

Academic Year/course: 2022/23

26511 - English in Nursery School I

Syllabus Information

Academic Year: 2022/23

Subject: 26511 - English in Nursery School I

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: 1

Semester: Second semester

Subject Type: Basic Education

Module:

1. General information

1.1. Aims of the course

Since the main objective of this subject is for the student to improve their communicative competence in English, especially orally, while developing their learning to learn competence at the same time as they reflect on their learning, learning results are proposed that are fundamentally focused on language activities of comprehension, production and interaction, as well as in the use of strategies and acquisition of resources for autonomous learning. All these results will be the object of the evaluation of the subject.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the results of learning of the subject provides training and competence to contribute to some extent to its achievement: Objective 3 Health and Well-being; Objective 4 Quality Education; Goal 5 Gender Equality.

1.2. Context and importance of this course in the degree

The degree in Teaching in Early Childhood Education must guarantee the development of competence in a foreign language, written and especially spoken. Given the relevance of English in the academic and professional fields, the ability that the student develops to communicate and learn in this language constitutes a key factor in his or her future working life.

1.3. Recommendations to take this course

The student must take an active part in the learning activities and comprehension, expression and interaction tasks that are carried out in the classroom as well as in those activities and tasks that are proposed for autonomous work. For this reason, in order to take advantage of the subject, it is highly recommended to previously have an intermediate level of competence in the English language.

2. Learning goals

2.1. Competences

- Express oneself 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.

- Manage one's own continuous learning.

2.2. Learning goals

In order to pass this course, learners should demonstrate that they are able to:

1. Understand ideas and details of spoken discourse and interacts appropriately in English on topics related to their specialty or to the learning and teaching of English as a foreign language.
2. Understand globally and in detail, and deduces part 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 learning and teaching English as a foreign language.
3. Orally present with ease and clarity some aspect related to the contents of the course with an intelligible pronunciation and using the language correctly and appropriately according to the communicative situation.
4. Express themselves orally and interact with other interlocutors in English on topics of relevance to early childhood education or to the learner of English as a foreign language.
5. Produce different types of oral, written or multimodal texts such as messages, short stories, informative texts, comments on social networks or anecdotes in English with acceptable degrees of correctness and textual coherence.
6. Identify, describe, apply or use techniques, strategies and resources for autonomous learning put into practice in the classroom and knows basic aspects of teaching-learning of a foreign language

2.3. Importance of learning goals

Oral skills (particularly expression and interaction) are priority aspects to encourage in students of this Speciality, since they will constitute an important model of spoken English for many schoolchildren, given that their speech is the first means of communication with them. Society demands highly competent teachers in a second language, capable of using it in the classroom as a vehicle for communication, as well as to teach different subjects, as well as to contribute to improving educational quality. Likewise, the infant teacher must be able to communicate with the international teaching community and access 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)

Students will have to show that they have achieved the expected learning outcomes via the following assessment activities:

Summative continuous assessment

It consists of carrying out a series of learning activities throughout the course such as questionnaires, essays, videos, recitations, dramatized readings, oral presentations, etc. which represent 20% of the final grade. In this case, the other 80% is obtained by carrying out the tests described for the global test.

Global test:

In compliance with articles 8.1 and 9.3 of the Learning Assessment Regulations of the University of Zaragoza, there is a global assessment test, to which all students will be entitled and which will be held on the date set in the official calendar of exams.

In the global test, the student must demonstrate that they have achieved the expected learning outcomes through the following assessment activities

1. Written test:

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

2. Oral test: Oral expression and interaction activities (30%). Attention: as it is an individualized test and for organizational reasons, the oral test is carried out on different dates and times than the written test. The dates will be communicated at the beginning of the academic period of the subject.

Evaluation 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 the metalanguage in an appropriate way.

In reading and listening comprehension activities, the student must be able to understand messages, globally and paying attention to details, in varied communicative situations, on specific topics in the fields of education and teaching and learning of foreign languages. worked on the subject.

In the activities of written expression and oral expression 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 correction, 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 their knowledge of the specific lexical exponents, the lexical-grammatical and discursive structures and the aspects of pronunciation worked on in the subject.

Grading criteria and requirements to pass the course

To pass the subject it will be necessary for the student to obtain, in the total sum of the different activities, a score equal to or greater than 50% of the maximum score, as well as a score equal to or greater than 40% of the maximum score in each one of the groups of activities described above.

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

Total or partial fraud or plagiarism in any of the assessment tests will lead to the subject failing with the minimum grade, in addition to the disciplinary sanctions that the Guarantee Commission adopts for these cases.

Second call

The tests and evaluation and qualification criteria are the same as those referred to above for the global test. In this call the student may choose to take only the test not passed in the first call, keeping the grade obtained in the passed test.

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 evidence will be evaluated by the corresponding Examining Board.

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 communicative competence from a multiple perspective: discursive, grammatical, pragmatic, strategic and intercultural and with an orientation centered on the student and his awareness of the learning process itself.
- The task-based approach to learning, in which students must carry out different language tasks using the language for a specific communicative purpose and working collaboratively and cooperatively in groups in which students acquire specific roles and responsibilities
- The use of authentic materials, that provide a rich and varied input and that are relevant and significant for the students of Teaching in Early Childhood Education
- The use of technology inside and outside the classroom as a motivating element for students and to promote autonomy in learning a foreign language
- The adoption of a lexical approach that, from a psycholinguistic perspective, pays special attention to the fact that a fundamental part of the acquisition of a foreign language consists in the ability to understand and produce lexical phrases as a whole without analyzing (chunks)
- The development of phonological awareness and knowledge of basic sound, stress, rhythmic and intonation patterns and general communicative meanings and intentions associated with these patterns
- Autonomous learning guided in the development of grammatical competence to establish new connections between form and function
- The development of thinking skills to promote a deep and significant learning of the language and of the specific topics that are developed through it.

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 meaningful 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 role-playing games and simulation activities.
7. Debates and presentations for oral practice.
8. Writing using models and guides. Writing as a collaborative activity. Writing as a cognitive process.
9. Production of creative writing (stories, rhymes, poems).
10. Self-evaluation and peer review activities through checklists.

4.3. Syllabus

Learning activities will be designed around topics such as:

? Teaching and learning: the teaching and learning of the foreign language; learning and teaching experiences; intercultural competence

? Children's games; playful activities; table games; outdoor games

? Children's literature: songs, rhymes and poems; riddles; folk tales; oral narration and literary narration

? Children's health, emotional development and safety

4.4. Course planning and calendar

Further information concerning the timetable, classroom, office hours, assessment dates and other details regarding this course will be provided on the first day of class or please refer to the university website and Moodle.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26511>