

## 26569 - English in Infant Education III

### 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>	4
<b>Period</b>	Half-yearly
<b>Subject Type</b>	Optional
<b>Module</b>	---

### 1. Basic info

#### 1.1. Recommendations to take this course

Class attendance and active participation in the activities proposed is strongly recommended. The expected minimum language competence in students is B2 (Common European Framework of Reference for Languages, CEFR). It is also highly advisable for the students to use the available resources, missing no opportunities to practise their English both in academic settings and in their leisure time. It is important to note that having passed English in infant education I and English in infant education II (both compulsory) is usually an asset to easily achieve the threshold level required in this module.

Activities and important dates

The calendar of activities will be announced on the ADD (Anillo Digital Docente), on Moodle or through any other means chosen by the lecturer, such as the class notice board or a handout given at the beginning of the module. The dates of the final exams will be published on the website of each of the faculties offering the degree.

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

### 2. Initiation

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

- 1: Global and detailed understanding of various text genres written in English, distinguishing degrees of formality and inferring the writer's purpose or intention.
- 2: Production of well-structured texts of an adequate length and register, written in accurate, coherent English, within a variety of contexts.
- 3: Fluent presentation of topics related to culture or education, using appropriate terminology, pronunciation and intonation at a B2 level of communicative correctness and efficiency.
- 4: Understanding of essential ideas and many details of spoken discourse, and ability to hold a conversation in English on all the course topics.
- 5: Appropriate understanding and application of a wide range of metalinguistic concepts that will enable them to teach English in the future..

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### 2.2.Introduction

This elective 4th year module draws on the language objectives and part of the content topics dealt with in English in infant education II, with the aim of expanding students' language competence from a B2 level in English, which they are expected to consolidate, to C1. Through this module, students will delve deeper into familiar grammatical structures, will acquire new ones and will develop more strategies for learning and communicating in English, with special emphasis on written skills. In addition, and in line with English in infant education I and English in infant education II, this module will also cover a range of professional aspects relevant to the pre-service training of future nursery EFL teachers.

### Program

The learning activities planned may draw on aspects from any of the following content areas, all of which are clearly of interest to the future specialist teacher in bilingual education:

1. Children around the world.
2. New ideas in education.
3. Academic English skills.
4. Learning to learn English.

### 3.Context and competences

#### 3.1.Goals

The principal aim is for the students to improve their knowledge of English grammar and their communicative competence in the language, with special emphasis on the written mode. Learning outcomes will therefore focus on the four fundamental language skills (listening comprehension, reading comprehension, speaking and writing), but while the reading and writing skills will be dealt with at a B2+ to C1 level, the oral skills will be aimed at consolidating B2.

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

A good command of English, both in a practical sense and from a metalinguistic perspective, is paramount for any university graduate, particularly for one specialising in nursery education in a bilingual context. This module will provide students with the necessary tools to analyse texts written in English that will help them:

- (i) to reflect on and better understand a range of cultural and professional issues,
- (ii) to express themselves accurately about them and
- (iii) to use their metalinguistic awareness as the basis for their future teaching activity and their lifelong learning

#### 3.3.Competences

- 1: Understand some aspects of language development in early childhood and deal efficiently with teaching-learning situations in multicultural and multilingual environments.
- 2: Foster a first encounter with a foreign language in a nursery school context.
- 3: Acquire and maintain skills and habits for autonomous and cooperative learning (taking on different roles), as well as for selecting the most suitable resources.

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- 4: Speak and write in English, and to master oral and written communication strategies using various registers.
- 5: Demonstrate their knowledge of and familiarity with literature (especially, children's literature), folklore and the use of rhymes and songs to promote aural, musical-vocal and rhythmic education.
- 6: Use the ICTs to communicate, learn and share knowledge.

### 3.4.Importance of learning outcomes

Bilingual education starts in nursery schools, with teachers who are highly proficient in a foreign language, which they use to communicate with their pupils. For most pre-service student teachers, this module constitutes a key point of reference for the linguistic objectives they are expected to attain, thereby offering them the main tools available to succeed.

## 4.Evaluation

### Assessment activities

The following assessment activities will be used to test attainment of the learning objectives proposed:

**I Assessment type A** comprises

**1. Continuous assessment activities** :mTests, projects or presentations carried out during the term on:

- a) Reading comprehension
- b) Listening comprehension
- c) Use of English
- d) Writing
- e) Speaking

**2. Final written exam** , which consists of:

- a) Reading comprehension
- b) Listening comprehension
- c) Use of English
- d) Writing

**3. Final oral exam ( interview)**

The lecturers in charge of the module will determine the format and calendar of the continuous assessment activities, depending on the specific circumstances of each faculty. This will also apply to the schedule for the final oral interviews,

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as these have special time-space requirements. Each lecturer will make this information available for the students as soon as possible, through the usual means.

### II Assessment type B: Global assessment

**1. Final written exam**, with the same sections as in assessment type A and to be held on the same official date (set by each of the faculties involved; see corresponding websites).

**2. Final oral exam (interview):** Each lecturer will inform about the date and schedule in due course through the usual means.

### Assessment criteria

All activities and tests will be assessed according to the following aspects:

- Oral production and interaction: fluency and phonetic accuracy; lexical, grammatical and pragmatic appropriacy; clarity in conveying a message through adequate communicative strategies (without resorting to the student's mother tongue).
- Writing: message relevance and connection of students' ideas with the topic proposed; organization, clarity and coherence; grammatical, lexical and spelling accuracy; style and register adequacy.
- Listening comprehension: understanding of global ideas and details of recorded texts; ability to draw correct inferences about a speaker's attitude.
- Reading comprehension: grasping the main ideas and finding specific information in a text; understanding academic and professional terminology; using contextual clues to deduce the meanings of unfamiliar vocabulary or expressions; critical capability to analyse a text so as to make a value judgment.
- Metalinguistic competence and awareness: understanding the basic concepts of English grammar; demonstrating knowledge of the relationship between these concepts and their associated communicative functions.
- All the assessment activities will be similar to those carried out in class during the term, notwithstanding the exceptions determined by each faculty lecturer, who will set the grading criteria to follow for each of the exam papers. The relevant information will be conveyed to the students through the usual means at the beginning of the term.

### Grading criteria, weightings and requirements for passing

Students must achieve at least 60% of the total mark to pass this module. They must also attain at least 60% in each of the five parts (a-d, plus the interview). Failure to meet any of these requirements means that students have not passed the module. If at least 60% has been achieved in the first sitting for any of the five parts (a-d or interview), the 'pass' marks will be kept for the June resit. Students can resit only the failed parts or can do all of them again in the second sitting, if they so wish (check each faculty's website). This resit examination, consisting of the same parts and weightings, will be organized and assessed in the same way as the first sitting. In the event that a student has achieved 60% of the total final mark for the module but has failed one or more of the five parts in the first sitting, the final grade that will feature in the official degree transcript will be: 4.5 (FAIL).

As indicated in the weightings below, the final mark of assessment type A students will include all the continuous

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assessment activities and the final exam. Whilst students are not required to pass each and every one of the activities and tests making up the continuous assessment of each of the five parts (a-e), at least 60% must be obtained in the total weighting for each continuous assessment part. Should a student obtain a 'Pass' in one of the continuous assessment parts (e.g. listening comprehension), but a 'Fail' in the same part of the final exam, then that part will be considered as failed, and so, will have to be resit in June. On the other hand, should a student fail one of the continuous assessment parts, but pass the same part in the final exam (with at least 60%), only the latter 'Pass' mark will be considered for the module's final grade. In that event, the weighting applied to that part in particular will be that used with Assessment type B students (thereby excluding the percentage/weighting corresponding to the continuous assessment of that part).

### 1. Continuous assessment activities (40%) :

- a) Reading comprehension (10%)
- b) Listening comprehension (10%)
- c) Use of English (5%)
- d) Writing (10%)
- e) Speaking (5%)

### 2. Final written exam (40%) :

- a) Reading comprehension (10%)
- b) Listening comprehension (10%)
- c) Use of English (10%)
- d) Writing (10%)

### 3. Final oral exam (interview) (20%)

It must be noted that, notwithstanding the assessment criteria outlined above, failure to comply or conform with the topics or tasks pertaining to each skill may result in a mark of 0 (FAIL) for that part in particular. Students are advised to consult the official Assessment Regulations for the University of Zaragoza.

### Global assessment (Assessment type B students) and second sitting

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### 1. Final written exam (official dates set by each faculty) (80%) :

- a) Reading comprehension (20%)
- b) Listening comprehension (20%)
- c) Use of English (20%)
- d) Writing (20%)

### 3. Final oral exam (interview) (dates and schedule set by each lecturer) (20%)

The weightings applied to the second sitting (June) coincide exactly with those used with Assessment type B students.

## 5. Activities and resources

### 5.1. General methodological presentation

The teaching and learning process in this module rests on the principles and tenets of the communicative approach, particularly on its major contribution to the development of students' global communicative competence and its many facets: discursive, grammatical, pragmatic, strategic and intercultural. This focus on communication necessarily goes hand in hand with activities promoting the students' active participation.

### 5.2. Learning activities

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### 5.3. Program

The learning activities planned may draw on aspects from any of the following content areas, all of which are clearly of interest to the future specialist teacher in bilingual education:

1. Children around the world.
2. New ideas in education.
3. Academic English skills.
4. Learning to learn English.

### 5.4. Planning and scheduling

The calendar of activities and tests (test dates, submission deadlines, etc.) will be announced on the ADD (Anillo Digital Docente), on Moodle or through any other means chosen by the lecturer, such as the class notice board or a handout given at the beginning of the module.

**5.5. Bibliography and recommended resources**

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