

## 26569 - English in Infant Education III

### Syllabus Information

**Academic year:** 2024/25

**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 and written reception and production, interaction and mediation, as well as on the use of strategies and resources for autonomous learning, intercultural awareness and multimodal communication.

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

### 2. Learning results

1. Comprehends globally and in great detail various types of written text and audiovisual resources in English, distinguishing degrees of formality and deducing information such as the author's intentionality.
2. Produces different types of written and multimodal texts in English, with accuracy and coherence, in informal, academic and professional contexts.
3. Speaks and interacts fluently and accurately about topics of cultural and educational interest, using a wide vocabulary range, intelligible pronunciation and intonation, a coherent discourse, an appropriate register, and effective non-verbal communication.
4. Understands and mediates information and cultural texts in English related to the pedagogical and intercultural topics covered during the course.
5. Presents and mediates in English information and cultural concepts related to the pedagogical and intercultural topics seen in the course, both orally and in written form.
6. Adequately handles metalinguistic concepts for EFL teaching and learning.
7. Identifies and describes essential aspects and strategies for the teaching-learning of English as a foreign language in Infant Education.

### 3. Syllabus

The learning activities are designed around topics of relevance in Infant Education, such as:

- Society, culture and educational institutions in English-speaking countries
- Bilingual education
- Educational communities: intergroup relations and the parent-child-teacher triangle
- Playful language in literature, songs and games
- Learning spaces and classroom routines
- Inclusive education and intercultural awareness

### 4. Academic activities

1. Oral and written production and interaction with a communicative purpose, for the collaborative resolution of meaningful and

relevant tasks.

2. Extensive reading outside the classroom and intensive reading in the classroom to develop effective reading strategies. Reading for information and argument, and reading for pleasure.
3. Critical viewing of authentic audiovisual resources that provide rich, varied and meaningful input for student teachers of Infant Education.
4. Activities focused on form for the recognition and correct use of linguistic aspects previously seen in context.
5. Conversations, information exchanges and discussions about pedagogical topics and intercultural awareness.
6. Presentations for oral practice and for the mediation of texts and concepts.
7. Written production activities using models and processual guides.
8. Creative tasks for multimodal communication.

## 5. Assessment system

### Continuous assessment activities

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 the 40% of the final grade. In this case the other 60% is obtained by taking the final exam described below.

### Final exam

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 students 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) Use of English activities (15%)
- d) Written expression activities (20%)
- e) Oral expression and interaction activities (25%)

### Assessment criteria

In the evaluation activities the following aspects will be assessed

- Oral expression / interaction: fluency, phonetic intelligibility, message clarity, lexical adequacy, grammatical, pragmatic and communicative adequacy.
- 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 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 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

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 board (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 Rules of Learning Assessment in relation to irregular practices other than academic fraud.

## 6. Sustainable Development Goals

- 4 - Quality Education
- 5 - Gender Equality
- 10 - Reduction of Inequalities