire a good B2.2 (CEFR) communicative competence. (SC1)
Assessment criteria	Acquisition of a communicative competence equivalent to B2.2
Appraisal criteria	Demonstrating appropriate, accurate and fluent English at a minimum B2.2 level.

Specific competence	Have an extensive training in the field of Foreign Language teaching at very early stages, both theoretical and practical. (SC2)
Assessment criteria	Production of effective activities which go around English Phonics and Early Literacy.
Appraisal criteria	Creation of effective activities dealing with English Phonics and Early Literacy. Creation of effective materials and didactic resources dealing with the teaching of English Phonics and Early Literacy.

Specific competence	Use the knowledge and procedures which contribute to full autonomy in relation to professional practices and lifelong training. (SC3)
Assessment criteria	Choice of appropriate materials and resources according to the teaching-learning context set. Integration of previously acquired knowledge, such as classroom management techniques. Ability to work in groups effectively. Ability to manage own time in independent work effectively.
Appraisal criteria	Appropriate selection of materials and resources according to the teaching-learning context set. Development of cross-curricular skills which help them link new knowledge with previous knowledge.

Specific competence	Know the learning process of literacy and its teaching. (SC6)
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).

Appraisal criteria	Definition	%
Demonstrating appropriate, accurate and fluent English at a minimum B2.2 level.	Shows a communicative competence which fulfills the requirements set for B2.2	30
Creation of effective activities dealing with English Phonics and Early Literacy.	Designs and implements effective activities working with or around English Phonics and Early Literacy.	15
Creation of effective materials and didactic resources dealing with the teaching of English Phonics and Early Literacy.	Designs effective materials and didactic resources working with or around the teaching of English Phonics and Early Literacy.	10
Appropriate selection of materials and resources according to the teaching-learning context set.	Selects materials and resources according to the teaching-learning context set and is able to produce a justification to support this choice.	10
Development of cross-curricular skills which help them link new knowledge with previous knowledge	Shows awareness of his/her learning as a whole, and is able to link prior knowledge to new knowledge acquired	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 design and implement teaching-learning units directed to the English Infant Classroom, and reflect on its structure, usefulness and effectiveness.	25

Report Criteria

Although **attendance will not be marked,** students who are unable to attend more than 5% and/or submit works 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.

All assignments must be passed with a minimum grade of 5 to be able to pass the subject. Late submissions without a prior informed and appropriately justified reason will not be accepted, and will result on failing the assignment and so, the subject.

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.
- 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/NormatEvaluacionAprendizajes.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,** including a test dealing with the most significant aspects of the subject. Finally, there will be **oral tasks** as well.

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 indicate the students which assessment tools and competences need to be worked and how.

Appraisal criteria \ Assessment tool	Written tasks/ projects	Micro-teaching tasks	Oral Tasks	%
Demonstrating appropriate, accurate and fluent English at a B2.2 level.	X	X	X	30
Creation of effective activities dealing with English Phonics and Early Literacy.	X	X		10
Creation of effective materials and didactic resources dealing with the teaching of English Phonics and Early Literacy.		X		10
Appropriate selection of materials and resources according to the teaching-learning context set.		X	X	10
Development of cross-curricular skills which help them link new knowledge with previous knowledge.	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		30
TOTAL	**40%**	**40%**	**20%**	**100%**

6. 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 for each of the units of the syllabus.

Basic bibliography

Blevins, W. (2006): *Phonics from A to Z. A Practical Guide*. New York: Scholastic Professional Books.
> A reference book for classroom teachers, pre-service teachers, teacher educators and staff developers. This comprehensive resource provides the phonics background students will need and highly practical strategies and lessons to apply. It includes activities for developing phonemic awareness, alphabet recognition and understanding of phonics, as well as games, sample lessons, and teaching strategies for the sounds of English.

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: CUP.
> A comprehensive handbook which covers many topics, including learning theories about how young learners learn foreign languages, principles and frameworks, how to deal with spoken language, literacy in the foreign language, etc., both in a theoretical and practical way.

Gower. R.; Philips, D. and Walters, S. (2005) *Teaching Practice. A Handbook for Teachers in Training*. Oxford: 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.

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: OUP.
> This book is a source of information, ideas, and insights into teaching. It involves teachers in their own professional development by encouraging them to reflect on their practice, and aims to develop insights into issues, problems, and possibilities in ELT methodology. It is also useful as a general reference for the classroom teacher.

Jones, D. (2005). *Cambridge English Pronouncing Dictionary* (17th ed). Cambridge: CUP.
> This is not only a pronouncing dictionary, but also a guide to pronunciation in English. It includes thousands of pronunciations that are not usually included in general dictionaries, such as places or words from science and technology. It also provides a number of panels explaining terminology related to phonetics.

Kelly, G. (2000). *How to Teach Pronunciation*. Harlow: Pearson Education
> A comprehensive, learner-friendly handbook for learners of English Phonetics. It includes many teaching tips for fresh teachers.

Moon, J. (2000). *Children Learning English*. Oxford: Macmillan: Heinemann.
> A comprehensive handbook for teachers of English to young learners. It covers both theory and practice, focusing on how children learn English and how teachers can help them learn effectively.

Pinter, A. (2006). *Teaching young language learners*. Oxford: OUP.

> This book discusses and brings together research relevant to children and language learning and principles in practice teaching. It deals with learning theories, explains how children learn their first language and acquire additional languages, helps to deal with oral and written English, and explains what is learning to learn.

Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching* (3rd ed). London: Macmillan.

> It is a guide to explain the basic principles at work in a language classroom and shows how to plan lessons. It also includes a very useful and easy-to-read chapter on English Phonology. It is focused on providing techniques and strategies for all levels (not specifically children).

Electronic resources

There is an enormous amount of Internet resources to teach English to children, among them, these will be widely used:

https://my.vanderbilt.edu/specialeducationinduction/files/2011/09/1-Literacy-teaching-guide-phonics.pdf (a very informative and formative guide to teaching phonics within a literacy programme designed by the New South Wales Department of Education and Training)
http://www.dltk-kids.com/ (web to design materials in the FL classroom)
http://www.eslkidstuff.com/Articles.htm (scientific articles about English teaching)
http://teachers.tv (educational videos, reflective thinking about teaching)
http://www.mes-english.com/ (English teaching materials)
http://abcteach.com/ (English teaching materials)
http://www.teachchildrenesl.com/index.html (English teaching materials)
http://www.kaboose.com/ (English teaching materials)
http://www.BillyBear4Kids.com (English teaching materials)
http://www.EnchantedLearning.com (English teaching materials)
www.english4children.com (English teaching materials)
www.kidsplanet.org (English teaching materials)
www.kidsgowild.com (English teaching materials)
www.magickeys.com (English teaching materials)
http://www.kizphonics.com/ (Phonics materials)
http://www.atozphonics.com/teaching-phonics.html (Phonics resources)
http://supersimplelearning.com/abcs/games/ (Phonics games)
http://www.bbc.co.uk/schools/wordsandpictures/phonics/index.shtml (Phonics resources)
http://pbskids.org/lions/ (Phonics games, stories & songs)
http://www.eslkidslab.com/phonics/index.html (Phonics games, stories & songs)
http://www.speakaboos.com/index (Phonics games, stories & songs)