

26563 - Resources for EFL in infant school

Syllabus Information

Academic year: 2024/25

Subject: 26563 - Resources for EFL in infant school

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

In this subject students will learn to: reflect on different pedagogical practices and problems related to foreign language teaching and bilingual teaching in Early Childhood Education; use the communicative principles of teaching-learning relevant to this area to justify their didactic decisions; analyse and evaluate materials published for foreign language teaching and bilingual teaching, and other materials intended for other purposes; select and adapt these materials to the needs of their learners; analyse, select, adapt, develop and implement activities, tasks, and materials that facilitate appropriate learning of English and curricular content.

The student must take an active part in the follow-up activities of the subject and it is essential that they have, before starting the subject, a level of proficiency in the English language of B2 according to the MCERL classification.

2. Learning results

The student, in order to pass this subject, must demonstrate the following results...

1. Understands and applies the basic theoretical principles underlying Communicative Language Teaching and Task-Based Learning, as well as Content and Language Integrated Learning, for the selection, evaluation and design of materials and resources for this purpose.
2. Describes and uses a wide variety of activities and didactic resources for the integrated learning of English and the other areas of the early childhood curriculum.
3. Implements and manages activities and tasks for integrated learning of English and English content, exposing learners to appropriate input and encouraging communicative.
4. Evaluates the teaching materials according to their potential to promote the learning of the foreign language and the curricular content, as well as their suitability for the early childhood education stage.
5. Adapts and creates its own original activities, tasks and content adapted to the curriculum of the bilingual classroom and promotes appropriate competencies in the infant and toddler children.
6. Understands and knows how to explain the possibilities offered by information and communication technologies for bilingual teaching in early childhood education. Possesses and is able to apply the necessary theoretical and technical knowledge to develop curricular materials that make use of ICT.

At the end of this subject, and in coordination with other subjects of the Mention, future teachers should be able to adapt and design activities and materials that are adequately adapted to the curriculum of Early Childhood Education and that respect the principles of integrated learning of content and foreign language. By means of these materials, the future teacher must be able to take advantage of the synergies and possibilities that both areas offer each other and to promote a harmonious and globalized development of their contents.

3. Syllabus

Unit 1. The communicative approach and CLIL: principles for the design and the implementation of teaching resources.

Unit 2. Principles of language use in early childhood.

2.1- Listening and speaking: comprehensible input, TPR and classroom interaction.

2.2- Reading and writing: teaching phonics.

Unit 3. Language and artistic expression. Principles, resources and techniques:

3.1 Children's literature: Storytelling

3.2 Music: Using rhymes and songs

3.3 Drama and action games

3.4 Communicative activities in Arts and Crafts

Unit 4. Children and their environment. Principles, resources and techniques:

4.1 Learning about the body and about themselves. Daily habits and routines. Healthy habits.

4.2 Science and Maths. Learning scientific and mathematical concepts: numeration, measures, space, time, chance, ordering and patterning. Using experiments.

4.3 Culture and history. Learning about English speaking countries, different cultures and festivities.

4.4. ICTs in the Context of Infant Education

4. Academic activities

The teaching-learning process is developed in the following types of activities: lectures, practical classes, directed work, individual study and evaluation tests. The master classes will consist of sessions of exposition, analysis and debate on the principles of teaching and learning relevant to the discipline, as well as the pedagogical principles and techniques that will be used for the analysis, design and implementation of didactic resources for the teaching of each of the different language areas and skills in the EFL classroom of Early Childhood Education. In the more practical sessions of problem solving and case studies, activities of comprehension of a reading, analysis and evaluation of materials according to certain criteria, identification of the objectives and contents of an activity, adaptation and exploitation of materials will be carried out. Theoretical and practical aspects related to the design and implementation of activities will also be worked on, and students will be encouraged to include in their activity design the SDGs considered relevant at this educational stage.

5. Assessment system

The student must demonstrate that he/she has achieved the expected learning results through the following formative assessment activities.

Modality A - Continuous Evaluation

1. **Written test** of a theoretical-practical nature where students demonstrate their understanding of key theoretical concepts and apply them to analyze, evaluate and complete specific examples of activities. (30%)

2. **Portfolio** of the subject. This portfolio will contain a selection of activities and/or original materials created by the student that demonstrate their ability to facilitate the integrated learning of English and different curricular areas of the Early Childhood Education curriculum. (50 %)

3. **Active participation** in the activities carried out in the practical classes. Among others, in class, will carry out comprehension activities on a reading, analysis and evaluation of materials according to certain criteria, identification of the goals and contents of an activity, and adaptation and exploitation of materials, adaptation and exploitation of materials in class(peer teaching). (20%)

Modality B - Global Test and Second Summons

Students will be able to take advantage of this evaluation modality, which will include the following activities:

1. Theoretical-practical **written test** where students demonstrate their understanding of the theoretical concepts and apply them to analyze, evaluate and complete specific examples of activities. (50 %)

2. **Written presentation** of a selection of original activities and/or materials created by the student that demonstrate their ability to facilitate the integrated learning of English and different curricular areas of the Early Childhood Education curriculum (30 %).

3. **Oral presentation** of activities and tasks that promote the development of communicative skills and competence of students in the classroom of English as a foreign language in Early Childhood Education. (20 %)

In both modalities, a minimum average of 5 is required after adding the three types of evaluation activities.

The student must obtain a minimum of 5 in two of them and is allowed to obtain a minimum of 4 in only one of the three to be

able to add up the grades that can lead to a passing grade.

The test of the second call coincides in content and percentages with the global test (B)

In the fifth and sixth summons the tests, percentages and minimum requirements are the same as in the ordinary summons in which the student is evaluated. The tests will be evaluated by the corresponding Tribunal.

Assessment criteria

In the assessment activities the following aspects will be assessed

1. Written Test:

1. Knowledge of the principles and theories of the subject
2. Accuracy in the definition, description and use of terms, principles and concepts.
3. Degree of understanding of the concepts
4. Contrast and evaluation of different theories and methods.
5. Application of key principles and concepts in the analysis and evaluation of materials and resources.

2. Portfolio of activities:

1. Identification and description of the objectives and contents of the activity.
2. Adaptation of the difficulty of the contents and activities to the linguistic and cognitive abilities of the learners.
3. Description of the steps and procedures to be followed to implement the activity or lesson.
4. Application in the design of the activity of the learning principles and key concepts studied during the subject.
5. Creativity and originality of the materials and activities proposed.
6. Formal quality of the work: precision in the use of terms and concepts; conciseness; adequacy to the formal criteria of the activity; presentation.

3. Active participation:

1. Interest in the subject: class attendance; systematic reading of materials; scrupulous completion of activities and homework; willingness to collaborate and contribute their own ideas.
2. Degree of understanding of key concepts and required readings.
3. Critical evaluation of methodological proposals and resources based on the key concepts and principles of the area.
4. Appropriate use of L2(teacher talk) to give instructions, explain activities, check comprehension and encourage student interaction.

All activities will take into account the student's ability to include the SDGs mentioned in the Introduction at the design of didactic materials. Likewise, they will make a fluent, adequate and correct use of the English language, corresponding to level B2 of the Common European Framework of Reference for Languages, will be an indispensable criterion to pass the evaluation activities described above.

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.

6. Sustainable Development Goals

- 1 - End of Poverty
- 4 - Quality Education
- 5 - Gender Equality