

## 26523 - English in Child Education II

### Información del Plan Docente

<b>Academic Year</b>	2016/17
<b>Academic center</b>	107 - Facultad de Educación 202 - Facultad de Ciencias Humanas y de la Educación 301 - Facultad de Ciencias Sociales y Humanas
<b>Degree</b>	302 - Degree in Nursery School Education 301 - Degree in Nursery School Education 303 - Degree in Nursery School Education
<b>ECTS</b>	6.0
<b>Course</b>	2
<b>Period</b>	Second semester
<b>Subject Type</b>	Compulsory
<b>Module</b>	---

### 1. Basic info

#### 1.1. Recommendations to take this course

Although it is not compulsory to attend lessons, we recommend students to participate in oral activities, listening comprehension, Reading comprehension, writing and speaking tasks or activities inside and outside the classroom, which mainly correspond to an English level similar to or over B1. We insist on taking advantage of any opportunity or resource they may have to practice the language.

The important dates related to exams, oral presentations, etc... will be displayed in the digital platform (ADD- Moodle of the subject) or in a written document at the beginning of the teaching period. There are 30 lessons of theory (T1, the whole group together), 20 lessons (T2, the whole group divided by two) and 10 lessons practice (T6, extra lessons in smaller groups of 8 or 10 people).

#### 1.2. Activities and key dates for the course

### 2. Initiation

#### 2.1. Learning outcomes that define the subject

In order to pass this subject, the student should proof the following learning outcomes:

- Understands details and ideas of the oral discourse and interacts properly in English about topics already dealt with during the course (see the contents section).
- Understands globally and to some extent several different types of written texts in English. The student can distinguish between levels of formality and is able to deduce part of the information.
- Talks fluently and clearly about some topic of cultural interest or related to education, using the proper vocabulary and being able to communicate in English with the accuracy and efficiency that corresponds to the level.
- Writes messages, short stories or anecdotes in English with acceptable grades of correction, as well as textual and communicative coherence.
- Identifies, describes and evaluates the classroom practice (procedures, techniques

## 26523 - English in Child Education II

and methodological resources).

### 2.2.Introduction

The main objectives of this subject of 2nd course basic training are completely related to the ones in Infant Education I (26511). Therefore, the principal objective of this basic training course is to make the students improve their communicative competence in writing and speaking the English language. Moreover, to make them approach the British culture and also focus on the children environment, reflecting about the teaching process inside the classroom so that their learning and specific didactic training can get better. We will center in socio-educational aspects with reference to the infant education period.

### Program

The planning of the different learning activities will be structured based on the topics with a special interest for the personal development of the students and their studies, such as:

- a) Culture and social Identity II
- b) Children environment II: Child health and development: infant education in English speaking countries.
- c) Introduction to children Literature II: Children Literature in English. Selected Works.

- 1: Formal aspects recognition and their different uses and meanings through activities of observation, reflection, and problems solution.
- 2: Extensive reading outside the class (complementary works) and intensive reading, of shorter texts.
- 3: Listening activities and the viewing of parts of videos with comprehension tasks, grammar, pragmatic, and discursive analysis of the language.
- 4: Practical sessions in order to improve oral production and phonetic correction.
- 5: Debates, role-playings or simulation activities for the oral practice.
- 6: Searching for information (Internet, library) about cultural aspects related to the program so as to prepare an oral exposition.
- 7: Guided practice of writing and collaborative self-correction.
- 8: Practical works with different online resources in order to foster self-directed learning.

### 3.Context and competences

#### 3.1.Goals

As the main objective of the subject is that the students improve their communicative competence, in oral and written English together, with the reflection on their own learning, we suggest learning outcomes centered in the comprehension and production skills in written and oral English and also, the description and evaluation of the daily practice inside the classroom. All these outcomes will be evaluated as part of the subject.

#### 3.2.Context and meaning of the subject in the degree

The student who gets a Degree in Education in a foreign language, will have to be

## 26523 - English in Child Education II

competent in that foreign language, not only in speaking but also in writing. Taking into account the importance of English in the academic and professional fields, the ability to communicate and to train themselves developed by the students will be the key to their future working life. This subject will provide the students with different tools: cultural tools to put their linguistic knowledge into a context, and strategies to be able to understand their own learning process that altogether will be very useful in their future teaching life.

When passing the subject, the student will be more competent to:

- a) Express oral and written English
- b) Understand some aspect of the linguistic development of the first period of children at school and manage efficiently certain learning situations in multicultural and plurilingual environments.
- c) Encourage a first approach to a foreign language.
- d) Acquire and keep habits and skills for the autonomous and cooperative learning, (playing different r&ocirc;les) as well as promote and select the most appropriate resources.
- e) Dealing with different registers and linguistic uses in the writing and speaking skills, and in the use of certain techniques for the oral and written expression.
- f) Use and apply the ICTs to be able to learn, communicate and share some knowledge in different contexts.
- g) In relation to Literature (children literature specifically) and to the oral traditions and folklore, use rhymes and chants to promote the oral, aural and rhythmic education.

### 3.3.Competences

### 3.4.Importance of learning outcomes

The speaking skills are to be encouraged in the students of this degree. The future infant education teachers will be an important model of spoken English, for many children and

their voice, the first means of communication with them. Our society demands highly qualified teachers in a second language who are able to use that language inside the classroom in order to teach different subjects and contribute to the improvement of the quality of education.

It is our responsibility to train specialists in Infant Education towards that direction, so that it becomes a natural fact, as in other European countries, for future children and future professional teachers to communicate properly in English.

### 4.Evaluation

In order to overcome the subject, the students must, in the weighted average, perform at or over the 60% percent of the highest score. Furthermore, they must perform at or over the 50% percent in the use of English as well as in any of the other skills in order to get an average mark with the rest of the skills. Not to meet any of these requirements will mean that the student has not reached the minimum level of exigency.

If the results of some of the parts of the assessment in the first call are under the 50 percent of the maximum score, the student will have right to take the exam in the dates established according to the official schedule for the second call (check it on your corresponding university).

The skills, which have been performed with at least the 60% per cent of the maximum score in the first call, will be the same in the second call. The Evaluation tests in this second call will be similar to those of the first one.

To obtain the final grade, it is necessary to follow the next procedure: If we call N to the global grade over 10 got in the evaluation tests and FG to the final grade, this last one will be obtained

## 26523 - English in Child Education II

using the following formula:

If N is less than 6,  $FG=N*5/6$

If N is equal or greater than 6,  $FG=(N-6)*5/4 + 5$

In all sections, and particularly in the written skill, not fitting to proposed issues or tasks is an exclusive evaluation criteria, being able to obtain a 0 in the mark of the mentioned skill whether that condition is not met.

It is recommended to consult the regulations on assessment of learning at the website of the University, and the specific correction criteria set by the professors, if any.

8.-Global Test and second call

In the second call (September) the sections and percentages are the same as in the first

### 5.Activities and resources

#### 5.1.General methodological presentation

The principles of the communicative approach that proposes the attention to the development of the communicative competence of the student from a multiple perspective: discursive, grammatical, pragmatic, strategic and intercultural and with a student-centered orientation and in their awareness of the learning process itself.

#### 5.2.Learning activities

1: Formal aspects recognition and their different uses and meanings through activities of observation, reflection, and problems solution.

2: Extensive reading outside the class (complementary works) and intensive reading, of shorter texts.

3: Listening activities and the viewing of parts of videos with comprehension tasks, grammar, pragmatic, and discursive analysis of the language.

4: Practical sessions in order to improve oral production and phonetic correction.

5: Debates, role-playings or simulation activities for the oral practice.

6: Searching for information (Internet, library) about cultural aspects related to the program so as to prepare an oral exposition.

7: Guided practice of writing and collaborative self-correction.

8: Practical works with different online resources in order to foster self-directed learning.

#### 5.3.Program

The planning of the different learning activities will be structured based on the topics with

a special interest for the personal development of the students and their studies, such as:

a) Culture and social Identity II

b) Children environment II: Child health and development: infant education in English speaking countries.

c) Introduction to children Literature II: Children Literature in English. Selected Works.

1: Formal aspects recognition and their different uses and meanings through activities of observation, reflection, and problems solution.

2: Extensive reading outside the class (complementary works) and intensive reading, of shorter texts.

3: Listening activities and the viewing of parts of videos with comprehension tasks,

## 26523 - English in Child Education II

grammar, pragmatic, and discursive analysis of the language.

4: Practical sessions in order to improve oral production and phonetic correction.

5: Debates, role-playings or simulation activities for the oral practice.

6: Searching for information (Internet, library) about cultural aspects related to the program so as to prepare an oral exposition.

7: Guided practice of writing and collaborative self-correction.

8: Practical works with different online resources in order to foster self-directed learning.

### 5.4.Planning and scheduling

The calendar of the partial exams and work presentation will be communicated through the way pointed by the teacher: ADD or a written document handed to the students at the beginning of the course.

### 5.5.Bibliography and recommended resources

Usually, the recommended bibliography for the course is updated and can be checked in the web of the librarySearch at :

<http://psfunizar7.unizar.es/br13/eBuscar.php?tipo=a>