

STUDY GUIDE

Strategies and Resources for the English Infant Classroom

Degree in Infant Teacher Training

English Taught Programme

English Language Specialization

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Universidad de Alcalá

Academic Year 2025/26

3rd Year – 2nd Term

STUDY GUIDE

Subject:	Strategies and Resources for the English Infant Classroom
Code:	510049
Degree:	Degree in Infant Teacher Training English Taught Programme English Language Specialization
Department:	Teaching Specific Sciences
Character:	Optional
Credits:	6
Course and term:	3rd course – 2nd term
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Language.	English

1. PRESENTATION

Since bilingual education became popular in Spain, the learning of English as a Foreign Language has evolved from being a subject in the school curriculum to be considered a real communication tool to create meaning in most content areas. This shift must be carefully considered in the training of Infant Education teachers. Thus, this optional subject is offered in the English Specialization of this Degree due to the fast-growing social demand to teach English to increasingly younger learners, which consequently requires Infant teachers well prepared in the English language. Moreover, having a solid basis in the English language is indispensable for any university student today. Therefore, Infant Education students taking this Specialization need training in its specific teaching for young learners aged 3 to 6 years.

Therefore, the subject offers a valuable and meaningful set of knowledge, competences, teaching-learning strategies and practical resources, especially oriented to creating the best conditions possible for young children to develop harmonically and start learning English through effective meaningful instruction.

When completing any academic task, we remind students of the importance of **consulting with the lecturer regarding the permitted use of artificial intelligence (AI) tools. If this is not expressly stated in the Study Guide or in particular instructions for a specific activity or practice, it is understood that AI should not be used under any circumstances.** We remind students that the improper use of these

technologies, such as generating papers without express authorization, may constitute academic fraud. Therefore, we strongly recommend reviewing the university's regulations regarding the use of AI, always acting responsibly and transparently in the learning process, and consulting with the faculty any questions you may have.

Regarding the level of English, this subject will work at B2+ level or above.

Pre-requisites and Recommendations

It is required for students to:

- Demonstrate a minimum B.2 English level
- Be officially enrolled in the subject.
- Have an active and participative attitude during lessons.
- Be committed to improving their level English using all the possibilities offered both inside and outside the classroom.

2. COMPETENCES

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

Cross-Curricular Competences:

1. Adquirir y comprender los conocimientos necesarios de las distintas áreas de estudio que conforman el título de tal forma que capaciten para la profesión de Maestro en Educación Infantil. (CCC4)¹
2. Saber aplicar esos conocimientos al trabajo de una forma profesional, demostrando el dominio de las competencias mediante la elaboración y defensa de argumentos y resolución de problemas en dichas áreas de estudio. (CCC5)
3. Ser capaces de recoger e interpretar datos relevantes de las distintas áreas de estudio y de emitir juicios que incluyan una reflexión sobre temas relevantes de índole socioeducativa, científica y ética. (CCC6)
4. Adquirir las habilidades de aprendizaje necesarias para ampliar sus estudios con autonomía. (CCC8)

Degree Own Competences:

1. Conocer los objetivos, contenidos curriculares y criterios de evaluación de la Educación Infantil. (DOC1)

¹ 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

2. Promover y facilitar los aprendizajes en la primera infancia, desde una perspectiva globalizadora e integradora de las diferentes dimensiones cognitiva, emocional, psicomotora y volitiva. (DOC2)
3. Fomentar la convivencia en el aula y fuera de ella y abordar la resolución pacífica de conflictos. Saber observar sistemáticamente contextos de aprendizaje y convivencia y saber reflexionar sobre ellos. (DOC4)
4. Conocer la evolución del lenguaje en la primera infancia, saber identificar posibles disfunciones y velar por su correcta evolución. Abordar con eficiencia situaciones de aprendizaje de lenguas en contextos multiculturales y multilingües. Expresarse oralmente y por escrito y dominar el uso de diferentes técnicas de expresión. (DOC6)
5. Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo en los estudiantes. (DOC11)

Specific Competences Related to the Specialization in English:

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

3. CONTENTS

BLOCK I

1. Strategies for emotional support. Creating a nurturing environment.
2. Strategies for classroom organization. Behaviour management. Routines, transitions, productivity, and instructional learning formats.
3. Strategies for instructional support. Children's learning strategies. Language modelling.

BLOCK II

4. Resources and language for emotional support. How to create an emotionally friendly atmosphere in an early childhood EFL classroom.
5. Resources for classroom organization. Language for classroom management. Establishing routines and transitions. Finding your own voice as an EFL teacher in Infant Education. Visual scaffolding.
6. Resources for instructional support. Materials, toys, games, illustrated books and realia. The English Classroom Library. Visual and oral games. Songs, nursery rhymes, tales, storytelling, and dramatization.

Content Blocks	Total of ECTS credits and hours
Block I. Strategies <ul style="list-style-type: none"> • Emotional support. • Classroom organization. • Instructional support. 	3 ECTS credits/ 75 hours
Block II. Resources <ul style="list-style-type: none"> • For emotional support. • For classroom organization. • For instructional support. 	3 ECTS credits/ 75 hours

4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

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

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

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

Apart from the above detailed **50** hours of lesson attendance, the student must also complete **100** hours of **independent work** at home, which will include finishing activities from class, preparing presentations, reading articles, doing some research, organising information, and revising the subject contents.

They could also attend **tutorial** hours to have their doubts and questions solved.

4.1. ECTS distribution

Total number of hours (6 ECTS): 150	
Number of hours of classroom attendance 50:	30 hours of whole-group lessons
	15 hours of practical lessons
	3 hours of seminars
	2 hours of assessment tasks
Number of hours of independent learning 100:	100 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 strategies and resources available for the teaching of EFL 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 children in the English classroom. Besides, students are expected to acquire knowledge on effective strategies, resources and techniques, becoming acquainted with those which have a higher potential to ensure learning in the Infant classroom. When possible, students will be offered with the chance of planning activities to be implemented with schoolchildren coming from schools in the neighbourhood.

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, which will be available on *Blackboard* and/or the library.

This subject does not use a course book, its contents are based on a variety of published books –either in paper or electronic format-, journals and articles.

5. ASSESSMENT

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

In the following tables you can find the **specific competences** the subject deals with, the **assessment criteria** set and the **appraisal criteria** the teacher will apply to measure these outcomes and, finally, the **assessment system**, divided into the **tools** which will be used. This table may serve as a guideline to know how the competences will be assessed.

Specific competence	Acquire a good communicative competence (above B2+ CEFR)
Assessment criteria	Acquisition of a communicative competence equivalent to B2+ (CEFR)
Appraisal criteria	Demonstrate appropriate, accurate and fluent English B2+ or above.

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

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

Specific competence	Know and apply the theories about the acquisition and development of the corresponding learning outcomes. (C1)
Assessment criteria	Knowledge of the contents of the language and literacy curriculum of this stage.
Appraisal criteria	Understanding and application of the main elements in the English curriculum for Infant Education.

Appraisal criteria	DEFINITION	%
Demonstration of appropriate, accurate and fluent English B2+ level or above.	Communicates using appropriate English at B2+ level or above, including the use of non-verbal cues.	40%
Creation of effective learning experiences based on the appropriate selection of strategies and resources according to the teaching-learning context.	Creates effective learning experiences, selecting appropriate strategies and resources according to the teaching-learning context.	40%
Knowledge and reflection on strategies and resources to help young language learners.	Identifies and reflects on appropriate strategies and resources to help young language learners.	10%
Development of cross-curricular skills to help link new knowledge with previous knowledge.	Shows awareness of his/her learning and is able to link prior knowledge to newly acquired knowledge.	5%
Understanding and application of the main elements in the English as a Foreign Language curriculum for Infant Education.	Recognises, organises, and uses the main elements in the English as a Foreign Language curriculum for Infant Education.	5%

The learning outcomes included in the degree verification report for the Bachelor's Degree in Early Childhood Education corresponding to this subject are:

Learning Outcome	Code
Obtaining Level B2 of the Common European Framework of Reference.	RAEx1
Acquisition of extensive theoretical and practical training in teaching foreign languages at early ages.	RAEx2
Ability to autonomously use knowledge and procedures in relation to professional practices and Continuing Education.	RAEx3

The teaching-learning methodology and the assessment process will be adjusted when necessary, following the guidance of the **CUCC Guidance Service and/or the UAH Diversity Support Unit to implement curricular adaptations for students with specific needs**, upon submission of documentation certifying such need.

Report Criteria

Although **attendance will not be marked**, students unable to attend more than 5% and/or submit works within the submission deadline set should choose **final assessment**. If students submit more than 2 assignments in the continuous assessment evaluation, they cannot opt for final assessment, even if this happens during the first two weeks of class.

Final **assessment** will be articulated according to the current legislation established by the University of Alcalá. These regulations establish, among others, the following criteria:

- This subject has an ordinary exam in May and an extraordinary exam in June.
- If a student cannot follow the continuous assessment proposed for the ordinary call in May, he/she should ask for final assessment to the lecturer in charge of the subject during the two first weeks of class. This proposal will be approved or rejected by the Academic Sub-Director.
- An extraordinary exam (both oral and written) is set for those students who have not passed the ordinary exam, (either ordinary or final calls).
- All assessment tasks will follow the **guidelines established in the University of Alcalá's Regulations for Coexistence**, as well as the potential implications of irregularities committed in the performance of these tasks, including the consequences for academic fraud, according to the **Disciplinary Regulations for Students of the University of Alcalá**.
- To access more information on the 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>

The characteristics for continuous and final assessment are explained below.

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

Appraisal criteria / <i>Assessment tool</i>	Written tasks	Oral tasks	%
Demonstration of appropriate, accurate and fluent English above B2 level. <i>Oral presentation & Portfolio</i>	X	X	40%
Creation of effective learning experiences based on the appropriate selection of strategies and resources according to the teaching-learning context. <i>Storytelling & Drama Project</i>	X	X	40%
Knowledge and reflection of strategies to help young language learners. <i>Self-assessment sheets & Portfolio</i>	X	X	10%
Development of cross-curricular skills to help link new knowledge with previous knowledge. <i>Portfolio</i>	X		5%
Understanding and application of the main elements in the English as a Foreign Language curriculum for Infant Education. <i>Portfolio</i>	X		5%
TOTAL	55	45	100

Please, note that these percentages are approximate and may slightly vary depending on specific circumstances, such as the ratio of students per class, the average level of English proficiency in each course, etc.

Apart from the **assessment tools** listed above, in case of opting for **final assessment**, students should also have to sit on a **written exam**. Percentages assigned to every assessment tool will slightly vary.

6. BIBLIOGRAPHY

The following references will constitute the basic bibliography for the course, and more specific textbooks or journal articles will be provided throughout the course.

Basic bibliography

Bland, J. (2015): *Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 Years Olds*. Bloomsbury Guidebooks for Language Teachers

Aimed at student teachers, educators and practitioners, this book outlines and explains the crucial issues, themes, and scenarios relating to this area of teaching. Each chapter offers a thorough introduction to a central theme of English as a foreign language (EFL) with preteens, with clear presentation of the theoretical background and detailed references for further reading, providing access to the most recent scholarship, including the disadvantages as well as advantages of Teaching English as a Foreign Language (TEFL) with young learners.

Cremin, T, Reedy, D, Bearne, E., & Dombey, H. (2015). *Teaching English Creatively*. 2nd Edition. Routledge. Taylor & Francis Group.

This book encourages and enables teachers to adopt a more creative approach to the teaching of English in the primary school. This inspiring, accessible, and popular text in the UK explores research-informed practices and offers new ideas to develop imaginatively engaged readers, writers, speakers and listeners. Underpinned by theory and research, and illustrated throughout with examples of children's work, it examines the core elements of creative practice and how to explore powerful literary, non-fiction, and visual and digital texts creatively.

Eggen, P. & Kauchak, D. (2011). *Strategies and Models for Teachers: Teaching Content and Thinking Skills*. Pearson Higher Education

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

Gebhard, J. G. (2006). *Teaching English as a Foreign or Second Language: A Teacher Self- Development and Methodology Guide*. University of Michigan Press

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

Gower, R.; Philips, D. and Walters, S. (2005). *Teaching Practice. A Handbook for Teachers in Training*. Macmillan.

This book 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. (2007). *The Practice of English Language Teaching*. 4th Edition. Pearson Longman.

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

Kottler, E. & Kottler, J. A. (2002). *Children with Limited English: Teaching Strategies for the Regular Classroom*. Corwin Press, A Sage Publications Company

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

Kottler, E., Kottler, J.A, & Street, C. (2008). *English Language Learners in Your Classroom. Strategies that Work*. Corwin Press, A SAGE Company

An authoritative reference for teachers facing an increasingly diverse school population, this book provides pre-service and in-service teachers, curriculum specialists, teacher mentors, and administrators with the necessary tools to meet the educational needs of English language learners in an inclusive classroom.

Lee, J.F. and VanPatten, B. (Eds.) (2003). *Making Communicative Language Teaching Happen*. 2nd 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).

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 discovery activities and real-life examples from classrooms around the world. It provides insight into how children learn foreign languages and how we can learn from them and help them learn effectively.

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

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

Orlich, D.C., Harder, R.J., Callahan, R.C., Trevisan, M.S., Brown, A.H., & Miller, D.E (2013). *Teaching Strategies: A Guide to Effective Instruction*. International Edition. 10th Edition. Cengage Learning.

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

Pinter, A. (2017). *Teaching Young Language Learners*. Oxford University Press.

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

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

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

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

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

Winston, J. (2022): *Performative Language Teaching in Early Education: Language Learning through Drama and the Arts for Children 3-7*. Bloomsbury Guidebooks for Language Teachers

This book introduces the application of drama and arts-related activities to the teaching of English as a second or additional language in early education. It provides a theoretical rationale, practical examples, tips and easy-to-read teaching guides intended to help apply drama related methods in an efficient and accessible way. Detailed examples of schemes of work are included for all year groups and developmental stages between the ages of 3 and 7 years of age. Detailed guidance on how to plan and structure lessons with specific learning objectives is offered, as is extensive advice on issues of classroom management. The practical approaches have been used successfully and are adaptable to a variety of cultural contexts.

Wright, W.E. (2010). *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. Caslon Publishing

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

Wyse, D., Jones, R., Bradford, H, & Wolpert, M.A. (2018). *Teaching English, Language and Literacy*. 4th Edition. Routledge. Taylor & Francis Group

Rooted in research evidence and multidisciplinary theory, this book is an essential introduction for anyone learning to teach English from the early years to primary school level. All chapters include a glossary, examples of good practice, analysis of research and reflections to encourage the best possible response to the challenges of teaching. This authoritative 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 a guide to the theory and practice of teaching English, language and literacy.

Websites

Virtual Lab School (2023): <https://www.virtuallabschool.org/preschool>

It is a very complete website where students will find lessons, lesson plans, videos, and activities that cover almost all areas related to Infant Education, from toddlers to 6 years old children.