

# STUDY GUIDE

## Foreign Language for Infant Education (English)

Degree in Infant Teacher Training  
Bilingual Programme  
C.U. Cardenal Cisneros  
Universidad de Alcalá

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Academic Year 2023/2024  
2<sup>nd</sup> Year– 1<sup>st</sup> Term

## STUDY GUIDE

Name of the subject:	<b>Foreign Language for Infant Education (English)</b>
Code:	<b>510011</b>
Studies:	<b>Degree in Infant Teacher Training Bilingual Programme</b>
Department and area of knowledge	<b>Teaching Specific Sciences</b>
Character:	<b>Compulsory</b>
ECTS Credits:	<b>6</b>
Year and term:	<b>2<sup>nd</sup> year – 1<sup>st</sup> term</b>
Lecturers:	<b>Marival García Lledó Carolina Benito Cox</b>
Office hours:	<b>Marival García:</b> <ul style="list-style-type: none"> <li>• Mondays, from 09:45 to 11:45</li> <li>• Tuesdays, from 12:00 to 13:55</li> </ul> <b>Carolina Benito:</b> <ul style="list-style-type: none"> <li>• Wednesdays (9-10h)</li> <li>• Thursdays (9-10h)</li> </ul>
Office number:	<b>Marival García: 24 Carolina Benito: 23.2</b>
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Language:	<b>English</b>

### 1. PRESENTATION

The Cardenal Cisneros University College, associated to the University of Alcalá, guarantees their students that, if due to sanitary demands, the competent authorities should suspend face-to-face teaching either partially or totally, their teaching plans will achieve their aims through blended teaching or full online teaching-learning methodology and assessment, and that we will retake face-to-face teaching as soon as these sanitary impediments 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 carefully

considered in the training of Infant Education teachers. Thus, the subject Foreign Language for Infant Education (English) is included in 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 teaching of the English language. On the other hand, having a solid basis in this language is a must for any university student today. Therefore, Infant Education students need training in the learning of the English language as well as in its specific teaching for learners aged 3 to 6 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. Moreover, 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 the Content and Language Integrated Learning<sup>1</sup> approach, promoting the use of English 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.

## Prerequisites and Recommendations

- Students must be officially enrolled in the subject.
- Students should have a minimum B1 CEFR<sup>2</sup> language competence in English.
- Students will be asked for an active and cooperative participation in class.
- Be committed to improving their level of English using all the resources offered both inside and outside the classroom.
- Work effectively individually and in groups.

## 2. COMPETENCES

According to the current legislation, at the end of this study programme students will be able to acquire the following:

### Cross-Curricular Competences

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<sup>1</sup> From now on CLIL

<sup>2</sup> Following the Council of Europe nomenclature, CEFR stands for Common European Framework of Reference for Languages. See more in [http://www.coe.int/t/dg4/linguistic/cadre1\\_en.asp](http://www.coe.int/t/dg4/linguistic/cadre1_en.asp)

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)<sup>3</sup>
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. (DC<sup>4</sup>2)
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)

### 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 the theories about acquisition and development of the corresponding learning outcomes. (SC1<sup>5</sup>)
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.
  - 1.1. Language acquisition theories. Language development. Young learners' abilities, capacities and needs. Multiple intelligences and learning styles. Motivation, curiosity and emotions. Communication and learning skills. Fluency and accuracy. Acquisition and learning
2. An Overview on Communicative Approaches for Teaching English to Young Children.
  - 2.1. Total Physical Response, the Natural Approach, Project/Task Based Language Learning.

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<sup>3</sup> CCC stands for Cross-Curricular Competence. The number corresponds to the order in which this information appears in the official documents describing the Degree Programme.

<sup>4</sup> DC stands for Degree Competence. The number corresponds to the order in which this information appears in the official documents describing the Degree Programme.

<sup>5</sup> SC stands for Specific Competence. The number corresponds to the order in which this information appears in the official documents describing the Degree Programme.

- 2.2. Bilingual Education. An Introduction to CLIL: Aims, Characteristics, and Contributions.
3. Communicating Orally. The Way towards Literacy.
  - 3.1. Learning Channels. Listening, Speaking and Imitating. Reading and Writing.
4. Creating a Literacy-Friendly Classroom for Teaching English in Infant Education
  - 4.1. Designing, implementing, and assessing oral and visual activities.
  - 4.2. Resources in the EFL classroom: oral games, worksheets, flashcards, wall charts, songs, nursery rhymes, tales, storytelling, dramatization, and ICTs.

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	1.4 ECTS /35h
3. Communicating Orally. The Way towards Literacy	1.8 ECTS / 45h
4. Creating a Literacy-Friendly Classroom for Teaching English in Infant Education	1.8 ECTS /45h

#### 4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

The teaching-learning methodology will be based on the CLIL Approach, whose 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 as well as they are learning about specific contents. 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.

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

- **Theoretical lessons** (30 hours) will rely on the lecturer’s explanations, including lectures, summaries and outlines of basic contents from each module, combined with demonstrations, practical activities such as communication-based work (pair or group discussions), information searching, question answering based on different texts, etc., all aimed at consolidating the theoretical contents, and cooperative learning. The work here will mainly be done individually and in small- to medium-sized groups.
- **Practical lessons** (15 hours) will consist of demonstrations and oral presentations of types of activities such as nursery rhymes and songs, playing oral and visual games, storytelling and dramatization, creating classroom routines, designing materials, etc. They will also include cooperative learning activities, discussion and analysis activities, debates, research projects, oral defence of written assignments, implementation of teaching-learning activities, etc. The work will be done individually, in pairs and small- to medium-sized groups.
- **Seminars** (3 hours) will consist of group-working in research projects or oral presentations. The work will be done both on an individual basis and in the groupings previously fixed.

Students must also do some independent work outside the classroom, basically self-study, preparation of activities, oral presentations, doing some research, and collecting information. Independent work can include two types of grouping and a wide variety of activities such as the following:

- **Group work:** designing teaching-learning activities, preparing oral presentations in group, or designing appropriate tools to carry out a task.
- **Individual work:** self-study, finishing activities from class writing or reading articles or other texts, revising the subject contents, self-training in the development of the student's listening skills by using audio-visual and multi-media materials in English, designing slideshows, or completing rubrics reflecting on the whole process.

Finally, they could also attend **tutorial hours** to have their doubts answered by the lecturer.

#### 4.1. ECTS distribution

<b>Total number of hours (6 ECTS): 150</b>	
<b>Number of hours of classroom attendance: 48</b>	<b>30</b> hours of whole-group lessons
	<b>15</b> hours of practical lessons
	<b>3</b> hours of seminars
<b>Number of hours of independent learning: 102</b>	<b>102</b> hours

#### 4.2. Methodological strategies, materials and didactic resources

Methodological strategies will be based on the CLIL approach, thus working on Cognition, Communication, Content and Culture. Students are expected to develop critical awareness on the teaching-learning of a foreign language at early ages. They are also 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. Besides, 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.

Teaching methods will encompass didactic projects, problem-solving activities and cooperative learning. When possible, students will be offered with the chance of planning lessons to be implemented with groups of children coming from different schools in the neighbourhood. Organisational modes will involve more theoretical classes guided by the lecturer, practical sessions, seminars, and autonomous work (102 hours).

Throughout this subject, the lecturer will act as a guide and facilitator to foster students' creativity and reflection. Students will handle a variety of materials, available on <http://edu.cardenalcisneros.es>

This subject does not use a course book, but will take advantage of published books, journals and articles. Besides, students are advised to use both bilingual and monolingual dictionaries, either in printed version or in electronic format.

## 5. ASSESSMENT

In the following tables, students can find the specific competences the subject deals with, the assessment criteria set and the appraisal criteria the lecturers 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.

Students are required to **fulfill all the assessable tasks** included in this study guide and to get a **minimum grade of 5** in each assessment task. This applies to **continuous and final assessment, both in the ordinary and extraordinary examination** periods.

**Attendance to seminars and group oral presentations** is a **compulsory** and essential part of continuous evaluation. If a student fails to attend one of these sessions without presenting an absence note, he/she must sit the final evaluation exam.

**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 (B1+). If the attainment of these goals is not demonstrated, the assessment task will be considered not to have been passed.**

<b>Specific competence</b>	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. (SC1)
<b>Assessment criteria</b>	Knowledge of the contents of the language and literacy curriculum of this stage.
<b>Appraisal criteria</b>	Understanding and application of the main elements in the English curriculum for Infant Education.

<b>Specific competence</b>	Promote the capabilities of speaking and writing. (SC2)
<b>Assessment criteria</b>	Knowledge of the theory, techniques and resources related to the development of speaking and writing at early ages.
<b>Appraisal criteria</b>	Understanding of children development in terms of their productive skills in a foreign language (English).

<b>Specific competence</b>	Know and master techniques to develop oral and written skills (SC3)
<b>Assessment criteria</b>	Mastery of the techniques and resources to develop their oral and written skills.
<b>Appraisal criteria</b>	Demonstration of a communicative competence in the English language which corresponds to a minimum B1 level (CEFR). Production of accurate and fluent English, both oral and written, at a minimum B1 level.

<b>Specific competence</b>	Know the learning process of literacy and its teaching. (SC6)
<b>Assessment criteria</b>	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.
<b>Appraisal criteria</b>	Design, implementation, justification and reflection on teaching/learning plans to improve children's communicative competence in English.

<b>Specific competence</b>	Face languages learning situations in multilingual contexts. (SC7)
<b>Assessment criteria</b>	Knowledge about how to solve learning problems in multilingual contexts and to master the basic principles to teach a foreign language at early ages.
<b>Assessment system</b>	Ability to explain the implications of the teaching of English as a second or foreign language, applying the correspondent teaching techniques and approaches.

<b>Specific competence</b>	Know and use appropriately different resources to encourage reading and writing. (SC9)
<b>Assessment criteria</b>	Mastery of the techniques and resources to promote reading and writing.
<b>Appraisal criteria</b>	Design, implementation, justification and reflection on teaching-learning activities to improve children's communicative competence in a foreign language (English)

<b>Specific competence</b>	Be able to promote a first approach to a foreign language (English). (SC11)
<b>Assessment criteria</b>	Mastery of the basic principles to teach a foreign language at early ages.
<b>Appraisal criteria</b>	Design, implementation, justification and reflection on teaching-learning activities to improve children's communicative competence in a foreign language (English)

<b>Appraisal criteria</b>	<b>Definition</b>	<b>%</b>
Ability to explain the implications of the teaching of English as a second or foreign language, applying the correspondent teaching techniques, methods and approaches.	Recognises and applies teaching to multilingual teaching contexts and provides with appropriate theory on Second Language Acquisition.	10
Demonstration of a communicative competence in the English language which corresponds to a minimum B1 level.	Is able to communicate using appropriate English at a minimum B1 level, including the use of non-verbal cues. Produces accurate and fluent English, both oral and written, at a minimum B1 level.	30
Design, implementation, justification and reflection on teaching/learning activities to improve children's communicative competence in a foreign language (English).	Designs and implements teaching-learning activities for the English Infant Classroom, and reflects on their structure, usefulness and effectiveness.	30
Understanding of children development in terms of their productive skills in a foreign language (English).	Identifies, chooses, justifies, and applies several techniques, strategies and resources related to the promotion of productive skills at Infant level.	20

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	10
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## Report Criteria

Although **attendance** will not be marked, students unable to attend more than 10% and/or submit works within the submission deadline set should choose final assessment. If students submit more than two 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 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 first two weeks of class. This request will be either approved or rejected by the Academic Sub-Director.
- An extraordinary exam (oral and/or written) is set for those students who have not passed the ordinary exam, (either continuous or final assessments).
- The characteristics for the continuous and final assessment are explained in this study guide.
- To access more information on the UAH assessment regulations, you should visit: <https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

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

All students will be asked to engage in oral presentations and micro-teaching activities. These will simulate teaching-learning situations students will need to cope with in the future. They will also complete written exams, activities, and projects. Finally, they may be asked to maintain a portfolio where they will keep a record of those resources and materials presented by the lecturer, their classmates and themselves.

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.

Assessment instruments Appraisal criteria	Written tasks	Reflection worksheets	Lesson Planning /Micro-teaching	%
Ability to explain the implications of the teaching of English as a second or foreign language, applying the correspondent teaching techniques and approaches.	X	X	X	15
Demonstration of a communicative competence in the English language which corresponds to a minimum B1 level and includes a mastery of non-verbal language. Production of accurate and fluent English both oral and written, at a minimum B1 level.	X	X	X	30
Design, implementation, justification and reflection on teaching/learning activities to improve children's communicative competence in a foreign language (English).	X	X	X	30
Understanding of children development in terms of their productive skills in a foreign language (English).	X	X	X	15
Understanding and application of the main elements in the English curriculum for Infant Education.		X	X	10
<b>TOTAL</b>	<b>40</b>	<b>20</b>	<b>40</b>	

Please, notice that these percentages are approximate and can slightly vary depending on concrete circumstances; i.e.: the ratio of students per class, the average level of English of a given class, etc.

During all assessment tasks, the guidelines established in the University of Alcalá Coexistence Regulations must be followed, as well as the possible implications of irregularities committed during those tasks, including the consequences for committing academic fraud, according to the Disciplinary Regulations for Students 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](http://www.actfl.org/files/21stCenturySkillsMap/p21_worldlanguagesmap.pdf)**

The American Council for Teaching of Foreign Languages has designed this map connecting different 21<sup>st</sup> 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](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. (2015). *The Practice of English Language Teaching (Fifth 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*. 2<sup>nd</sup> 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*. 4<sup>th</sup> 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.