UNIVERSIDAD DE CASTILLA - LA MANCHA
GUÍA DOCENTE

1. General information

Course: ELT METHODOLOGY FOR EARLY CHILDHOOD EDUCATION
Type: PRACTICUM-RELATED COURSE
Degree: 301 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION
Center: 101 - FACULTY OF EDUCATION IN ALBACETE
Year: 3
Main language: English
Use of additional languages:
Web site:

Code: 47377
ECTS credits: 6
Academic year: 2022-23
Group(s): 12
Duration: First semester
Second language:
English Friendly: N
Bilingual: Y

Lecturer: **ISABEL LOPEZ CIRUGEDA** - Group(s): **12**

Building/Office	Department	Phone number	Email	Office hours
Office in the department of English	FILOLOGÍA MODERNA	967-599200	Isabel.LCirugeda@uclm.es	See Campus Virtual.

2. Pre-Requisites

Students must have passed *English and Teaching II: English.*

3. Justification in the curriculum, relation to other subjects and to the profession

Our XXIst Century society demands of its citizens the autonomous use of at least a foreign language, a tool that must be provided by compulsory education. Two relevant measures designed to reach that aim are the inclusion of a foreign language in the second cycle of Preprimary Education, and the popularity of linguistic projects, which for years have been growingly supporting plurilingualism.

The degree in Early Childhood Education must approach these needs, which have been evidenced in the labour market over the last years. The minor in Foreign Language: English addresses to the instruction of Early Childhood teachers into two directions: linguistic, with the acquisition and consolidation of English skills at a vantage level, and methodological, by means of a professionalizing review of the last trends in the teaching learning processes of this educational stage.

English as a Foreign Language for Early Childhood Education is a Practicum-related course and aims to provide student teachers with professional development for this educational stage in the context of nowadays practice, and the need to successfully address the challenges of plurilinguism, multiculturalism, European dimension, cooperative work, inclusion and the use of new technologies.

UCLM officially certifies the B2 to the students who complete this minor.

4. Degree competences achieved in this course

Course competences

Code	Description
2.2.II.02.	Develop verbal and non-verbal communication strategies to facilitate the transmission and understanding of the message, paying special attention to the communication structures that the teacher needs to interact with the pupils in the Early Childhood Education classrooms.
2.2.II.03.	Select and elaborate on oral and written texts that are relevant and of interest to early childhood pupils that promote the learning of the English language.
2.2.II.04.	Be able to develop units of work for the teaching-learning of the English language for Early Childhood Education, mastering the current methodologies and their practical applications, as well as the ICT (Information and Communication Technology) resources used for the teaching-learning of the English language and evaluation criteria.
2.2.II.05.	Know the applicable methodology for the teaching of foreign languages in the Early Childhood education stage, as well as the methodological guidelines that emanate from the Common European Framework of Reference and Language Programs.
CB02	Apply their knowledge to their job or vocation in a professional manner and show that they have the competences to construct and justify arguments and solve problems within their subject area.
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CG06	Know the evolution of language in early childhood, know how to identify possible dysfunctions and maintain observation to ensure a proper development. Efficiently address language-learning situations in multicultural and multilingual contexts. Express oneself orally and in writing and dominate different expression techniques.
CT01	Knowledge of a second foreign language.
CT03	Correct oral and written communication.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Know how to use songs, games and stories to practice the most relevant aspects of the English language in children's classrooms in a lively and communicative way.

Know how to express and interact fluently and correctly within the parameters required by level B2 of the Common European Framework of Reference for Languages, participating without prior preparation in conversations that deal with daily and more specific topics, expressing personal opinions and exchanging information on topics of general, personal or professional interest.

Know how to prepare materials and design projects for the teaching of the foreign language appropriate for the second level of Early Childhood Education.
Know how to apply different teaching-learning methodologies and strategies based on the established objectives and the needs of Early Childhood Education pupils.

Use new technologies to enhance the development of oral skills and as a resource for teaching and/or learning the English language.

6. Units / Contents

Unit 1: The English Curriculum in Early Childhood Education and the European Framework of Reference for Languages
Unit 2: Units of work in Early Childhood Education. eTwinning
Unit 3: Overview of the approaches and methods for Foreign Language Teaching in Early Childhood Education
Unit 4: Developing oral skills. Discourse competence in the Early Childhood Education classroom: storytelling, limericks, chants, drama, crafts, etc.
Unit 5: ICT in Foreign Language Teaching for Early Childhood Education pupils

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Project or Topic Presentations [ON-SITE]	Cooperative / Collaborative Learning	2.2.II.02. CB02 CB04 CT01 CT03	0.28	7	Y	N	Group presentation of the different parts of the final project. The final presentation is compulsory.
Writing of reports or projects [OFF-SITE]	project-based learning	2.2.II.03. 2.2.II.04. 2.2.II.05. CB02 CT03	2	50	Y	Y	Final work: a task-based unit of work on a topic proposed by the teacher. Its mark will be of at least 4/10. For those students who do not do this part, the same competences will be evaluated by other means precised by the teacher at the beginning of the year.
Class Attendance (theory) [ON-SITE]	Combination of methods	2.2.II.05. CG06	1.48	37	N	-	Content presentation by means of different methods.
Progress test [ON-SITE]	Assessment tests	2.2.II.05. CB04 CG06 CT01	0.28	7	Y	N	These tests will be similar to the final test. Marks will be of at least 4/10. They can be retaken in the final test.
Final test [ON-SITE]	Assessment tests	2.2.II.05. CB04 CG06 CT01	0.08	2	Y	Y	Final test. Marks will be of at least 4/10.
Workshops or seminars [ON-SITE]	Workshops and Seminars	2.2.II.04. CB02 CT01	0.28	7	Y	N	eTwinning Seminar.
Study and Exam Preparation [OFF-SITE]	Self-study	2.2.II.05. CG06	1.6	40	N	-	Preparation for the progress test / final test.
		Total:	**6**	**150**			
	Total credits of in-class work: 2.4				**Total class time hours: 60**		
	Total credits of out of class work: 3.6				**Total hours of out of class work: 90**		

As: Assessable training activity
Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Oral presentations assessment	20.00%	0.00%	Group presentations on the parts of the final work.
Projects	20.00%	50.00%	Unit of work made in groups on a topic specified by the teacher.
Progress Tests	50.00%	0.00%	Midterm tests.
Fieldwork assessment	10.00%	0.00%	Project in a school.
Final test	0.00%	50.00%	Test on theory and practice.
Total:	**100.00%**	**100.00%**	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject , an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result in failure, with a final grade of zero (0) in the corresponding subject. The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the subject in which is has been detected, regardless of the rest of the grades obtained by the student (see Article 8 of the UCLM Student Assessment Regulations).
Evaluation will consist on a project (50%) and a test (50%). It is necessary to pass both parts.
The project will be a unit of work which will be presented in class in different sessions. At the end of the course, it will be handed both digitally and through a final presentation.
There will be midterm tests regarding both theory and practice. There will be a final test for those who do not pass them.
Each mistake included in the list made of the Department and available on Campus Virtual will take out -0,25 of the mark up to -3 points.
The final mark with the average of all the activities will be of at least 5/10.

Non-continuous evaluation:

Students will do the final test and a project in which they will have to prove they have acquired all the competences.
It is advisable to stay in touch with the teacher through the whole semester.
The rest of the information on language mistakes, academic fraud, etc. will remain.

Specifications for the resit/retake exam:
Students will do the final test with a project design in which they will have to prove they have acquired all the competences. It will be necessary to pass both parts with at least 4/10 and the average with at least 5/10.
The rest of the information on language mistakes, academic fraud, etc. will remain.
No marks will be kept beyond this point.

Specifications for the second resit / retake exam:
Same as in the resit exam.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	**hours**
Unit 1 (de 5): The English Curriculum in Early Childhood Education and the European Framework of Reference for Languages	
Activities	**Hours**
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1
Writing of reports or projects [AUTÓNOMA][project-based learning]	10
Class Attendance (theory) [PRESENCIAL][Combination of methods]	8
Progress test [PRESENCIAL][Assessment tests]	1
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	1
Study and Exam Preparation [AUTÓNOMA][Self-study]	8
Unit 2 (de 5): Units of work in Early Childhood Education. eTwinning	
Activities	**Hours**
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1
Writing of reports or projects [AUTÓNOMA][project-based learning]	10
Class Attendance (theory) [PRESENCIAL][Combination of methods]	8
Progress test [PRESENCIAL][Assessment tests]	1
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	1
Study and Exam Preparation [AUTÓNOMA][Self-study]	8
Unit 3 (de 5): Overview of the approaches and methods for Foreign Language Teaching in Early Childhood Education	
Activities	**Hours**
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1
Writing of reports or projects [AUTÓNOMA][project-based learning]	10
Class Attendance (theory) [PRESENCIAL][Combination of methods]	6
Progress test [PRESENCIAL][Assessment tests]	1
Final test [PRESENCIAL][Assessment tests]	1
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	1
Study and Exam Preparation [AUTÓNOMA][Self-study]	8
Unit 4 (de 5): Developing oral skills. Discourse competence in the Early Childhood Education classroom: storytelling, limericks, chants, drama, crafts, etc.	
Activities	**Hours**
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1
Writing of reports or projects [AUTÓNOMA][project-based learning]	10
Class Attendance (theory) [PRESENCIAL][Combination of methods]	8
Progress test [PRESENCIAL][Assessment tests]	1
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	1
Study and Exam Preparation [AUTÓNOMA][Self-study]	8
Unit 5 (de 5): ICT in Foreign Language Teaching for Early Childhood Education pupils	
Activities	**Hours**
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	3
Writing of reports or projects [AUTÓNOMA][project-based learning]	10
Class Attendance (theory) [PRESENCIAL][Combination of methods]	7
Progress test [PRESENCIAL][Assessment tests]	1
Final test [PRESENCIAL][Assessment tests]	1
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	8
Study and Exam Preparation [AUTÓNOMA][Self-study]	8
Global activity	
Activities	**hours**
Final test [PRESENCIAL][Assessment tests]	2
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	12
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	7
Study and Exam Preparation [AUTÓNOMA][Self-study]	40
Progress test [PRESENCIAL][Assessment tests]	5
Writing of reports or projects [AUTÓNOMA][project-based learning]	50
Class Attendance (theory) [PRESENCIAL][Combination of methods]	37
	Total horas: 153

10. Bibliography and Sources						
Author(s)	**Title/Link**	**Publishing house**	**City**	**ISBN**	**Year**	**Description**
Leuenbergen, C.	The New Kindergarten: Teaching Reading, Writing & More	Scholastic	Nueva York	9780545183147	2003	

Murphy, V. A. & Evangelou, M.	(Scholastic Teaching Strategies) Early Childhood Education in English for Speakers of Other Languages	British Council	Londres	978-0-86355-782-8	2016
Murado Bouso, J. L.	Didáctica de inglés en educación infantil. Métodos para la enseñanza y el aprendizaje de la lengua inglesa	Ideas propias	Vigo	978-84-9839-123-7	2010
Harmer, J. & Puchta, H.	Story-based language teaching	Helbling	Esslinger Am Neckar	978-3-99045-769-6	2018
Faber, A. & Mazlish, E.	How to Talk So Kids Will Listen & Listen So Kids Will Talk	Scribner	Nueva york	9780671857011	2012
Albentosa Hernández, J. I. & Moya Guijarro, A. J.	La enseñanza de la lengua extranjera en Educación Infantil	Ediciones de la Universidad de Castilla-La Mancha	Cuenca	978-84-8427-242-7	2003
Mourao, S. & Ellis, G.	Teaching English to Pre-Primary Children	Ernst Klett Sprachen GmbH	Stuttgart	9783125013995	2020
Feldman, J.	Transition Tips and Tricks for Teachers: Attention-grabbing, Creative Activities That Are Sure to Become Classroom Favourites!	Gryphon	Lewisville, NC	9780876592168	2000
Bermejo del Campo, M. M.	Unidades didácticas. Taller de Inglés en Educación Infantil	Consejería de Educación. Dirección General de Ordenación Académica	Madrid	8445122630	2002
Evans, V., Dooley, J. & Minor, R.	Kindergarten teacher	Express	Berkshire	9781471533297	2017
Boix del Olmo, À. & Aranda Ruano, J.	English for Early Childhood Carers and Educators	Altamar	Barcelona	9788415309772	2014