

## 26569 - English in Infant Education III

### Syllabus Information

**Academic year:** 2023/24

**Subject:** 26569 - English in Infant Education III

**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:** 4

**Semester:** First semester

**Subject type:** Optional

**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, academic literacy 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. In addition, maximum coherence will be maintained with the treatment of aspects of professional interest that were addressed in both English in Early Childhood Education I and in English in Early Childhood Education II, which will now be more specific to the English-Spanish bilingual classroom.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030: "Quality Education" (Goal 4) and "Gender Equality" (Goal 5). The acquisition of the learning results of the subject provides training and competence to contribute to their achievement.

### 2. Learning results

1. Comprehends globally and in great detail various types of written text in English, distinguishes degrees of formality and deduces part of the information, including the author's intentionality.
2. Produces different types of written or multimodal texts of a certain length in English, with of a certain length in English, with accuracy and coherence, in informal, academic and professional contexts.
3. The student is fluent and clear in topics of cultural and educational interest using appropriate terminology, pronunciation and intonation, and communicates in English correctly and effectively.
4. Understand all the essential ideas and many details of spoken discourse and interact effectively and fluently in English on the topics covered during the year.
5. Adequately handles metalinguistic concepts that enable him/her to teach the English language.
6. Identifies, describes and knows essential aspects of the teaching-learning of English as a foreign language in Early Childhood Education.

### 3. Syllabus

The learning activities are designed around topics of relevance in Early Childhood Education such as: Society, culture and institutions in English-speaking countries.

Bilingualism and bilingual education.

Educational communities: intergroup relations and the parent-child-teacher triangle.

Playful language in literature, games and folklore.

Inclusive education.

### 4. Academic activities

1. Oral and written language practice through the integration of language skills and language use with a clear communicative purpose for the collaborative resolution of meaningful and relevant tasks for teaching students.
2. Extensive reading outside the classroom and intensive reading in the classroom to develop effective reading strategies.
3. Viewing video sequences and listening to audio for comprehension and analysis, using authentic materials that provide rich, varied and meaningful input for student teachers in Early Childhood Education Education.
4. Activities that integrate reading and writing for the recognition and correct use of textual cohesion mechanisms and discursive structure.
5. Use of dramatic play and simulation activities.
6. Discussions, peer interaction and presentations for oral practice.
7. Written production activities using models and guides. Written production as a collaborative activity and cognitive process.

## 5. Assessment system

### Evaluable activities carried out during formal teaching

Students can perform 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 40% of the final grade. In this case the other 60% 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 the 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 set in the official examination calendar.

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

- a) Reading comprehension activities (20%)
- b) Listening comprehension activities (20%)
- c) Activities of use of the foreign language (15%)
- d) Written expression activities (20%)
- e) Oral expression activities (25%)

### Assessment criteria

In the evaluation activities the following aspects will be assessed

- Oral expression / interaction: fluency, phonetic correctness, message clarity, lexical adequacy, grammatical, pragmatic and communicative adequacy (use of strategies to avoid resorting to the mother tongue).
- Written expression: relevance of the message and adequacy of the ideas to the proposed topic; organization, clarity and coherence; morphosyntactic, lexical and spelling adequacy; discursive adequacy.
- Listening comprehension: understanding the overall idea and recognizing the details of the recordings, formulation of inferences about the attitude of the speakers.
- Reading comprehension: understanding the main ideas of a text, comprehension of academic and professional terms, locating specific and professional terms, locating specific data, correct interpretation, use of contextual clues to deduce the meaning of unfamiliar words or expressions.
- Metalinguistic proficiency: understanding and application of the morphosyntactic concepts of the English language.

The tests will be based on activities similar to those carried out during the course, with the exceptions determined by the faculty of each faculty.

### Levels of demand and requirements to pass the subject.

Students must obtain a final grade equal to or higher than 50% of the total score. In addition, they must obtain a score equal to or higher than 50% in each of the groups of activities. Failure to meet any of these requirements means that the minimum level of demand has not been reached and, therefore, the subject is not passed.

### Second call

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

**Fifth and Sixth call for applications**

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.

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