

STUDY GUIDE

Strategies and Resources for the English Infant Classroom

Degree in Infant Teacher Training
Blended Learning

English Language Specialization

C.U. Cardenal Cisneros
Universidad de Alcalá

Academic Year 2024/25

3rd Year – 2nd Term

STUDY GUIDE

Subject:	Strategies and Resources for the English Infant Classroom
Code:	510049
Degree:	Degree in Infant Teacher Training Blended Learning English Language Specialization
Department:	Teaching Specific Sciences
Character:	Optional
Credits:	6
Course and term:	3rd course, 2nd term
Lecturer(s):	Carolina Benito Cox
Office hours:	TBA
Office number:	Despacho 23.2
E-mail	carolina.benito@cardenalcisneros.es
Language	English

>> El Centro Universitario Cardenal Cisneros garantiza a sus estudiantes que, si—debido a demandas sanitarias—las autoridades competentes suspendieran las sesiones de clases presenciales parcialmente o en su totalidad, los planes de enseñanza alcanzarán los objetivos para estas sesiones a través de una metodología de enseñanza-aprendizaje online así como por un proceso evaluación online y se retomaría la enseñanza presencial tan pronto como estos requisitos cesaran.

1. PRESENTATION

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 carefully considered in the training of Infant Education teachers.

Thus, this optional subject is offered in the English Specialization of this Degree due to the fast-growing social demand to teach English to increasingly younger learners, which consequently requires Infant teachers well prepared in the English language. Moreover, having a solid basis in the English language is indispensable 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 6 years. Therefore, the subject offers a valuable and meaningful set of knowledge, competences, and methodological resources especially oriented to creating adequate conditions for meaningful children's development and learning to occur.

Pre-requisites and Recommendations

It is required for students to:

- Demonstrate near B2 English level
- Be officially enrolled in the subject.
- Have an active and participative attitude during lessons.
- Be committed to improving their level English using all the possibilities offered both inside and outside the classroom.

2. COMPETENCES

Generic Competences:

According to the current legislation, at the end of this study programme, students will be able to the following Cross-Curricular Competences:

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)¹
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 recoger e interpretar datos relevantes de las distintas áreas de estudio y de emitir juicios que incluyan una reflexión sobre temas relevantes de índole socioeducativa, científica y ética. (CCC6)
4. Adquirir las habilidades de aprendizaje necesarias para ampliar sus estudios con autonomía. (CCC8)

Degree Competences:

1. Conocer los objetivos, contenidos curriculares y criterios de evaluación de la Educación Infantil. (DOC1)²
2. Promover y facilitar los aprendizajes en la primera infancia, desde una perspectiva globalizadora e integradora de las diferentes dimensiones cognitiva, emocional, psicomotora y volitiva. (DOC2)
3. Fomentar la convivencia en el aula y fuera de ella y abordar la resolución pacífica de conflictos. Saber observar sistemáticamente contextos de aprendizaje y convivencia y saber reflexionar sobre ellos. (DOC4)
4. 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. (DOC6)

5. Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo en los estudiantes. (DOC11)

Specific Competences Related to the Specialization in English:

1. Acquire a good communicative competence (minimum B2 CEFR) (DOC1) (DOC6)
2. Have an extensive training in the field of Foreign Language teaching at very early stages, both in theory and in practice (DOC1) (DOC2) (DOC4) (DOC6) (DOC11).
3. Be able to use the knowledge and procedures which contribute to full autonomy in relation to professional practices and lifelong training. (DOC1 (DOC4) (DOC6) (DOC11)

¹ 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

² DCO Degree Own Competence

³ SC stands for Specific Competence.

3. CONTENTS

1. Strategies for emotional support.
 - Why a nurturing environment? Positive vs. negative climates. Sensitivity and regard for student perspectives.
2. Strategies for classroom organization
 - Behaviour management. Productivity. Instructional learning formats.
3. Strategies for instructional support
 - Children's learning strategies. Language modelling. Concept development.
4. Resources for emotional support
 - Finding your voice. Language, activities and visuals for emotional support.
5. Resources for classroom organization.
 - Spaces for different instructional activities. Language and materials for routines, transitions, behavior management, and organization.
6. Resources for instructional support.
 - Materials and realia. Drama and books. Tales and stories. Nursery rhymes. Songs. Classroom library. Visual and oral games. Language for instructional support.

Content Blocks	Total of ECTS credits and hours
Block I. Strategies (3 credits) <ol style="list-style-type: none"> 1. Strategies for emotional support. 2. Strategies for classroom organization. 3. Strategies for instructional support. 	0,5 ECTR / 12,5hrs 1 ECTR / 25hrs 1,5 ECTR / 37,5 hrs

<p>Block II. Resources (3 credits)</p> <p>4. Resources for emotional support. 5. Resources for classroom organization. 6. Resources for instructional support.</p>	<p>0,5 ECTR / 12,5hrs 1 ECTR / 25 hrs 1,5 ECTR / 37,5 hrs</p>
---	---

4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

The teaching-learning methodology will be active and dynamic, having as its main aim to create a communicative atmosphere and to involve students actively in high-order thinking processes. Thus, students will be **improving their competence in the English language as well as acquiring teaching skills and knowledge contributing to their professional development.**

Lessons will be structured throughout the term in three different ways:

1. **Whole-group sessions** will be carried out by using activities such as communication-based work (pair or group discussions), information searching, question answering based on different texts, and others, all aimed at consolidating the theoretical contents, and applying them to a practical context. Debates and oral presentations may also be carried out during this time. The work here will mainly be done individually and in small- to medium-sized groups.
2. **Practical lessons** will consist of activities such as problem solving, analysis of documents or other materials, practical workshops and oral activities, such as presentations or simulations. During these sessions, the work will be done individually, in pairs and small- to medium-sized groups.
3. **Personal tutorials:** aimed at ensuring a more personalized attention to students

Apart from the above possibility of **10** hours of lesson attendance, the student must also complete up to **150** hours of independent work at home, which will include activities, preparing presentations, reading articles, doing some research, organizing information, and revising the subject contents. They could also attend tutorial hours to have their doubts and questions answered by the teacher.

4.1. ECTS distribution

Total number of hours (6 ECTS): 150	
Number of hours of classroom attendance: Up to 10 hours	10-15 hours of practical lessons
Number of hours of independent learning	150 hours

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 will handle a variety of materials, which will be available on our Virtual Community <http://edu.cardenalcisneros.es>

We will also handle internet resources to have access to videos related to different topics. If possible, contact with experts will be also encouraged.

5. ASSESSMENT

*Each of the assessment tasks in this subject is linked to the attainment of linguistic and communicative goals in the foreign language (English) which correspond to the Common European Framework of Reference for Languages descriptors (B2+). **If the attainment of these goals is not demonstrated, the assessment task will be considered not to have been passed.***

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 communicative competence (minimum B2 CEFR)
Assessment criteria	Acquisition of a communicative competence equivalent to B2 (CEFR)
Appraisal criteria	Demonstrate appropriate, accurate and fluent English above B2

Specific competence	Have an extensive training in the field of English Classrooms in very early stages, both in theory and in practice.
Assessment criteria	Mastery of emotional, instructional and classroom organization strategies and resources
Appraisal criteria	Creation of effective learning experiences based on the appropriate selection of strategies and resources.

Specific competence	Be able to use the knowledge and procedures that contribute to full autonomy in relation to professional practices and lifelong training.
Assessment criteria	Knowledge of strategies and resources related to language development for the early childhood education classroom. Reflection on own abilities and their development.
Appraisal criteria	Knowledge and reflection of strategies and resources to help young language learners. Development of cross-curricular skills to help link new knowledge with previous knowledge.

Specific competence	Know and apply 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 Infant Education curriculum for English as a Foreign Language

Appraisal criteria	DEFINITION	%
Demonstrate appropriate, accurate and fluent English above B2	Communicates using appropriate English at above B2 level, including the use of non-verbal cues.	30%
Creation of effective learning experiences based on the appropriate selection of strategies and resources	Creates effective learning experiences, selecting appropriate strategies and resources according to the teaching-learning context	30%
Knowledge and reflection of strategies and resources to help young language learners.	Identifies and reflects on appropriate strategies and resources to help young learners.	30%
Development of cross-curricular skills to help 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	5%
Understanding and application of the main elements in the English curriculum for Infant Education.	Recognises, organises, and uses the main elements in the English curriculum for Infant Education	5%

Report Criteria

Although **attendance will not be marked**, students who are unable to attend more than 5% and/or submit works 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 May/June, and an extraordinary exam in June/July.
- If a student cannot follow the continuous assessment proposed for the ordinary exam in May/June, 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.
- 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 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.

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

Assessment tool Appraisal criteria	Written tasks	Oral tasks	Final project work	%
Demonstrate appropriate, accurate and fluent English above B2: <i>Written and oral tasks for each unit, Observation Journal, Resource Bank, Reflection essay, Storytelling, micro-teaching, final project and interview discussion.</i>	X	X	X	30%
Creation of effective learning experiences based on the appropriate selection of strategies and resources: <i>Final project, observation journal tasks, resource bank, micro-teaching.</i>	X	X	X	40%
Knowledge and reflection of strategies to help young language learners. <i>Final project and discussion, micro-teaching, lesson plans, observation journal tasks, reflection.</i>	X	X	X	20%
Development of cross-curricular skills to help link new knowledge with	X		X	5%

previous knowledge: <i>Final project, observation journal tasks, micro-teaching.</i>				
Understanding and application of the main elements in the Infant Education curriculum for English as a Foreign Language: <i>Final project, observation journal tasks, reflection, micro-teaching.</i>	X		X	5%
TOTAL	35%	35%	30%	100

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

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

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.

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.

Buck Institute for Education. (2015). *What is PBL?* PBLWorks. <https://www.pblworks.org/what-is-pbl>

Great and brief reference for understanding High-Quality Project Based Learning (PBL).

Buck Institute for Education. (2015). «*Doing a Project*» vs. *Project Based Learning*. PBLWorks. <https://www.pblworks.org/doing-project-vs-project-based-learning>

Great reference to understand Project Based Learning methodology and differentiate it from the many other uses of the word "project". It contains both theoretical and practical information.

Buck Institute for Education. (2015). *Gold Standard Project Based Learning by PBLWorks* [Illustration]. <https://www.pblworks.org/what-is-pbl/gold-standard-project-design>.
<https://www.pblworks.org/what-is-pbl/gold-standard-project-design>

A very clear way to understand the essential elements of High-Quality Project Based Learning.

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.

***From PBL to PBLL*. (2018). [Video]. YouTube.** <https://www.youtube.com/watch?v=o4r4t3S-ado>

This reference makes sense after you understand PBL methodology. It brings L2 teaching alive for teachers who want to work authentically in connection to the real world.

Eggen, P. & Kauchak, D. (2011). *Strategies and models for teachers: Teaching Content and thinking skills*. London: Pearson Higher Ed.

Illustrates an instructional model in practice and translates cognitive principles of learning into teaching strategies. Two main parts: 1) principles of cognitive learning and motivation theory, teaching strategies that apply to all grade levels, and the teaching of thinking. 2) Individual models designed to help learners reach specific cognitive, social, and critical thinking goals. With a focus on active learning, utilizing research, cognitive psychology, experience, and emphasizes the teacher's central role in the learning process.

Gebhard, J. G. (2006). *Teaching English as a Foreign or Second Language: A teacher self-development and methodology guide*. Ann Arbor MN: University of Michigan Press

This guide provides basic information that ESL/EFL teachers should know before they start teaching and many ideas on how to guide students in the skills of listening, speaking, reading, and writing. It stresses the multifaceted nature of teaching the English language to non-native speakers and is based on the real experiences of teachers.

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.

Harmer, J. (2015). *The Practice of English Language Teaching* (4th Edition). London: Pearson Longman.

A guide for teachers of English with strong focus on methodology and the use of new technologies. It provides opportunities to reflect on essential issues such as teacher development, learner autonomy and context-sensitive teaching.

Kottler, E. & Kottler, J. A. (2002). *Children with limited English: Teaching strategies for the regular classroom*. Thousand Oaks, CA: Corwin Press, A Sage Publications Company

This book presents tools to help beginning teachers meet the challenges of an increasingly diverse student population. It provides the concepts and methods needed to effectively serve limited English-proficient students, focusing on such skills as building a trusting relationship with students, understanding the principles of language acquisition, and capitalizing on alternative means of support within the school and community.

Lee, J.F. and VanPatten, B. (Eds.) (2003). *Making Communicative language teaching happen*. 2nd edition. New York: 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.* London: 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).

Moon, J. (2000). *Children Learning English.* Oxford: Macmillan.

A comprehensive guidebook for teachers of English to young learners. It covers both theory and practice, and offers discovery activities and real-life examples from classrooms around the world. It provides insight into how children learn foreign languages and how we can learn from them and help them learn effectively.

National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the Education Success of Children and Youth Learning English: Promising Futures.* Washington, DC: The National Academies Press. Doi: <https://doi.org/10.17226/24677>

How evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and education DLLs/ELs from birth to grade 12.

Orlich, D.C., Harder, R.J., Callahan, R.C., Trevisan, M.S., & Brown, A.H. (2012). *Teaching strategies: A guide to effective instruction.* Boston: Cengage Learning.

Practical and applied help with commonly used classroom teaching strategies and tactics. The book focuses on topics such as lesson planning, questioning, and small-group and cooperative-learning strategies.

Partnership for 21st Century Learning (2011). *Framework for 21st Century Skills map.* ACTFL (2011). *21st century skills map.* Washington. http://www.actfl.org/files/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

A connection between World Language teaching and 21st Century Skills that teachers can help foster in young learners from the start as they learn a foreign language.

Pinter, A. (2017). *Teaching young language learners.* Oxford: Oxford University Press.

Comprehensive guide that combines research with principles of classroom practice. Topics include vocabulary and grammar, adapting and designing materials, and assessment. Clear examples, tasks, and recommended reading are provided.

Scrivener, J. (2005). *Learning Teaching. The Essential Guide to English Language Teaching.* Oxford: Macmillan

An essential guide to the practice of English language teaching. It explains the basic principles at work in a language classroom and shows how to plan successful lessons and courses. The book contains hundreds of ideas, activities and photocopiable resources for both newly qualified and more experienced teachers.

Winton, P.J., McCollum, J.A., & Catlett, C. (2007). *Practical Approaches to Early Childhood Professional Development: Evidence, Strategies, and Resources.* ZERO TO THREE. Washington DC: National Center for Infants, Toddlers and Families

The key to improving the early education of all young children, including those with special needs, is the effective preparation and development of the professionals who work with them. The authors rely on evidence-based practices and their many years of experience to present an organized and accessible format for building quality into professional training and development programs.

Wright, W.E. (2010). *Foundations for teaching English language learners: Research, theory, policy, and practice.* Philadelphia: Caslon Publishing

This work offers pragmatic insights for the daily challenges that educators face in meeting the language acquisition and academic needs of English language learners. The book successfully links macro debates to the actual decision-making power that educators have within their local domains of authority. Foundational work for students, practitioners, and scholars.

Electronic resources

<https://www.virtuallabschool.org/preschool> (a very complete website where students will find lessons, lesson plans, videos, and activities that cover almost all areas related to Infant Education, from toddlers to 6 years old children).

These links contain videos or articles on educational issues related to the teaching of English:

<https://busytoddler.com/>
<https://www.educationworld.com/>
<https://www.edutopia.org/>
<https://nflrc.hawaii.edu/pebbles/> (a repository of PBL projects)
www.learnenglish.org.uk
<https://learn.teachingchannel.com/videos>
<http://www.teachertube.com>

These links contain materials, resources, printables, etc.

www.enchantedLearning.com
www.songsforteaching.com
www.atozteacherstuff.com
www.primarygames.com
www.lessonsplans.com
www.mes-english.com
www.zoomschool.com
www.animaland.org
www.dltk-kids.com