

**ENGLISH FOR YOUNG LEARNERS****1.- Datos de la Asignatura**

Código	105237	Plan	2010	ECTS	6
Carácter	Optativa (mención)	Curso	2014/15	Periodicidad	Curso 3º Semestre 2º
Área	Filología Inglesa				
Departamento	Filología Inglesa: <a href="http://english.usal.es">http://english.usal.es</a>				
Plataforma Virtual	Plataforma:	Studium: Campus virtual de la USAL			
	URL de Acceso:	<a href="https://moodle.usal.es">https://moodle.usal.es</a>			

**Datos del profesorado**

Profesor Coordinador		Grupo / s	1
Departamento	Filología Inglesa		
Área	Filología Inglesa		
Centro	Escuela Universitaria de Educación y Turismo de Ávila: <a href="http://campus.usal.es/~turismo/">http://campus.usal.es/~turismo/</a>		
Despacho	Seminario de Inglés		
Horario de tutorías			
URL Web	<a href="https://moodle.usal.es/">https://moodle.usal.es/</a>		
E-mail		Teléfono	920 35 36 00 Ext. 3884

**2.- Sentido de la materia en el plan de estudios**

Bloque formativo al que pertenece la materia
Mención: Lengua Extranjera Inglés (Resolución de 7 de julio de 2011, de la Universidad de Salamanca, por la que se publica el plan de estudios de Graduado en Maestro en Educación Primaria. BOE Núm. 175, viernes 22 de julio de 2011).
Papel de la asignatura dentro del Bloque formativo y del Plan de Estudios
Formación específica
Perfil profesional.
Maestro de Educación Primaria Mención: Lengua Extranjera Inglés

### 3.- Recomendaciones previas

Activities in this course will be conducted in English, so students are expected to have at least a B1/B2 entry level of English according to the Common European Framework of Reference for Languages (CEFR): [http://www.coe.int/t/dg4/linguistic/source/framework\\_en.pdf](http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf)

Please, read the following important information: <http://sci.usal.es/index.php/justificacion-idioma/adaptacion-al-grado-de-maestro>

Students are recommended to develop their listening, speaking, reading and writing skills in English to reach at least a B2 level according to the CEFR.

### 4.- Objetivos de la asignatura

The subject seeks to address the needs of newly or fully qualified primary teachers who want to use English as the medium of communication in the classroom. We will provide both the theoretical basis and a wide range of practical tools to enhance their pupils' learning and their teaching effectiveness through their own use of English.

Particular emphasis will be placed on two key elements of good teaching practice:

- 1) Lesson planning, classroom management, resources and activities for young learners, and
- 2) Real teachers' classroom performance in primary school settings which will be observed, analyzed, discussed and role-played.

By the end of the course the participants will be able to:

- Situate English for Young Learners in multilingual settings
- Introduce language awareness activities
- Analyse, evaluate, use and adapt existing other resources on the market: textbooks, flashcards, posters, stories, songs, plays, rhymes, etc
- Produce home / class-made materials
- Evaluate teaching materials
- Use ICT resources and avoid their potential abuse in the class
- Establish cross-curricular connections and develop the intercultural dimension in language teaching
- Use vocabulary work (pictures, murals, displays, sequences, stories, picture dictations, videos, etc)
- Reflect on and adopt action-research approaches in the teaching practice
- Plan lessons (using a communicative approach) and organize, carry out and assess project work
- Manage the class and get acquainted with the layout, group dynamics, resources, discipline, class routines, etc
- Make an effective use of classroom language (when and how to use L1 in the class, classroom English)
- Diagnose and correct errors (oral vs. written work, immediate vs delayed correction procedures) and use context-bound evaluation techniques

### 5.- Contenidos

1. An overview of TEFL in Primary Education (Theoretical presentation)

1.1. Introduction: The European context. Educational policies, methodological trends and new approaches. Theoretical foundations and practical applications.

1.2. Professional development opportunities and life-long learning resources for Primary

Teachers of English.

2. Teaching English in the Primary Classroom (Workshop)

- 2.1. Priorities and practical considerations
- 2.2. Programmes and patterns of work

3. Skill-based teaching (Theory and Practice)

- 3.1. The four skills
- 3.2. Integration of the four skills

4. Lesson planning (Theory and Practice)

- 4.1. Types of syllabus
- 4.2. Lesson plans samples

5. Microteaching presentations (Workshop)

- 5.1. Of an activity previously set by the course leader
- 5.2. Of activities chosen by the course participants

6. Individual oral presentations (Module Review)

Mini-lectures based on aspects within the following categories:

- 1) Language awareness
- 2) The learner, the teacher and the teaching/learning context
- 3) Planning for effective teaching of young learners of English
- 4) Classroom management and teaching skills for teaching English to young learners
- 5) Resources and materials for teaching English to young learners
- 6) Professional development for teachers of English to young learners

**6.- Competencias a adquirir**

Básicas/Generales.

- DI 16/DP 27 To be able to tackle language learning in multilingual settings.
- DP 29 To be able to design and evaluate content from the English curriculum using appropriate teaching resources, and to promote this competence among the students.
- DI 17 To recognize and value the importance of verbal and non verbal communication in the English class.
- DP 24 To know the teaching and learning process of the English language.
- DI 11 To facilitate English speaking and writing skills.
- DP28 To be able to express oneself orally and in writing in English language at least at level C1 according to the Common European Framework.
- DI 20 To promote interest in the English language at the initial stage.
- DP 29 To introduce English language content in the syllabus through appropriate teaching resources and to develop the relevant student competences.
- BI 27 To become familiar with various international English as a foreign language teaching situations and strategies.

**Específicas.**

Specific competences that students will be able to develop on completion of this course:

- To acquire linguistic knowledge and competence to work confidently in the Primary classroom.
- To acquire knowledge and competence to develop activities which can promote primary students' physical and mental engagement.
- To acquire knowledge and competence to observe, analyse and evaluate the language of the class.
- To acquire knowledge and competence to differentiate types of syllabus.
- To get knowledge and competence to plan lessons for the primary class.
- To get knowledge and competence to control phases and transitions within a lesson plan.
- To do some basic research on specific set targets of the teaching-learning process and develop presentation skills.
- To get knowledge and competence to produce rubrics for classroom observation and discussion.
- To get knowledge and competence to elaborate strategies for self-instruction, critical thinking and professional development.
- To get ICT knowledge and competence to generate teaching resources for the primary classroom
- To get knowledge and competence in management strategies in the primary sector.
- To develop intercultural activities which can lead to open debate but with empathy and respect to others.
- To know the richness and complexity of the English language in this global world.

**Transversales.**

- BP 11 To become familiar with the processes of interaction and communication in the classroom.
- BP 13 To promote cooperative work and individual effort.
- BP 17 To become familiar with innovative teaching experiences in primary education and apply them.
- BP 19 To become familiar with basic techniques and methodologies of educational research and be able to design innovative projects through the identification of evaluation criteria.

**7.- Metodologías docentes**

This course is taught through both on-line activities and through face-to-face teaching sessions. Students will be supported on-line by the teachers throughout the course. The course is based on self-study, which the student follows in their own time, working to modular deadlines.

The face-to-face sessions will be based on lectures, set readings, individual and group work, class discussion, workshop tasks, video viewing, microteaching sessions, lesson planning activities, oral presentations, case studies, and feedback on assignments. Students will participate in workshop sessions where they will be asked to design activities based on the content presented. They will become familiar with picture books, songs, rhymes, role-play activities, crafts and music games, and with their exploitation in the young learner classroom.

### 8.- Previsión de distribución de las metodologías docentes

	Horas dirigidas por el profesor		Horas de trabajo autónomo	HORAS TOTALES
	Horas presenciales.	Horas presenciales online.		
Sesiones magistrales	13			13
Prácticas	- En aula	25	35	60
	- En el laboratorio			
	- En aula de informática			
	- De campo			
	- De visualización (visu)			
Seminarios	4		6	10
Exposiciones y debates	12		15	27
Tutorías en grupo	2			2
Actividades de seguimiento online			8	8
Preparación de trabajos			12	12
Otras actividades (self-access resources and further professional development)			14	14
Exámenes	4			4
<b>TOTAL</b>	<b>60</b>		<b>90</b>	<b>150</b>

### 9.- Recursos

#### Libros de consulta para el alumno

Halliwell, Susan (2008) *Teaching English in the Primary Classroom*. 18<sup>th</sup> edition. Longman/Pearson.

#### Otras referencias bibliográficas, electrónicas o cualquier otro tipo de recurso.

##### Books:

Cameron, Lynne (2003) *Teaching Languages to Young Learners*. 5<sup>th</sup> edition. Cambridge: CUP.

Corbett, John (2010) *Intercultural Language Activities*. Cambridge: CUP.

Ellis, Gail; Brewster, Jean, and Girard Dennis (2003) *The Primary English Teacher's Guide*. London: Penguin.

Gardner Gass, S. and L. Selinker (2008) *Second language acquisition: an introductory course*. 3<sup>rd</sup> edition. Hilldale, NJ: Laurence Erlbaum.

Ginnis, Paul (2002) *The Teacher's Toolkit*. Crown House Publishing.

Graham, Carolyn (2006) *Primary Resource Books for Teachers – Creating Chants and Songs*. Oxford: OUP.

Hedge, Tricia (2000) *Teaching and Learning in the Language Classroom*. Oxford: OUP.

House, Susan (1997) *An Introduction to Teaching English to Children*. London: Richmond.

Lightbown, P. M., and N. Spada (2006) *How Languages are Learned*. 3<sup>rd</sup> ed. Oxford: OUP.

Linse, Caroline T. (2005) *Practical English Language Teaching: Young Learners*. New York:

McGraw-Hill ESL/ELT.  
 Madrid, Daniel, and McLaren, Neil, eds. (2004) *TEFL in Primary Education*. Granada: Universidad de Granada.  
 Moon, Jean (2005) *Children Learning English*. 3<sup>rd</sup> edition. Macmillan Heinemann.

Nixon, Caroline & Tomlinson, Michael. (2010) *i-Primary Box*. Cambridge: CUP.  
 Read, Carol (2007) *500 Activities for the Primary Classroom*. Oxford: Macmillan Books for Teachers.  
 Roth, Genevieve (1998). *Teaching very young children*. London: Richmond.  
 Vale, David and Feunteun, Anne (1995) *Teaching Children English: A training course for teachers of English to children*. Cambridge: CUP.

Other references:  
 Relevant reference and self-study documents in digital format (word, pdf, ppp, video-clips, audio-tracks) will be available for students in the Studium platform.

On-line resources:  
 DfE publications: <https://www.gov.uk/government/collections/statutory-guidance-schools>  
 Lesson plans: <http://www.teachingenglish.org.uk/category/content-type/lesson-plans>  
 BBC games, songs and stories for young children: <http://www.bbc.co.uk/cbeebies/>  
 European Centre for Modern Languages: <http://archive.ecml.at/>  
 British Council for kids: <http://learnenglishkids.britishcouncil.org/en/>  
 Video resources: <http://www.proteachersvideo.com/Home.aspx>  
 Teaching Knowledge Test: Young Learners:  
<https://www.teachers.cambridgeesol.org/ts/teachingqualifications/tktyl>  
<http://www.cambridge.org/elt/tkt/>  
 Software for ICT support: <http://www.inspiration.com/>

## 10.- Evaluación

<b>Consideraciones Generales</b>
Assessment will be continuous, so participation in class, regular work, attendance at classes and the completion of all classroom tasks and assignments will be compulsory.
<b>Criterios de evaluación</b>
Final mark will be comprised of: -Regular attendance and active participation: 20% -Written journal reflecting on each session or portfolio: 20% -Microteaching presentation: 20% -Assessment of a lesson plan: 20% -Mini-lecture on a course topic: 20%
<b>Instrumentos de evaluación</b>
Written assignments, oral presentations and expositions; start-and-of-the-module language level testing tools; teacher, peer and self-assessment of teaching performance.
<b>Recomendaciones para la evaluación.</b>
Class attendance, regular involvement in the completion of tasks and intensive consultation of reference reading and other media learning and teaching materials are highly recommended.
<b>Recomendaciones para la recuperación.</b>
Individual suggestions and remedial action will be provided according to the linguistic and teaching profile and diagnosed weaknesses of each student.

## AN INTRODUCTION TO EFL

### 1.- Datos de la Asignatura

Código	105242	Plan	2010	ECTS	6
Carácter	Optativa (mención)	Curso	2014/2015	Periodicidad	Curso 3º Semestre 2º
Área	Filología Inglesa				
Departamento	Filología Inglesa: <a href="http://english.usal.es">http://english.usal.es</a>				
Plataforma Virtual	Plataforma:	Studium			
	URL de Acceso:	<a href="https://moodle.usal.es">https://moodle.usal.es</a>			

### Datos del profesorado

Profesor Coordinador		Grupo / s	1
Departamento	Filología Inglesa		
Área	Filología Inglesa		
Centro	Escuela de Educación y Turismo de Ávila: <a href="http://campus.usal.es/~turismo/">http://campus.usal.es/~turismo/</a>		
Despacho	Seminario de Inglés		
Horario de tutorías			
URL Web	<a href="https://moodle.usal.es">https://moodle.usal.es</a>		
E-mail		Teléfono	920 35 36 00 Ext. 3884

### 2.- Sentido de la materia en el plan de estudios

Bloque formativo al que pertenece la materia
Mención: Lengua Extranjera Inglés (Resolución de 7 de julio de 2011, de la Universidad de Salamanca, por la que se publica el plan de estudios de Graduado en Maestro en Educación Primaria. BOE Núm. 175 del viernes 22 de julio de 2011).
Papel de la asignatura dentro del Bloque formativo y del Plan de Estudios.
Formación específica
Perfil profesional.
Maestro de Educación Primaria Mención Lengua Extranjera Inglés.

### 3.- Recomendaciones previas

Activities in this course will be conducted in English, so students are expected to have at least a B1 entry level of English according to the Common European Framework of Reference for Languages (CEFR): [http://www.coe.int/t/dg4/linguistic/source/framework\\_en.pdf](http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf)

Please, read the following important information:

<http://sci.usal.es/index.php/justificacion-idioma/adaptacion-al-grado-de-maestro>

Students are recommended to develop their listening, speaking, reading and writing skills in English to reach at least a B2 level according to the CEFR.

### 4.- Objetivos de la asignatura

On completion of this course, students must be able to

- understand the basic principles in which the teaching of a foreign language is based
- reflect upon the teaching and learning process of a foreign language
- use a wide range of activities and resources available to English language teachers
- become familiar with classroom English
- introduce language awareness activities
- analyse, use and adapt existing resources on the market: textbooks, flashcards, posters, stories, songs, plays, rhymes, etc.
- use the specific terminology that is central to English language teaching
- understand the methods, strategies and techniques used in primary education and assume the role of the EFL teacher.
- produce home/class-made materials
- evaluate teaching materials

### 5.- Contenidos

The contents of these subjects will be mainly based on the *Teaching Knowledge Test* developed by Cambridge ESOL (English for Speakers of Other Languages) exams.

MODULE 1. A framework for language learning and teaching. Describing language, language skills and a background to language teaching. ELT terminology.

MODULE 2. Lesson Plans and Work Units. Selection and Use of Resources and Materials.

MODULE 3: Classroom Management. Appropriate Use of English in the Classroom, Teacher Roles, Grouping Students, Correcting Learners and Giving Feedback.

MODULE 4: Developing Receptive and Productive skills. General Principles in Teaching Receptive and Productive Skills, Stages in Listening and Reading Practice, Procedures for Listening and Reading Practice, Strategies and Activities to Develop Productive and Receptive Skills, Stages in Speaking and Writing, etc.

### 6.- Competencias a adquirir



**Básicas / Generales.**

DP 28 To be able to express oneself orally and in writing in English language to at least a B1 level according to the Common European Framework.

DI 20 To promote interest in the English language at the initial stage.

DP 29 To introduce English language content in the syllabus through appropriate teaching resources and to develop the relevant student competences.

BI 27 To become familiar with various international English as a foreign language teaching situations and strategies.

**Específicas.****LINGUISTIC:**

- To develop skills in listening, speaking, reading comprehension and writing in English.
- To give instructions and present activities in the foreign language classroom.
- To communicate orally in English on topics within their professional area.
- To participate in and to develop brief conversations on a one-to-one basis or in small groups, being able to express and defend personal opinions on different topics.

**METHODOLOGICAL:**

- to introduce students to the specific terminology that is central to English language teaching and to use suitable vocabulary for a specific context
- to introduce students to the main approaches to ELT and to reflect upon the teaching and learning process of a foreign language
- to offer students a wide range of activities and resources available to English language teachers
- to familiarise students with materials and activities that give students the opportunity to explore the concepts that have been introduced from a theoretical perspective
- to understand the methods, strategies and techniques used in primary education and assume the role of the EFL teacher
- to become familiar with classroom English

**Transversales.**

BP 11 To become familiar with the processes of interaction and communication in the classroom.

BP 13 To promote cooperative work and individual effort.

BP 17 To become familiar with innovative teaching experiences in primary education and apply them.

BP 19 To become familiar with basic techniques and methodologies of educational research and be able to design innovative projects through the identification of evaluation criteria.

**7.- Metodologías docentes**

Students will be expected to prepare and participate in those activities presented by the teacher or by other classmates. They will be asked to complete the tasks assigned throughout the course, such as microteaching sessions, giving short oral presentations, producing individual

essays and producing didactic activities to be presented in the classroom. They will also be expected to put into practice the instructions commented on in the group tutorials and to develop strategies for ongoing self-study of a foreign language.

## 8.- Previsión de distribución de las metodologías docentes

		Horas dirigidas por el profesor		Horas de trabajo autónomo	HORAS TOTALES
		Horas presenciales.	Horas no presenciales.		
Sesiones magistrales		13			13
Prácticas	- En aula	25		35	60
	- En el laboratorio				
	- En aula de informática				
	- De campo				
	- De visualización (visu)				
Seminarios		4		6	10
Exposiciones y debates		12		15	27
Tutoría en grupo		2			2
Actividades de seguimiento online				8	8
Preparación de trabajos				12	12
Otras actividades (exam study)				14	14
Exámenes		4			4
<b>TOTAL</b>		<b>60</b>		<b>90</b>	<b>150</b>

## 9.- Recursos

### Libros de consulta para el alumno

Spratt, Pulverness and Williams (2011) *The TKT Course*. (2nd Edition). Cambridge University Press.

### Otras referencias bibliográficas, electrónicas o cualquier otro tipo de recurso.

BOWEN, T. & J. MARK (1994) *Inside Teaching*. Heinemann  
 GOMEZ MORÓN, R. *et al* (Eds.) (2009) *Pragmatics Applied to Language Teaching and Learning*. Newcastle upon Tyne: Cambridge Scholars Publishing  
 HARMER, J. (1998) *How to Teach English*. Harlow: Pearson  
 HARMER, J. (2007) *The Practice of English Language Teaching*. Harlow: Pearson  
 SCRIVENER, J. (2005) *Learning Teaching*. (2<sup>nd</sup> edition) London: Heinemann  
 TANNER, R. *et al* (1998) *Tasks for Teacher Education Coursebook*. Harlow: Longman

<http://www.cambridgeenglish.org/exams-and-qualifications/tkt/>

<http://www.cambridge.org/elt>

<http://www.guardian.co.uk/education/tefl>

<http://www.onestopenglish.com>

<http://www.proteachersvideo.com/Home.aspx>

## 10.- Evaluación

### Consideraciones Generales

Assessment will be continuous, so participation in class, regular work and attendance at classes and tutorials will be compulsory. More than half of the final mark will be based on students' individual and group work.

### Criterios de evaluación

Final mark will be comprised of:

- Regular attendance and active participation: 20 %
- Class presentation (individually or in small groups): 25 %
- Individual essays and/or interviews: 30 %
- Final exam: 25 %
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### Instrumentos de evaluación

Written exams, listening practices, oral presentations and expositions, individual papers and other requirements.

### Recomendaciones para la evaluación.

Apart from the theoretical content of the subject, students will be asked to develop strategies for ongoing self-study of the English language. Regular practice of the four skills is highly recommended.

### Recomendaciones para la recuperación.

Individual suggestions and remedial action will be provided according to the linguistic profile and diagnosed weaknesses of each student.

## ORAL COMMUNICATION IN EARLY LANGUAGE LEARNING ENVIRONMENTS

### 1.- Datos de la Asignatura

Código	105239	Plan		ECTS	6
Carácter	Optativa (Primaria Mención Inglés)	Curso		Periodicidad	Cuatrimstral
Área	Filología Inglesa				
Departamento	Filología Inglesa				
Plataforma Virtual	Plataforma:	Studium: Campus virtual de la Universidad de Salamanca			
	URL de Acceso:	<a href="http://moodle.usal.es/">http://moodle.usal.es/</a>			

### Datos del profesorado

Profesor Coordinador	Blanca García Riaza	Grupo / s	1
Departamento	Filología Inglesa		
Área	Filología Inglesa		
Centro	Escuela Universitaria de Educación y Turismo de Ávila		
Despacho	Seminario de Inglés		
Horario de tutorías	Por determinar		
URL Web	<a href="http://moodle.usal.es/">http://moodle.usal.es/</a>		
E-mail	bgr@usal.es	Teléfono	920 353600 Ext. 3884

### 2.- Sentido de la materia en el plan de estudios

Bloque formativo al que pertenece la materia	Educación Primaria. Mención en Lengua Inglesa
Papel de la asignatura dentro del Bloque formativo y del Plan de Estudios.	Formación específica
Perfil profesional.	Maestro de Educación Primaria con Mención en Lengua Inglesa

### 3.- Recomendaciones previas

Activities in this course will be conducted in English, so students are expected to have reached at least a B1 entry level of English according to the Common European Framework of Reference for Languages (CEFR):

[http://www.coe.int/T/DG4/Linguistic/CADRE\\_EN.asp](http://www.coe.int/T/DG4/Linguistic/CADRE_EN.asp)

Students are recommended to develop their listening, speaking, reading and writing skills in English to reach at least a B2 level according to the CEFR.

### 4.- Objetivos de la asignatura

By the end of the course students will be able to:

- Teach listening and listening skills being familiar with different categories of activities for young learners.
- Play a model role drawing knowledge from Phonetics and Phonology.
- Make effective use of Phonics in early language learning.
- Teach pronunciation and stress, rhythm and intonation through (action) songs, chants, rhyming pairs, tongue twisters, etc.
- Use instructional and formulaic language in English.
- Elaborate and develop a complete set of expressions suitable for the daily communication in the classroom context.
- Use action games and practical activities for children conducive to improving their oral skills.
- Diagnose and correct errors in oral production and use appropriate evaluation techniques in a Primary School environment.

### 5.- Contenidos

1. The Communicative Methodology in Language Teaching and Learning.
  - 1.1. The Communicative Approach and Its Application in the Primary Classroom.
  - 1.2. Children's Oral Skills: Needs and Goals.
  - 1.3. Classroom Interaction: Delivering Instruction, Soliciting Participation and Team Building.
2. English Phonetics and Phonology: Basic Ideas and Concepts.
  - 2.1. The Phoneme System: Vowel and Consonant Sounds.
  - 2.2. Phonological Units: Syllables, Words and Phrases.
  - 2.3. Suprasegmental Elements: Stress, Intonation and Tone.
3. Introducing Phonics to Young Learners.
  - 3.1. Early Spelling, Jolly phonics and Alphabet Work.
  - 3.2. Phonemic Awareness in the Primary School.

4. The Classroom Language and Its Use.
  - 4.1. Social, Personal and Organisational Use of the Language of the Classroom
  - 4.2. Classroom Language Samples.
5. Listening and Speaking Skills in the Primary Classroom
  - 5.1. Background to the Teaching of Listening and Speaking.
  - 5.2. Classroom Techniques and Activities.
6. Teaching Resources and Materials for Oral Practice.
  - 6.1. From Visual Aids to ICT resources.
  - 6.2. Material Samples: Analysis and Discussion.

## 6.- Competencias a adquirir

### Básicas / Generales.

- BP 11 To become familiar with the processes of interaction and communication in the classroom.
- DP28 To be able to express oneself orally and in writing in English language at least at level C1 according to the Common European Framework.
- DI 17 To recognize and value the importance of verbal and non verbal communication in the English classroom.
- DP 24 To know the teaching and learning process of the English language.
- DP 27 To be able to tackle language learning in multilingual settings.
- DP 29 To introduce English language content in the syllabus through appropriate teaching resources and to develop the relevant student competences.
- DI 20 To promote interest in the English language at the initial stage.

### Específicas.

Specific competences that students will be able to develop on completion of this course:

- To acquire linguistic knowledge and competence to work confidently in the Primary classroom.
- To acquire knowledge and competence to develop activities which can promote primary students' oral communication and interaction.
- To demonstrate familiarity with the basic teaching strategies for communication used in a Primary classroom context.
- To acquire knowledge and competence to elaborate, develop and evaluate the language of the classroom.
- To identify expectations for children's oral language use and development.
- To get knowledge and competence to plan lessons and activities for listening and speaking practice in the Primary classroom.

- To do some basic research on specific set targets of the teaching-learning process and develop presentation skills.
- To get knowledge and competence to elaborate strategies for self-instruction, critical thinking and professional development.
- To get ICT competence to generate teaching resources and materials suitable for the Primary classroom.

#### Transversales.

- BP 13 To promote cooperative work and individual effort.
- BP 17 To become familiar with innovative teaching experiences in primary education and apply them.
- BP 19 To become familiar with basic techniques and methodologies of educational research and be able to design innovative projects through the identification of evaluation criteria.

### 7.- Metodologías docentes

This course is designed to be taught both through on-line set readings and tasks to be accomplished individually in regular deadlines, and in weekly face-to-face sessions where lectures and practical activities will be carried out. Throughout the course, students will be provided with reading materials, recordings, videos and case studies to become familiar with the contents discussed in each thematic unit. In the face-to-face sessions, students are expected to prepare and anticipate the didactic activities presented by the teacher or by other classmates and to actively participate in them. They will also be expected to complete different tasks assigned for specific sessions, such as microteaching practices, presentations and other assignments. Ongoing self-study of the lessons contents and English language will be encouraged by the teacher who will support students online during the entire course.

**8.- Previsión de distribución de las metodologías docentes**

	Horas dirigidas por el profesor		Horas de trabajo autónomo	HORAS TOTALES
	Horas presenciales.	Horas presenciales online.		
Sesiones magistrales	3			3
Prácticas	- En aula	9	45	54
	- En el laboratorio			
	- En aula de informática			
	- De campo			
	- De visualización (visu)			
Seminarios				
Exposiciones y debates	3		10	13
Tutorías	4	12		16
Actividades de seguimiento online		20	10	30
Preparación de trabajos	4		20	24
Otras actividades (self-access resources and further professional development)		3	5	8
Exámenes	2			2
TOTAL	<b>25</b>	<b>35</b>	<b>90</b>	<b>150</b>

**9.- Recursos**

Libros de consulta para el alumno

Otras referencias bibliográficas, electrónicas o cualquier otro tipo de recurso.

Books:

- Brown, G. and Yule, G. (1983) *Teaching the Spoken Language*. Cambridge: CUP.  
 Byrne, D. (1987) *Techniques for Classroom Interaction*. London: Longman.  
 Eke, R. and Lee, J. (2009) *Using Talk Effectively in the Primary Classroom*. London and New York: Routledge.  
 Graham, C. (2006) *Primary Resource Books for Teachers – Creating Chants and Songs*. Oxford: OUP.  
 Grugeon et al. (2005) *Teaching Speaking and Listening in the Primary School*. 3<sup>rd</sup> edition. London: David Fulton Publishers.  
 Hughes, G. and Moate, J. (2007) *Practical Classroom English*. Oxford: OUP.  
 Jones, Deborah. (2006) *Unlocking Speaking and Listening*. London: David Fulton Publishers.  
 Johnson, K. and Morrow, K., eds. (1981) *Communication in the Classroom*. London: Longman.  
 Layton, L. and Deeny, K (2002) *Sound Practice: Phonological Awareness in the Classroom*. 2<sup>nd</sup> edition. London: David Fulton Publishers.  
 Lloyd, S. (1998) *The Phonics Handbook*. 3<sup>rd</sup> edition. Chigwell: Jolly Learning Ltd.  
 McMahon, A. (2002) *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press.  
 Nicholson, T. (2006) *Phonics Handbook*. London: Whurr Publishers.  
 Sion, Chris. (2001) *Creating conversation in Class*. London: Delta Publishing.  
 Slattery, M. and Willis, J. (2001) *English for Primary Teachers*. Oxford: OUP.  
 Turnbull, M. and Dailey-O’Cain, J., eds. (2009) *First Language Use in Second and*



*Foreign Language Learning*. Bristol: Multilingual Matters.  
 Westwood, P. (2008) *What Teachers Need to Know About Spelling*. Camberwell, Vic.: ACER Press.  
 Willis, J. (1999) *Teaching English Through English*. London: Longman.

Other references:

Relevant reference and self-study documents in digital format (word, pdf, ppp, video-clips, audio-tracks) will be available for students in the *Studium* platform.

## 10.- Evaluación

### Consideraciones Generales

Assessment will be continuous, so participation in class, regular work, attendance at classes and the completion of all classroom tasks and assignments will be compulsory. A final test will be conducted

### Criterios de evaluación

Grading criteria will be distributed as follows:

- Regular attendance and active participation: 10%
- Oral/Written final test: 40%
- Group presentation on a course topic: 25%
- Microteaching presentation: 25%

### Instrumentos de evaluación

Written assignments, oral presentations and expositions; start-and-of-the-module language level testing tools; teacher, peer and self-assessment of teaching performance.

### Recomendaciones para la evaluación.

Class attendance and active participation, regular involvement in the completion of tasks and intensive consultation of reference reading and other media learning and teaching materials are highly recommended.

### Recomendaciones para la recuperación.

Individual suggestions and remedial action will be provided according to the linguistic and teaching profile and diagnosed weaknesses of each student.

## CLIL IN THE ENGLISH CLASSROOM

### 1.- Datos de la Asignatura

Código	105241	Plan		ECTS	6
Carácter	Optativa (mención)	Curso		Periodicidad	Curo 4º 2º semestre
Área	Filología Inglesa				
Departamento	Filología Inglesa				
Plataforma Virtual	Plataforma:	Studium			
	URL de Acceso:	<a href="https://moodle.usal.es">https://moodle.usal.es</a>			

### Datos del profesorado

Profesor Coordinador	Ana Alonso Alonso	Grupo / s	1
Departamento	Filología Inglesa		
Área	Filología Inglesa		
Centro	Escuela de Educación y Turismo de Ávila		
Despacho	Seminario de Inglés		
Horario de tutorías	Por determinar		
URL Web	<a href="https://moodle.usal.es">https://moodle.usal.es</a>		
E-mail	analonso@usal.es	Teléfono	920 35 36 00 Ext. 3884

### 2.- Sentido de la materia en el plan de estudios

Bloque formativo al que pertenece la materia
Mención de Lengua Inglesa (Resolución de 7 de julio de 2011, de la Universidad de Salamanca, por la que se publica el plan de estudios de Graduado en Maestro en Educación Primaria. BOE Núm. 175 del viernes 22 de julio de 2011).
Papel de la asignatura dentro del Bloque formativo y del Plan de Estudios.
Formación específica
Perfil profesional.
Maestro de Educación Primaria con Mención en Lengua Inglesa.

### 3.- Recomendaciones previas

Activities in this course will be conducted in English, so students are expected to have at least a B1 entry level of English according to the Common European Framework of Reference for Languages (CEFR): [http://www.coe.int/t/dg4/linguistic/source/framework\\_en.pdf](http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf)

Please, read the following important information:

<http://sci.usal.es/index.php/justificacion-idioma/adaptacion-al-grado-de-maestro>

Students are recommended to develop their listening, speaking, reading and writing skills in English to reach at least a B2 level according to the CEFR.

### 4.- Objetivos de la asignatura

On completion of this course, students must be able to:

- get involved in the integrated curriculum within the Spanish state education system and its implementation
- understand the CLIL approach: origins, rationale and case studies
- develop CLIL teaching materials and use strategies for specific subject content in English: P.E., Arts and Crafts, Science, etc.
- use a wide range of the CLIL-based activities and resources available
- produce home/class-made CLIL materials
- evaluate CLIL teaching materials
- plan and assess a CLIL-based syllabus
- be familiar with international teaching programmes (school twinning schemes, Comenius, international exchange programmes, etc.)

### 5.- Contenidos

The contents of this subject will be mainly based on the following sources:

- 1) *Teaching Knowledge Test. CLIL Module* developed by Cambridge ESOL (English for Speakers of Other Languages) exams
- 2) *Using languages to learn and learning to use languages* (2000) David Marsh
- 3) *Clil: A new model for language teaching* (2007) Susan House

MODULE 1. A window on CLIL: Origins and rationale. What is CLIL? How is it a different model? What does CLIL claim to do? How many models are there? What kind of problems can we find when implementing the CLIL approach?

MODULE 2. Knowledge and principles of CLIL: communication, cognitive and learning skills across the curriculum. Evaluating, assembling and modifying CLIL materials.

MODULE 3. Lesson Preparation and Lesson Delivery. Planning a Lesson, Language Demands of Subject Content, Materials Selection and Adaptation, Classroom Language. Monitoring and evaluating CLIL in action.

MODULE 4. Assessment in CLIL. Types of assessment. Support strategies for assessment. Summary of assessment principles.

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**6.- Competencias a adquirir**

<b>Básicas / Generales.</b>
<p>DP 28 To be able to express oneself orally and in writing in English language to at least a B1 level according to the Common European Framework.</p> <p>DI 20 To promote interest in the English language at the initial stage.</p> <p>DP 29 To introduce English language content in the syllabus through appropriate teaching resources and to develop the relevant student competences.</p> <p>BI 27 To become familiar with various international English as a foreign language teaching situations and strategies.</p>
<b>Específicas.</b>
<p>LINGUISTIC:</p> <ul style="list-style-type: none"> <li>• To develop skills in listening, speaking, reading comprehension and writing in English.</li> <li>• To give instructions and present activities in the foreign language classroom.</li> <li>• To communicate orally in English on topics within their professional area.</li> <li>• To participate in and to develop brief conversations on a one-to-one basis or in small groups, being able to express and defend personal opinions on different topics.</li> </ul> <p>METHODOLOGICAL</p> <ul style="list-style-type: none"> <li>• to introduce students to the specific terminology that is central to CLIL</li> <li>• to introduce students to some the main approaches and activities in CLIL and to think about their possible uses</li> <li>• to offer students a wide range of resources available to CLIL teachers</li> <li>• to familiarise students with materials and activities that give students the opportunity to explore the concepts that have been introduced from a theoretical perspective.</li> </ul>
<b>Transversales.</b>
<p>BP 11 To become familiar with the processes of interaction and communication in the classroom.</p> <p>BP 13 To promote cooperative work and individual effort.</p> <p>BP 17 To become familiar with innovative teaching experiences in primary education and apply them.</p> <p>BP 19 To become familiar with basic techniques and methodologies of educational research and be able to design innovative projects through the identification of evaluation criteria.</p>

**7.- Metodologías docentes**

Students will be expected to prepare and participate in those activities presented by the teacher or by other classmates. They will be asked to complete the tasks assigned throughout the

course, such as microteaching sessions, giving short oral presentations, producing individual essays and producing didactic activities to be presented in the classroom. They will also be expected to put into practice the instructions commented on in the group tutorials and to develop strategies for ongoing self-study of a foreign language.

### 8.- Previsión de distribución de las metodologías docentes

		Horas dirigidas por el profesor		Horas de trabajo autónomo	HORAS TOTALES
		Horas presenciales.	Horas no presenciales.		
Sesiones magistrales		13			13
Prácticas	- En aula	25		35	60
	- En el laboratorio				
	- En aula de informática				
	- De campo				
	- De visualización (visu)				
Seminarios		4		6	10
Exposiciones y debates		12		15	27
Tutoría en grupo		2			2
Actividades de seguimiento online				8	8
Preparación de trabajos				12	12
Otras actividades (exam study)				14	14
Exámenes		4			4
<b>TOTAL</b>		<b>60</b>	<b>35</b>	<b>90</b>	<b>150</b>

### 9.- Recursos

#### Libros de consulta para el alumno

BENTLEY, K. (2010) *The TKT Course. CLIL Module*. Cambridge University Press.  
 MARSH, D. (2000) *Using languages to learn and learning to use languages*.  
 HOUSE, S. (2007) *Clil: A new model for language teaching* in Durán Martínez y Sánchez-Reyes Peñamaría (Eds.) *El componente lingüístico en la didáctica de la lengua inglesa*. Ediciones Universidad de Salamanca.

#### Otras referencias bibliográficas, electrónicas o cualquier otro tipo de recurso.

BELTRÁN LLAVADOR, F. (2010) "Content teaching and teaching content through English" in Durán Martínez y Sánchez-Reyes Peñamaría (Eds.) *Linguistic Tools for Teachers of English towards a bilingual education*. Ediciones Universidad de Salamanca.  
 BENTLEY, K. (2009) *Primary Curriculum Box*. Cambridge University Press.  
 COYLE, HOOD and MARSH (2010) *CLIL*. Cambridge University Press.  
 DAFOUZ and GERRINI (2009) *CLIL across educational levels*. London: Richmond.  
 DELLER and PRICE (2007) *Teaching Other Subjects Through English*. Oxford University Press.  
 EUROPEAN COMMISSION (2005) *CLIL at Schools in Europe*. Directorate-General for Education and Culture.  
 GUTIÉRREZ, BELTRÁN AND DURÁN (2010) *Un proyecto de aprendizaje integrado de contenidos y lengua inglesa: Cristóbal Colón / A content and language integrated learning project: Christopher Columbus*. Ediciones Universidad de Salamanca.  
 HARMER, J. (2007) *The Practice of English Language Teaching*. Harlow: Pearson  
 MEHISTO, MARSCH and FRIGOLS (2008) *Uncovering CLIL*. Oxford: MacMillan  
 SCRIVENER, J. (2005) *Learning Teaching*. (2<sup>nd</sup> edition) London: Heinemann

References for a story-based CLIL approach:

BARRIE, J.M.(1995) *Peter Pan*. London: Penguin.  
 KIPLING, R. (1993) *The Jungle Book*. Hertfordshire: Wordsworth Editions.  
 MILNE, A.A. (1997) *Winnie the Pooh*. London: Methren Children Books.  
 POTTER, B. (1993) *The Tailor of Gloucester*. London: Frederick Warne.  
 TRAVERS, P.L. (1998) *Mary Poppins*. London: Harper Collins.  
 WILDE, O. (1994) "The Selfish Giant" in *The Happy Prince and Other Tales*. London: Penguin.

Electronic references:

<http://apliense.xtec.cat/arc/cercador/t-72/d-9039>

<http://www.cambridge.org/elt>

[http://eacea.ec.europa.eu/education/eurydice/index\\_en.php](http://eacea.ec.europa.eu/education/eurydice/index_en.php)

<http://www.isabelperez.com/clil.htm>

<http://www.onestopenglish.com>

<http://www.proteachersvideo.com/Home.aspx>

<http://www.encuentrojournal.org/numeroind.php?numdisplay=21>

## 10.- Evaluación

### Consideraciones Generales

Assessment will be continuous, so participation in class, regular work and attendance at classes and tutorials will be compulsory. More than half of the final mark will be based on students' individual and group work.

### Criterios de evaluación

Final mark will be comprised of:

- Regular attendance and active participation: 20 %
- Class presentation (individually or in small groups): 25 %
- Individual essays and/or interviews: 30 %
- Final exam: 25 %

### Instrumentos de evaluación

Written exams, listening practices, oral presentations and expositions, individual papers and other requirements.

### Recomendaciones para la evaluación.

Apart from the theoretical content of the subject, students will be asked to develop strategies for ongoing self-study of the English language. Regular practice of the four skills is highly recommended.

### Recomendaciones para la recuperación.

Individual suggestions and remedial action will be provided according to the linguistic profile and diagnosed weaknesses of each student.

## Literature and Literacy in Early English Language Education

### 1.- Datos de la Asignatura

Código		Plan		ECTS	6
Carácter	Optativa (mención)	Curso	2015/2016	Periodicidad	
Área	Filología Inglesa				
Departamento	Filología Inglesa				
Plataforma Virtual	Plataforma:	Studium			
	URL de Acceso:	<a href="https://moodle.usal.es">https://moodle.usal.es</a>			

### Datos del profesorado

Profesor Coordinador	Sonsoles Sánchez-Reyes Peñamaría	Grupo / s	1
Departamento	Filología Inglesa		
Área	Filología Inglesa		
Centro	Escuela Universitaria de Educación y Turismo de Ávila		
Despacho	Seminario de Inglés		
Horario de tutorías	<a href="https://moodle.usal.es/">https://moodle.usal.es/</a>		
URL Web			
E-mail	<a href="mailto:sreyesp@usal.es">sreyesp@usal.es</a>	Teléfono	920 353600 Ext. 3884

### 2.- Sentido de la materia en el plan de estudios

Bloque formativo al que pertenece la materia
Mención Lengua Inglesa (Curso de Adaptación al Grado)
Papel de la asignatura dentro del Bloque formativo y del Plan de Estudios.
Formación específica
Perfil profesional.
Maestro de Educación Primaria con Mención en Lengua Inglesa

### 3.- Recomendaciones previas

Activities in this course will be conducted in English, so students are expected to have at least a B1/B2 entry level of English according to the Common European Framework for Languages (CEFR): [http://www.coe.int/T/DG4/Linguistic/CADRE\\_EN.asp](http://www.coe.int/T/DG4/Linguistic/CADRE_EN.asp)

Students are recommended to develop their listening, speaking, reading and writing skills in English to reach at least a B2 level according to the CEFR.

### 4.- Objetivos de la asignatura

The subject seeks to provide newly qualified teachers a structured plan to help future pupils develop as readers and writers through creative activities.

By the end of the course the participants will be able to:

- Make Literacy and Literature work together in rich literate environments
- Use drama effectively in Early Language Learning
- Use poetry creatively in Early Language Learning
- Introduce fictional and information books in Early Language Learning
- Use synthetic phonics in infants and Early Primary
- Introduce activities for promoting reading and writing skills at an early stage of FL learning

### 5.- Contenidos

#### 1. Literacy skills in English (An overview)

- 1.1. Factors affecting learning to read in English as a foreign language.
- 1.2. Starting to read and write in English as a foreign language.

#### 2. Drama with children (Workshop)

- 2.1 Imaginative play to practise attitudes, skills and speech patterns.
- 2.2 Playing with fictional contexts to reflect on socio-cultural patterns.

#### 3. Strategy-oriented activities for beginning readers(Workshop)

- 3.1. Modelling good reading behaviour to emergent readers
- 3.2. Guided reading at the emergent level.

#### 4. Strategy-oriented activities for beginning writers(Workshop)

- 4.1. Modelled writing and guided writing.
- 4.2. High-order thinking prompts for writing.
- 4.3 Independent writing activities with real-life emphasis.



5. Using fiction to expand pupil's personal horizons(Theory and Practice)

5.1. Using stories to develop thinking skills.

5.2. Using stories to teach children facts, concepts and skills from different curriculum areas.

5.3 Using stories to explore, enjoy and teach about language.

5.4 Using stories to develop aspects of emotional intelligence.

6. Critical literacy through guided experiences with informational texts (Theory and practice):

6.1 Understanding informational texts through guided reading.

6.2 A support system for informational writing.

**6.- Competencias a adquirir**

Básicas/Generales.

- DP 29 To be able to design and evaluate content from the English curriculum using appropriate teaching resources, and to promote this competence among the students.
- DI 10/DP 22 To get to know the English literacy curriculum for the infant school and the reading content for the primary sector, together with acquisition and learning theories to support them.
- DI 17 To recognize and value the importance of verbal and non verbal communication in the English class.
- DI 19 To get to know the literature content for the infant school.
- DI18/DP25 To know and be able to promote reading processes and help make good use of English reading and writing resources.
- DP 24 To know the teaching and learning process of the English language.
- DI 11 To facilitate English speaking and writing skills.
- DP28 To be able to express oneself orally and in writing in English language at least at level B2/C1 according to the Common European Framework.
- DI 20 To promote interest in the English language at the initial stage.
- DP 29 To introduce English language content in the syllabus through appropriate teaching resources and to develop the relevant student competences.
- BI 27 To become familiar with various international English as a foreign language teaching situations and strategies.

**Específicas.**

Specific competences that students will be able to develop on completion of this course:

- To acquire linguistic knowledge and competence to work confidently in the Primary classroom.
- To get knowledge and competence to use infant literature, drama techniques, storytelling, literature circles and clubs, so that it is creative and efficient for English teaching situations.
- To acquire knowledge and competence to develop activities which can promote primary students' physical and mental engagement.
- To get knowledge and competence to plan lessons for the primary class.
- To do some basic research on specific set targets of the teaching-learning process and develop presentation skills.
- To get knowledge and competence to develop assessment strategies for literacy achievement.
- To get knowledge and competence to elaborate strategies for self-instruction, critical thinking and professional development.
- To get ICT knowledge and competence to generate teaching resources for the primary classroom
- To get knowledge and competence in management strategies in the primary sector.
- To develop intercultural activities which can lead to open debate but with empathy and respect to others.
- To know the richness and complexity of the English language in this global world.

**Transversales.**

- BP 11 To become familiar with the processes of interaction and communication in the classroom.
- BP 13 To promote cooperative work and individual effort.
- BP 17 To become familiar with innovative teaching experiences in primary education and apply them.
- BP 19 To become familiar with basic techniques and methodologies of educational research and be able to design innovative projects through the identification of evaluation criteria.

**7.- Metodologías docentes**

This course is taught through both on-line activities and through face-to-face teaching sessions. Students will be supported on-line by the teachers throughout the course. The course is based on self-study, which the student follows in their own time, working to modular deadlines.

The face-to-face sessions will be based on lectures, set readings, individual and group work, class discussion, workshop tasks, video viewing, microteaching sessions, lesson planning activities, oral presentations, case studies, and feedback on assignments. Students will participate in workshop sessions where they will be asked to design activities based on the content presented. They will become familiar with picture books, songs, rhymes, role-play activities, crafts and music games, and with their exploitation in the young learner classroom.

**8.- Previsión de distribución de las metodologías docentes**

		Horas dirigidas por el profesor		Horas de trabajo autónomo	HORAS TOTALES
		Horas presenciales.	Horas presenciales online.		
Sesiones magistrales		3			3
Prácticas	- En aula	9		45	54
	- En el laboratorio				
	- En aula de informática				
	- De campo				
	- De visualización (visu)				
Seminarios					
Exposiciones y debates		3		10	13
Tutorías		4	12		16
Actividades de seguimiento online			20	10	30
Preparación de trabajos		4		20	24
Otras actividades (self-access resources and further professional development)			3	5	8
Exámenes		2			2
<b>TOTAL</b>		<b>25</b>	<b>35</b>	<b>90</b>	<b>150</b>

**9.- Recursos****Libros de consulta para el alumno**

Carter, R. A., & Long, M. N. (1991). *Teaching literature*. Addison-Wesley Longman Limited.

Brumfit, C., & Carter, R. (Eds.). (1993). *Literature and language teaching*. Oxford University Press.

Lazar, G. (2008). *Literature and language teaching: A guide for teachers and trainers*. Ernst Klett Sprachen

Slater, S. (2009). *Literature in the language classroom: A Resource Book of Ideas and Activities*. Cambridge University Press.

**Otras referencias bibliográficas, electrónicas o cualquier otro tipo de recurso.**

Cameron, Lynne (2003) *Teaching Languages to Young Learners*. 5<sup>th</sup> edition. Cambridge: CUP.

Crosby Stull, Elizabeth (2000) *Let's Read. A Complete Month-by-Month Activities Program for Beginning Readers*. San Francisco: Jossey-Bass.

Ellis, Gail; Brewster, Jean (2002) *Tell it Again! The New Storytelling Handbook for Primary Teachers*. Harlow: Penguin.

Fetzer, Nancy & Rief, Sandra F. (2002) *Alphabet Learning Center Activities Kit*. San Francisco: Jossey-bass.

Ginnis, Sharon and Ginnis, Paul (2006) *Covering the Curriculum with Stories*. Crown House Publishing.

Graham, Carolyn (2006) *Primary Resource Books for Teachers – Creating Chants and Songs*. Oxford: OUP.

Hoyt, Linda et al. (2003) *Exploring Informational Texts*. Portsmouth: Heinemann.

Linse, Caroline T., (2005) *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill ESL/ELT.

Moon, Jean (2005) *Children Learning English*. 3<sup>rd</sup> edition. Macmillan Heinemann.  
 Nixon, Caroline & Tomlinson, Michael (2010) *Primary Reading Box*. Cambridge: CUP.  
 Phillips, Sarah (1999) *Drama with Children*. Oxford: OUP.  
 Phillips, Sarah (1993) *Young Learners*. Oxford: OUP.  
 Read, Carol (2007) *500 Activities for the Primary Classroom*. Oxford: Macmillan Books for Teachers.  
 Readence, John E. et al. (2004) *Content Area Literacy. An Integrated Approach*. Dubuque(Iowa): Kendall/Hunt Publishing.  
 Reilly, Vanessa & Ward, Sheila M. (1997) *Very Young Learners*. Oxford: OUP.  
 Roth, Genevieve (1998) *Teaching very young children*. London: Richmond.  
 Tierney, Robert J. & Readence, John E. (2005) *Reading Strategies and Practices. A Compendium*. Boston: Pearson.  
 Vale, David and Feunteun, Anne (1995) *Teaching Children English: A training course for teachers of English to children*. Cambridge: CUP.  
 Wright, A. (2000) *Creating Stories with Children*. Oxford: OUP.

On-line resources:

National Literacy Trust: <http://www.literacytrust.org.uk/>

Lesson plans: <http://www.teachingenglish.org.uk/category/content-type/lesson-plans>

BBC games, songs and stories for young children: <http://www.bbc.co.uk/cbeebies/>

British Council for kids: <http://learnenglishkids.britishcouncil.org/en/>

Video resources: <http://www.teachers.tv>

Software for ICT support: <http://www.inspiration.com/>

Further on-line references:

[www.primaryresources.co.uk](http://www.primaryresources.co.uk)

[www.schoolzone.co.uk](http://www.schoolzone.co.uk)

[www.atozteacherstuff.com](http://www.atozteacherstuff.com)

[www.teachervision.com](http://www.teachervision.com)

[www.teachingideas.co.uk](http://www.teachingideas.co.uk)

[www.bbc.co.uk/learning](http://www.bbc.co.uk/learning)

## 10.- Evaluación

### Consideraciones Generales

Assessment will be continuous, so participation in class, regular work, attendance at classes and the completion of all classroom tasks and assignments will be compulsory.

### Criterios de evaluación

Final mark will be comprised of

-Regular attendance and active participation: 20%

-Assessment of portfolio : 25%

-Microteaching presentation: 30%

-Mini-lecture on a course topic: 25%

### Instrumentos de evaluación

Written assignments, oral presentations and expositions, portfolio; start-and-of-the-module language level testing tools; teacher, peer and self-assessment of teaching performance.

### Recomendaciones para la evaluación.

Class attendance, regular involvement in the completion of tasks and intensive consultation of reference reading and other media learning and teaching materials are highly recommended.

Recomendaciones para la recuperación.
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Individual suggestions and remedial action will be provided according to the linguistic and teaching profile and diagnosed weaknesses of each student.
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