

<b>Course</b>	<b>Code</b>	<b>Academic year</b>
EARLY INTRODUCTION TO THE ENGLISH LANGUAGE	151332	20223/2024
<b>Degree</b>	<b>Year</b>	<b>Semester</b>
PRE-SCHOOL EDUCATION	3	2
<b>Course type</b>	<b>ECTS credits</b>	<b>Language</b>
ELECTIVE	6	ENGLISH
<b>Lecturer(s)</b>		
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Description
<p>Based on those theories which defend the enormous capacity of children to pick-up a foreign language at an early age, this subject is intended to provide the infant education teacher with the guidance, and necessary expertise at this crucial age.</p> <p>The aims of this subject are to assist students in acquiring both the necessary language skills and techniques using rhymes, games songs and the use of ICT. A thorough understanding of these methods will enable the student to introduce English at an early age.</p>

Requirements
Good command of the English language in the region of B1+ and B2 according to the Common European Framework of Reference for Languages.

Competences
At the end of the course the students should achieve the following competences:
<u>SPECIFIC COMPETENCES</u>
S-S.C2. Either individually or in groups, creating learning situations to help the achievement of the objectives

by trying to respond to different educational needs (learner autonomy, L3 acquisition, cooperative learning..) within the early childhood classroom adapting to each cycle of this level.

## LEARNING OUTCOMES

- Encourages the student's autonomy through activities based on active learning strategies.
- Implements tasks that promote research and shared learning.
- Selects appropriate tasks for the different linguistic needs of the learner.
- Promotes the importance of linguistic diversity as an element of intercultural cohesion integrating such element into the didactic proposals.
- Designs appropriate tasks for the foreign Language acquisition taking into account the diversity and the real difficulties in the preschool classroom.

S-S.C5. Encouraging the future teacher to become a good animator for the children, and to encourage autonomy in the teaching of the English language, as well as applauding the children's success in the use of English.

## LEARNING OUTCOMES

- Encourages children to have autonomy when learning and using the English language.
- Reinforces the children's feeling of success in the use of English.

S-S.C6. Using language strategies (especially the oral ones) to contribute to the development of learning basic English.

## LEARNING OUTCOMES

- Adapts the oral interventions in the classroom to boost the early acquisition of the English Language.
- Uses appropriate conversational strategies in English to guide shared learning.

## GENERIC COMPETENCE

G.C.5 ORAL COMMUNICATION: Expressing clearly and opportunely one's ideas, knowledge and feelings in speech, adapting to the audience and situation to ensure good comprehension and attention.

G.C.5.2. Speaking before groups with ease; conveying conviction and assurance, and adapting discourse to suit formal requirements.

## LEARNING OUTCOMES

- Delivers interesting convincing talks.
- Voluntarily gives opportune talks in public.
- Matches speech and body language.
- His/her talks are duly prepared.
- Helps audience to follow ideas through visual aids.
- Responds to questions easily well.



## Sustainable Development Goals and Laudato si' Goals



SDG4 – Quality Education. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

1.2.4 Learning objectives for SDG4 "Quality Education". Socio-emotional learning objectives.

1.2.4.4 Socio-emotional learning objective

The learner is able to recognize the importance of their own skills for improving their life, in particular for improvement and entrepreneurship.



LSG6 nº 231 (adapted)-Try to instil in future educators the experience that "love for society and commitment to the common good are outstanding expressions of a charity, which affects not only relationships between individuals, but also "macro-relationships, social, economic and political ones..." Since "social love is the key to an authentic development: In order to make society more human, more worthy of the human person." Within this framework, we make our students be aware of the importance of their work with their students.

## Contents

MODULE 1. Pre-school children and the foreign language. Children learning a foreign language at a young age.

The organization of the English class: grouping students, distribution of space and time, teacher's role. The foreign language as an instrument of communication in the English classroom and primary source of learning. (Classroom language and informal interaction). The English Curriculum.

MODULE 2: Selection and use of didactic resources. Introduction to storytelling: reading and telling stories. Visual and audiovisual materials for instruction. Learning through role play and drama. The role of songs and rhymes in language teaching. Working with play activities and games for language learning.

MODULE 3: Materials to orientate the teaching process. Exploring different types of authentic materials. Working with textbooks. Preschool and supplementary materials. The English teacher and the use of didactic books, dictionaries etc.

MODULE 4: Technology as an educational resource. The Preschool teacher: Introducing Edmodo and Classroom as collaborative platforms. Identifying and locating web materials students can use in the preschool classroom. Using the Internet and social media for professional development. Digital storytelling, videos ...

## Teaching and learning strategies

In order to achieve the degree of competence required for the above the following teaching and learning strategies should be used.

### - Teaching-learning strategies for 4th Module:

Needs analysis of previous knowledge and plenary sessions during 30 minutes of class.  
Lecturer's explanations of different ICT possibilities for using in class with preschool children.  
Analyzing, exploring and creating materials relevant to teacher training preschool students.  
Planning and working on individual and pair work tasks on the computer and IWB.

### Teaching-learning strategies for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Modules

Lecturer's presentation and explanations of the teaching aids and resources for using in class with preschool children.

The carrying out of individual and group tasks relating to the different three modules both in and outside the classroom.

Re-elaborating by group and personal reflection following lectures, class discussion, and activities.

Giving group oral presentations in front of the class relating to the topics covered throughout the term.

The preparation of class tests relating to the aspects of teaching covered in the classroom.

Preparing individual written assignments.

The time to be spent on the subject during the semester will be distributed as follows:

Time inside the classroom: 56 hours

- Lectures: 11 hours.
- Practical activities (class discussions, individual and group tasks, oral presentations) 30, hours.
- Exam (tests) 4.5 hours
- Feedback and assessment 10 hours

Time outside the classroom: 94hours

- Guided reading of teaching foreign language articles. 12 hours
- Preparation of the workshops: 31 hours
- Personal study for the three tests: 4 hours
- Feedback and evaluation 17 hours
- Practice activities 27 hours
- Tutorials 3 hours

## Assessment

The teacher will assess students' performance by reflecting on the standards reached in homework, class activities, and tests. Students will also evaluate their own work and that of their peers.

- Module 1 & 3  
20%
  - Module 2 & 4  
64%
  - Test 1,2  
16%
- S-S.C2 30% S -S.C5 25% S-S.C6 30% G.C.5.2 15%

All evaluation items must be passed in order to pass this course.

All the evaluation items must be handed in before the due date.

The work presented will in every occasion follow the academic conventions for the type of piece involved.

Presentation and linguistic accuracy will be taken into account, and no sub-standard piece of work will be admitted, and therefore, marked.

Plagiarism of part or the whole of a piece of work leads to automatic failing of the course with a 0 result on the official academic records.

The lecturer may ask for an oral presentation of defense of any of the assessment pieces of the course.

IN the event of the student not passing the course, s/he has the right to resit, where s/he will just have to repeat or submit the assessment pieces related to the failed competences.

The marks throughout the semester will be taken into account for the extraordinary test in June of the same academic year.

Students who are unable to attend class must tell the lecturer. Attendance is compulsory

## Bibliography

### Information provided by the university course tutor:

- Course syllabus
- Study guide
- Recommended sources:
- Barrett, B, Sharma, P. and Jones, F. 2010. *400 Ideas for Interactive Whiteboards*. Oxford: Macmillan
- Braun, L. 2001. *Introducing the internet to young learners: Ready-to-go activities and lesson plans*. Neal-Schuman Publishers.
- Ellis, R. 1997. *Second Language Acquisition*. Oxford University Press
- Granger, C. 1980. *Play games with Children*. Heinemann.
- Gutiérrez Negrín, Judith (coord.). (2005): Orientaciones para la enseñanza y aprendizaje del inglés en el segundo ciclo de Educación Infantil. Ediciones Educativas Canarias.
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- Lewis, G .2007. *The Internet and Young Learners*. Oxford University Press.
- Mur Lope, O. 1998. *Como introducir el inglés en educación infantil*. Ed. Escuela Española.
- Nikolov, M & Curtain, H.2000. *An Early Start: Young Learners and Modern Languages in Europe and Beyond, Council of Europe*.
- Pérez Esteve, P & Zayas F. 2009. *Competencia en comunicación lingüística*. Alianza editorial.
- Pérez Esteve, P., y Roig Estruch, V. (2004): *Enseñar y aprender inglés en Educación infantil y primaria* (vol 1y 2). Barcelona. ICE Universidad de Barcelona-Horsori.
- Philips, S. 1993. *Young Learners*. Oxford: Oxford University Press.
- Pinter, A. 2006. *Teaching Young Language Learners*. Oxford University Press.
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- Reilly, V. & Ward, M. 1997. *Very Young Learners*. Oxford: Oxford University Press.
- Richards, J.C. & Rodgers, T.S. 2001. *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Romero, R. (2006): *Las Nuevas Tecnologías en Educación Infantil. El rincón del ordenador*. Sevilla. Eduforma. MAD.
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- Scott, W. & Ytreberb, L.H. 1999. *Teaching English to Children*. Harlow: Longman.
- Slattery, M. & Willis, J. 2001. *Teaching English to Children*. Oxford: Oxford University Press.
- Wright, A. 2006. *Games for Language Learning*. Cambridge University Press.
- Wright, A.1995. *Storytelling with Children*. Oxford: Oxford University Press.
- Useful websites:
- <http://learnenglishkids.britishcouncil.org/en>
- <http://www.enchantedlearning.com/Home.html>
- <http://www.eslcafe.com>
- <http://www.funbrain.com>
- <http://www.kidsclick.org>
- <http://www.kidsgames.org>
- <http://www.regandlellow.com>
- <http://www.rhymes.org.uk>
- <http://www.teachingenglish.org.uk/try/teaching-kids>
- <http://www.uptoten.com>