

26523 - English in Child Education II

Syllabus Information

Academic year: 2023/24

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

The main goal of this subject is for students to improve their communicative competence in English for their future teaching practice, while developing their intercultural competence and teaching-learning strategies. The learning results are focused on the skills of oral comprehension and production, mediation and written comprehension and production, as well as on the use of strategies and resources for autonomous learning. All these results will be the object of the evaluation of the subject.

These approaches and goals are aligned with Sustainable Development Goals (SDGs) 3 (Health and Well-Being), 4 (Quality Education) and 5 (Gender Equality) of the United Nations 2030 Agenda, such that the acquisition of the learning outcomes provides training and competence to contribute to their achievement.

2. Learning results

1. Understands ideas and details of spoken discourse on topics related to learning and teaching English as a foreign language.
2. Comprehends globally and in detail and deduces part of the information as well as opinions, attitudes and communicative purposes when reading different types of written texts in English on topics related to Education Children or with the learning and teaching of English as a foreign language.
3. Expose with fluency and clarity aspects related to the contents of the term with an intelligible pronunciation and making a correct and appropriate use of the language according to the communicative situation.
4. Express him/herself orally and interact with other interlocutors in English on topics of relevance to the Early Childhood teacher and the teaching-learning process in English as a foreign language.
5. Produces different types of oral, written or multimodal texts such as messages, short stories, informative texts, comments in social networks and anecdotes in English with acceptable degrees of accuracy and textual coherence.
6. Identifies, describes, applies and uses techniques, strategies and resources for autonomous learning put into practice in the classroom and knows essential aspects of the teaching-learning of English as a foreign language in education Children.

3. Syllabus

The learning activities are designed around topics of relevance in Early Childhood Education such as:

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

4. Academic activities

The learning process that has been designed for this subject follows the principles of the communicative approach based on learning tasks.

1. Oral and written practice of the language through the integration of skills and the use of the language with a clear communicative purpose for the collaborative resolution of meaningful and relevant tasks for teacher training students.
2. Extensive reading outside the classroom and intensive reading in the classroom to develop effective reading strategies.
3. Viewing of video sequences and listening to audio for comprehension and analysis, using authentic materials that provide rich, varied and meaningful input for early childhood education students.
4. Activities focused on the development of phonological awareness and knowledge of basic sound, accentual, rhythmic and intonation patterns, as well as controlled and guided oral production activities to improve pronunciation.
5. Activities that integrate reading and writing for the recognition and correct use of the mechanisms of textual cohesion and discursive structure.
6. Use of dramatic play and simulation activities.
7. Discussions, peer interaction and presentations for oral practice.
8. Written production activities using models and guides. Written production as a collaborative activity and cognitive process.
9. Production of creative writing (stories, rhymes, poems) and its use in the classroom in oral form.
10. Self-assessment and peer evaluation activities, using checklists and/or rubrics.

5. Assessment system

Assessable activities developed during formal teaching

Students can carry out a series of activities throughout the course, such as oral presentations, quizzes, essays, videos and dramatized readings, as part of a continuous summative evaluation that accounts for 20% of the final grade. In this case the other 80% is obtained by performing the tests described for the overall test.

Overall test

In compliance with articles 8.1 and 9.3 of the Regulations of Learning Assessment Standards 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 fixed in the official examination calendar.

In the global test the student must demonstrate that they have achieved the expected learning results through the following written and oral assessment activities:

1. Written test:

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

2. Oral test:

Oral expression and interaction activities (30%). Attention: as this is an individualized test and for organizational reasons, will be held on different dates and at different times than the written test. The dates will be communicated at the beginning of the term of the subject.

Assessment criteria

In the activities focused on the learning to learn competency, the student should 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 manner.

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

In the activities of written production and oral production and interaction, the student must be able to produce messages about topics of the specialty and aspects of the teaching-learning of English as a foreign language worked on in the subject, with linguistic correctness, 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 lexical specific exponents, the lexical-grammatical and discourse structures and the aspects of pronunciation worked on in the course.

Grading criteria and requirements for passing the subject

In order to pass the subject, it will be necessary that the student obtains a score equal or higher than 50% of the maximum score a score of at least 50% in the oral test, as well as a score of at least 40% of the maximum score in each of the groups of activities of the written test of at least 40% of the maximum score in each of the groups of activities of the written test.

In the case of obtaining a score lower than 50% in the oral test, 40% in any of the groups of activities of the written test, 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.

Finally, it must be taken into account that the Regulations of the Rules of Coexistence of the University of Zaragoza will be applicable to irregularities committed in the evaluation tests through academic fraud, as well as the application of article 30 of the Regulations of the Rules of Evaluation of Learning in relation to irregular practices other than academic fraud.

Second call

The tests and evaluation and grading criteria are the same as those referred to above for the overall 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 test passed.

Fifth and sixth calls

In the fifth and sixth call, the tests and percentages are the same as in the rest of the calls. The tests will be evaluated by the corresponding Tribunal.