

Academic Year/course: 2022/23

26523 - English in Child Education II

Syllabus Information

Academic Year: 2022/23

Subject: 26523 - English in Child Education II

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 2

Semester: Second semester

Subject Type: Compulsory

Module:

1. General information

1.1. Aims of the course

The main objective of this subject is to improve students' communicative competence, especially oral, in English, while developing their competence learning to learn, reflect on their learning and develop their intercultural competence. The learning outcomes are focused on the skills of oral comprehension and production and written comprehension and production, as well as on the use of strategies and acquisition of resources for autonomous learning. All these outcomes will be assessed in the course.

These approaches and objectives are aligned with Sustainable Development Goal (SDG) Goal 3 (Health and Well-being), Goal 4 (Quality Education) and Goal 5 (Gender Equality) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), so that the acquisition of the learning outcomes of the subject provides training and competence to contribute to some extent to their achievement.

1.2. Context and importance of this course in the degree

Graduates in Early Childhood Education should be proficient in a foreign language, written and especially spoken. Given the relevance of English in the academic and professional spheres, the students' ability to communicate and to learn in this language is a key factor in their future working lives.

1.3. Recommendations to take this course

It is recommended to participate in activities of oral interaction, listening comprehension, written production and reading comprehension that are proposed both inside and outside the classroom and which correspond to an intermediate level of competence, as well as in the processes of reflection on one's own learning and metacognition strategies. It is therefore advisable to have an intermediate level of proficiency in the English language before starting the course in order to be able to follow and make the most of it. We insist on taking advantage of any opportunity or resource they may have to practice the language.

2. Learning goals

2.1. Competences

Students will be more competent to ...

Express themselves orally and in writing in a foreign language.

Effectively address situations of language learning in multicultural and multilingual contexts.

Reflect on classroom practices to innovate and improve teaching.

Acquire habits and skills for autonomous and cooperative learning and promote it among future students.

Be involved in their learning and in their work.

Work in teams, being able to exercise different roles within the group.

Use and apply information and communication technologies (ICT) to learn, communicate and share knowledge in different contexts.

Organize their own continuous learning and motivate the improvement of quality.

2.2. Learning goals

1. Comprehend ideas and details of spoken speech and interact appropriately in English on topics related to their specialty or regarding learning and teaching of English as a foreign language.

2. Understand globally and in detail, and deduce some of the information as well as opinions, attitudes and communicative purposes when reading different types of texts written in English on topics related to Early Childhood Education or to those of learning and teaching of English as a foreign language.

3. Express, with ease and clarity, aspects related to the contents of the course with an intelligible pronunciation and making use of correct and appropriate language according to the communicative situation.

4. Express themselves orally and interact with other English-speaking interlocutors on topics of relevance to the Early Childhood teacher or learning and teaching of English as a foreign language.

5. Produce different types of oral, written or multimodal texts such as messages, short stories, informative texts or comments on social networks or anecdotes in English with acceptable degrees of accuracy and textual coherence.

6. Identify, describe, apply or use techniques, strategies and resources for autonomous learning put into practice in the classroom and know basic aspects of teaching and learning a foreign language.

2.3. Importance of learning goals

The speaking skills are to be encouraged in the students of this degree. The future teachers of children will be an important model of spoken English for many schoolchildren, and their speech the first means of communication with them. Society demands highly competent teachers in a second language, able to use it in the classroom as a vehicle of communication and also to teach different subjects and contribute to the improvement of the quality of education. Similarly, early childhood teachers need to be able to communicate with the international teaching community and have access to all kinds of resources in this language.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Summative continuous assessment:

This consists of carrying out a series of activities throughout the classes such as quizzes, essays, videos, storytelling, presentations, etc. which account for 20% of the final mark. In this case, the other 80% is obtained by taking the tests described for the overall test.

1. Written exam:

- a. Reading comprehension activities (15%)
- b. Listening comprehension activities (15%)
- c. Writing activities (15%)
- d. Activities in the use of the foreign language (15%)
- e. Activities focused on learning to learn competence (10%)

2. Oral exam:

Oral expression and interaction activities (30%). Please note: as this is an individual exam, it will take place on different dates and at different times to the written test, for organizational reasons. The approximate dates will be communicated at the beginning of the teaching period of the subject and will be fixed definitively with a certain amount of time in advance throughout the term.

Assessment criteria

In the activities focused on the competence of learning to learn, the student must be able to identify, describe and apply techniques, strategies and resources for autonomous learning worked on in the subject using metalanguage in an appropriate way.

In the reading and listening comprehension activities, the student must be able to understand messages on specific topics in the field of education and foreign language teaching and learning covered in the subject, in a global way and paying attention to details, in a variety of communicative situations.

In the activities of written production and oral production and interaction, the student must be able to produce messages on topics of the specialty and aspects of the teaching-learning of English as a foreign language worked on in the subject, with

linguistic accuracy, and a certain degree of creativity and complexity, taking into account the specific communicative context.

In the activities of use of the foreign language the student must demonstrate a competence equivalent to a consolidated intermediate level in the use of specific vocabulary in the field of education, as well as lexical-grammatical and discursive structures, as well as the aspects of pronunciation worked on in the subject.

Grading criteria and requirements for passing the course

In order to pass the course, the student must obtain, in the sum total of the different activities, a score equal to or higher than 50% of the maximum score, as well as a score equal to or higher than 40% of the maximum score in each of the groups of activities described above.

In the case of obtaining a score lower than 40% in any of the groups of activities described above or a total score lower than 50%, it will mean that the student has not reached the minimum level of demand and, therefore, will not have passed the subject.

Second call

In the second call, the tests and percentages are the same as in the first call, but the student may choose to take only the test not passed in the first call, retaining the grade obtained in the test passed.

Fifth and sixth call

In the fifth and sixth calls, the tests and the percentages are the same as in the rest of the calls. The tests will be assessed by the corresponding examining board.

Fraud and/or total or partial plagiarism in any of the assessments will result in failure of the subject with the minimum mark, in addition to the disciplinary sanctions that the guarantee committee adopts for these cases.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process that has been designed for this subject is based on the following:

- The principles of the Communicative Approach that proposes attention to the development of the student's communicative competence from a multiple perspective: discursive, grammatical, pragmatic, strategic and intercultural and with a learner-centered orientation that makes learners aware of their own learning process.
- The task-based approach to learning, such that students must perform tasks using the language for a given communicative purpose and working collaboratively and cooperatively in groups in which students acquire specific roles and responsibilities
- The use of authentic materials that provide rich and varied input and meaningful to Early Childhood Education students.
- The use of technology inside and outside the classroom as a motivating element for students and to promote autonomy in learning a foreign language
- Autonomous learning guided in the development of linguistic competence outside the classroom (flipped learning)
- The development of thinking skills to promote a deep and meaningful learning of the language and of the specific themes developed.
- The development of phonological awareness and knowledge of basic sound, accentual, rhythmic and intonation patterns.

4.2. Learning tasks

1. Oral and written practice of the language through the integration of the skills and the use of the language with a clear communicative purpose for the resolution of significant and relevant tasks for Education students.
2. Extensive reading outside the classroom and intensive reading in the classroom to develop effective reading strategies
3. Viewing of video sequences and audio listening for comprehension and analysis.
4. Activities focused on the recognition, identification or discrimination of segmental and suprasegmental features of the English language, as well as controlled and guided oral production activities to improve pronunciation, ensuring the intelligibility of the students? oral discourse.
5. Activities that integrate reading and writing for the recognition and correct use of mechanisms of textual cohesion and discursive structure.
6. Use of dramatic games and simulation activities.
7. Debates and presentations for oral practice.
8. Written production activities using models and guides. Written production as a collaborative activity and a cognitive process.
9. Production of creative writing (stories, rhymes, poems).
10. Self-evaluation and peer review activities through checklists and/or rubrics.

4.3. Syllabus

Learning activities will be designed around themes such as:

1. Hands-on learning: outdoor experiences, creativity, learning by doing.
2. Early childhood literacy: learning to read and write, phonics, visual literacy, storytelling.
3. Music and the arts: songs, chants, lullabies, arts and crafts.
4. Inclusive education: diversity, sustainability.

4.4. Course planning and calendar

The activities and key dates are communicated through the digital platform (ADD Moodle) or by means of a written document delivered by the teaching staff at the beginning of the teaching period of the subject. The date of the global exam can be consulted on the website of the different faculties that teach the Bachelor's Degree in Early Childhood Education.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26523>