



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1411102 **Name:** English

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: Language learning and literacy

Subject Matter: Modern language **Type:** Basic Formation

Department: English Language

Type of learning: Classroom-based learning

Languages in which it is taught: English

Lecturer/-s:

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Universidad
**Católica de
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San Vicente Mártir

Course guide

Year 2025/2026
1411102 - English

141PA

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Module organization

Language learning and literacy

Subject Matter	ECTS	Subject	ECTS	Year/semester
Language learning	12,00	Development of Oral Language	6,00	1/1
		Literary Background for Teachers	6,00	3/2
Learning to read and write	6,00	Written Language in Early Childhood Education	6,00	2/1
Modern language	6,00	English	6,00	1/2

Recommended knowledge

Although official certification is not required, it is recommended that students of this subject have an A2 level of English.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The students perform with correctness, fluency and spontaneity that allow them to maintain interaction, being able to react, question or repeat the previous statement to ensure mutual understanding.
- R2 The student understands the overall meaning, essential information, the main points and the most relevant details in clearly structured oral texts using standard language that are articulated at a relatively slow to medium speed and transmitted orally or by technical means, provided that the acoustic conditions are reasonably good or what was heard can be listened to again.
- R3 Students understand the overall meaning, essential information, the main points and the most relevant details in clear, well-organized texts using standard language on general and current topics, related to their own specialty, or topics of special interest to them.
- R4 The students write simple, cohesive texts, be them public or private, on familiar topics or those in which they have a personal interest, which call for or transmit information; stories are narrated; experiences or events (real or imaginary), feelings, reactions, wishes and aspirations are described.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.	X			
CB2	That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.	X			
CB3	That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.			X	
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.			X	
CB5	That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.	X			
GENERAL		Weighting			
		1	2	3	4
G1	To know the objectives, curricular contents and evaluation criteria of Early Childhood Education.	X			
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.	X			
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.	X			



G4	To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them.	X			
G5	To reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood.	X			
G6	To know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct evolution. To deal effectively with language learning situations in multicultural and multilingual contexts. Express themselves orally and in writing and master the use of different techniques of expression.	X			
G7	To know the educational implications of information and communication technologies and, in particular, of television in early childhood.				X
G9	To know the organization of early childhood education schools and the diversity of actions that comprise their operation. To recognize that the practice of the teaching function must be improved and adapted to scientific, pedagogical and social changes throughout life.			X	
G10	To act as a counselor for parents in relation to family education in the 0-6 period and to master social skills in dealing and relating with the family of each student and with the families as a whole.	X			
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.			X	
G12	To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers.		X		

SPECIFIC		Weighting			
		1	2	3	4
E46	To know and master oral and written expression techniques.		X		



E47 To know the oral tradition and folklore.

x

E50 To cope with language learning situations in multilingual contexts.

x

E51 To recognize and value the appropriate use of verbal and non-verbal language.

x



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3, R4	70,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R1, R2, R3	10,00%	Oral presentation of group and individual work.
R1, R2, R3, R4	20,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

Observations

EVALUATION:

SUMMATIVE ASSESSMENT: 40% of the overall mark.

The final examination consists of two parts: a written examination and an oral examination. The oral exam is worth 10% of the overall mark and consists of an oral presentation, through which students fulfill the requirements of R1 and R2. The written exam is worth 30% of the overall mark and consists of listening, reading and writing exercises, through which students fulfill the requirements of R1 and R4. Both listening and reading exercises include true/false and/or multiple choice questions.

FORMATIVE ASSESSMENT: 60% of the overall mark.

Formative assessment consists of various tasks that students complete during the course, through which students fulfil the requirements of R1, R2, R3 and R4.

In order to pass the subject, students must pass each of the two assessment blocks (summative assessment and formative assessment). If students fail one of the blocks, they will fail the entire course. The passing grade (a minimum of 5 out of 10) of the summative assessment and formative assessment blocks will be obtained by an average of the points achieved for the two assessment blocks.

Both formative and summative assessment components will have clearly stated deadlines. In the case of tasks/projects/classroom activities, 1 point will be deducted per calendar day for late



submission. If the tasks/projects/classroom activities are not submitted, without a justified reason, their submission will be required in the second sitting. In the case of written tests, a student who fails to sit them on the scheduled date, without a justified reason, will be required to sit them in the second sitting.

Major mistakes in oral and written production and/or interaction tasks will result in students failing both summative and formative tasks.

Plagiarism will be dealt with according to the regulations of the Faculty of Education.

Official exam dates will not be modified unless there is a certified justification or if a change has been authorised by the Dean's office.

Students will have the option to repeat any assignments for formative assessment that they fail. In such a case, the maximum mark awarded for the repeated task will be a pass (5/10).

SINGLE ASSESSMENT:

A student who is unable to attend any of the classes or whose attendance is below 80% will take a single, summative assessment that is worth 100% of the final grade for the subject. This exam will consist of the following parts: listening comprehension (10%); reading comprehension (10%); written expression (10%); oral expression (10%); written assignments that correspond to the most important topics covered throughout the course (60%). Through the single assessment, students will fulfil the requirements of R1, R2, R3 and R4.

USE OF ARTIFICIAL INTELLIGENCE:

Students **may** use AI to:

- Resolve doubts about tasks- Assist learning (alternative explanations or self-assessment exercises)- Search for alternative resources and references for study

Students **may not** use AI to:

- Record or transcribe, in whole or in part, any activity carried out in the classroom in order to obtain summaries or notes made by AI- Generate text for inclusion in assessed tasks- Present work generated by AI as their own- Provide AI with statements, exercises or assessment tests to obtain automatic answers- Revise and improve the written expression of texts that students have written themselves



Citation and acknowledgment criteria:

- In any assessed tasks, students must indicate where AI has been used, which type of AI was used and what it was used for (such as, consulting information sources, style analysis, expansion of knowledge, etc.)

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	PARTICIPATIVE MASTERCLASS
M2	CLASSROOM PRACTICES
M5	WORK AT SEMINARS
M7	GROUP TUTORING
M8	INDIVIDUAL TUTORING
M9	PROJECT-BASED LEARNING



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M10 COOPERATIVE AND COLLABORATIVE WORK





IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1	R1, R2, R3, R4	20,00	0,80
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M1, M2	R1, R2, R3, R4	13,30	0,53
Supervised monographic sessions with shared participation M1, M2, M5, M9, M10	R1, R2, R3, R4	13,30	0,53
Presentation in plenary. Application of interdisciplinary knowledge M2	R1, R2, R3, R4	3,30	0,13
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M2, M9, M10	R1, R2, R3	6,80	0,27
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M8	R2, R3, R4	3,30	0,13
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M1, M2, M5, M7, M9, M10	R1, R2, R3, R4	33,30	1,33
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M7, M8, M9, M10	R1, R2, R3, R4	56,70	2,27
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Thematic contents	<ul style="list-style-type: none">·The concept of education·Key competences and objectives·Schools: facilities, grades, recent changes·Teaching and learning: environment, language, approaches
Grammatical contents	<ul style="list-style-type: none">·Present simple and continuous·Future forms·Present perfect simple and continuous·Modal verbs·Comparatives and superlatives·Past tenses: simple, continuous and perfect.·First and second conditionals

Temporary organization of learning:

Block of content	Number of sessions	Hours
Thematic contents	22,00	44,00
Grammatical contents	8,00	16,00



References

Recommended reading

Garrote et. Al. (2018). University English Course for Pre-service Primary Teachers. UAM Ediciones

ISBN: 978-84-8344-601-0

Fundamentals of English Grammar (International) SB with Answer key. Longman. ISBN: 9780132315135

Supplementary reading

Adelson-Goldstein, Jayme and Shapiro, Norma. (2016). *Oxford Picture Dictionary. English/Spanish Dictionary*. Oxford: Oxford University Press.

Carter, Ronald and McCarthy Michael. (2006). *Cambridge Grammar of English: A Comprehensive Guide*, Cambridge: Cambridge University Press.

Coe, N., Harrison, Mark. & Paterson, Ken. (2006). *Oxford Practice Grammar*. Oxford: Oxford University Press.

Downing, Angela and Philip Locke. (2003). *A University Course in English Grammar*, 3rd ed., London and New York: Routledge.

Eastwood, J. (2005). *Oxford Learner's Grammar*. Oxford: Oxford University Press.

---. (2006). *Oxford Practice Grammar (Intermediate)*. CD-ROM with interactive 'find and correct the mistake' exercises. Oxford: Oxford University Press.

Huddleston, Rodney and Geoffrey K. Pullum. (2005). *A Student's Introduction to English Grammar*, Cambridge, Cambridge University Press.

Lobeck, Anne. (2000). *Discovering Grammar*, Oxford: Oxford University Press.

Murphy, R. (2012). *English grammar in use*. UK: Cambridge University Press.

Murphy, Raymond. (2008). *Essential Grammar in Use. Edición en español con respuestas + CDRom*. Cambridge: Cambridge University Press.



Redman, Stuart. (2017). *English Vocabulary in Use. Pre-intermediate and intermediate*. Cambridge: Cambridge University Press.

Swan, M. (2002). *The Good Grammar Book*. Oxford: Oxford University Press.

Dictionaries:

Diccionario Compact English-Spanish/Español-Inglés + CDROM. (2008). Larousse.

Longman Dictionary of Contemporary English. (2003). Harlow: Longman-Pearson Education Limited.

Longman Advanced (English-Spanish, Español-Inglés). (2003). Madrid: Longman-Pearson Education.

Wells, J. C. (2000). *Longman Pronunciation Dictionary*, 2nd ed. Harlow: Longman-Pearson Education Limited.

Webpages and blogs:

British Council: <http://learnenglish.britishcouncil.org/en>

Current news turned into lessons: www.breakingnewsenglish.com

Different kind of exercises: www.agendaweb.org

English Grammar: www.edufind.com/english-grammar/english-grammar-guide/

6 minute English: <https://www.bbc.co.uk/learningenglish/english/features/6-minute-english>

TED talks: <https://www.ted.com/talks?sort=newest&topics%5B%5D=education&language=en>