

## 26511 - English in Nursery School I

### Syllabus Information

**Academic year:** 2024/25

**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

Since the main goal of this subject is for students to improve their communicative competence in English, especially orally, while developing their competence to learn to learn and reflect on their learning, the learning outcomes are mainly focused on the language activities of comprehension, production and interaction, as well as on the use of strategies and acquisition of resources for independent learning. All these results will be the object of the evaluation of the course.

### 2. Learning results

1. Understands ideas and details of spoken discourse and interacts appropriately in English on topics related to his/her specialty and to learning and teaching English as a foreign language.
2. Comprehends comprehensively and in detail, and deduces some of the information as well as opinions, attitudes and communicative purposes when reading different types of written texts in English on topics related to early childhood education and to the learning and teaching of English as a foreign language.
3. Expose with fluency and clarity some aspect related to the contents of the course 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 early childhood education and English as a foreign language learners.
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 coherence.
6. Identifies, describes, applies or uses techniques, strategies and resources for autonomous learning put into practice in the classroom and knows basic aspects of teaching and learning a foreign language.

### 3. Syllabus

Learning activities will be designed around topics such as:

- Teaching and learning: foreign language teaching and learning; learning and teaching experiences; intercultural competence.
- Children's play; playground activities; board games; outdoor play
- Children's literature: songs, rhymes, riddles, poems; folk tales; oral narration and literary narration and their authors and authors.

- Emotional development, child health and safety

#### 4. Academic activities

1. Contextualized activities of oral and written language use with a clear communicative purpose for the resolution of meaningful and relevant tasks for students of Early Childhood Education.
2. Intensive and 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
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 for the improvement of pronunciation, ensuring the intelligibility of the students' oral discourse.
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. Debates, exhibitions, recitations and oral narration
8. Written production activities using models and guides. Written production as a collaborative activity. Written production as a cognitive process
9. Creative writing production (stories, rhymes, poems) and informative texts redaction
10. Self-assessment and peer assessment activities, using checklists and/or rubrics

#### 5. Assessment system

##### Assessable activities carried out during formal teaching

They consist of a series of learning activities such as quizzes, essays, videos, recitations, dramatized readings, oral presentations, etc., which require regular class attendance, as part of a continuous summative evaluation, which account 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 the Rules of Evaluation of Learning of the University of Zaragoza, there is a global evaluation test, to which all students will be entitled and which will be held on the date fixed in the official calendar of exams.

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

##### 1. Written test:

1. Reading comprehension activities (15%)
2. Listening comprehension activities (15%)
3. Written expression activities (15%)
4. Activities of use of the foreign language (15%)
5. Activities focused on 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, the oral test will be held on different dates and at different times than the written test. The dates will be communicated at the beginning of the period of the subject.

##### Assessment 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 the reading and listening comprehension activities, the student must be able to understand messages, in a global way and paying attention to detail, in a variety of communicative situations, on specific topics in the fields of education and foreign language teaching and learning covered in the subject.

In the activities of written expression and oral expression and interaction, the student must be able to produce messages about topics of the speciality and aspects of the teaching-learning of English as a foreign language worked on in the subject, with linguistic accuracy, and a certain degree of creativity and complexity, taking into account the specific communicative context.

In the foreign language use activities the student must demonstrate their knowledge of the specific lexical exponents, lexical-grammatical and discourse structures and aspects of pronunciation covered in the subject.

##### Grading criteria and requirements for passing the subject

In order to pass the subject, the student must obtain a score equal to or higher than 50% of the maximum score, it being an

essential requirement to obtain 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.

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 requirement and, therefore, he/she will not have passed the subject.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms 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 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.

## **6. Sustainable Development Goals**

- 3 - Good Health & Well-Being
- 4 - Quality Education
- 5 - Gender Equality