# 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:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** English

**Lecturer/-s:**

| | | |
|---|---|---|
| 141A | Raquel Blave Gomez **(Responsible Lecturer)** | raquel.blave@ucv.es |
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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

English level A2.

## 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 | | | |
| E52 | To acquire literary training and especially knowledge of children's literature. | x | | | |
| E53 | To be able to promote a first approach to a foreign language. | x | | | |
| E54 | To know the fundamentals of corporal expression of the curriculum of this stage as well as the theories on the acquisition and development of the corresponding learning. | 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**

The final examination shall consist of two parts: a written examination and an oral examination.
The oral test will be worth 10 points and the written test will be worth 30 points.
The written test will consist of 1/2 Listening, 1/2 Reading and 1/2 Writing exercises.
Both Listening and Reading exercises will include 10/15 true/false and/or multiple choice questions.

**CRITERIA FOR THE AWARDING OF HONOURS:**
As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

## 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

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.<br>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.<br>M1, M2 | R1, R2, R3, R4 | 13,30 | 0,53 |
| Supervised monographic sessions with shared participation<br>M1, M2, M5, M9, M10 | R1, R2, R3, R4 | 13,30 | 0,53 |
| Presentation in plenary. Application of interdisciplinary knowledge<br>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.<br>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.<br>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.<br>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.<br>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 | · The concept of Education<br>· Key competences and objectives<br>· Schools: facilities, grades, recent changes<br>· Teaching and learning: environment, language, approaches |
| Grammatical contents | ·Present Simple and Continuous<br>·Future forms<br>·Present Perfect Simple and Continuous<br>·Modal Verbs<br>·Comparatives and Superlatives<br>·Past Tenses: Simple, Continuous and Perfect. Conditionals 1 & 2 |

### Temporary organization of learning:

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

## References

Bibliografía básica

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

Bibliografía complementaria

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.

Diccionarios:

*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.

Direcciones de internet/webgrafía:

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

Bibliografía básica

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

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---. (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.

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*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.

Direcciones de internet/webgrafía:

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

# Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

## Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

## Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

**All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject** will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

- [X] Microsoft Teams
- [ ] Kaltura

## Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

**All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject**, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

- [X] Microsoft Teams
- [ ] Kaltura

Explanation about the practical sessions:

## 2. System for Assessing the Acquisition of the competences and Assessment System

**ONSITE WORK**

**Regarding the Assessment Tools:**

[X] The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

[ ] The following changes will be made to adapt the subject's assessment to the online teaching.

| Course guide | | Adaptation | |
|---|---|---|---|
| Assessment tool | Allocated percentage | Description of the suggested changes | Platform to be used |

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

**Comments to the Assessment System:**