



## Information about the subject

**Degree:** Bachelor of Arts Degree in Early Childhood Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1412025 **Name:** Teaching ESL and children's literature

**Credits:** 6,00 **ECTS Year:** 3 **Semester:** 2

**Module:** Mention in English Teaching (Qualifying Program of Teaching English as Second Language-TESL)

**Subject Matter:** Mention in English Teaching (Qualifying Program of Teaching English as Second Language-TESL) **Type:** Elective

**Department:** English Language

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

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

**Lecturer/-s:**

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## Module organization

### Mention in English Teaching (Qualifying Program of Teaching English as

Subject Matter	ECTS	Subject	ECTS	Year/semester
Mention in English Teaching (Qualifying Program of Teaching English as Second Language-TESL)	30,00	Advanced English writing	6,00	4/2
		English grammar: English morpho-syntax and semantics (Advanced)	6,00	3, 4/2
		English phonetics and phonology (Advanced)	6,00	3/2
		Oral expression and Anglo-Saxon cultures	6,00	4/2
		Teaching ESL and children's literature	6,00	3/2

## Recommended knowledge

Although official certification is not required, it is recommended that students of this subject have a B 1 level of English or higher.



## 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 learner applies the theoretical knowledge of ESL teaching and solves cases depicted in the simulation.
- R2 The learner elaborates a report about the case studies post simulation and cites sources of information.
- R3 The learner designs a teaching sequence based on a research question and integrates storytelling in the teaching sequence.
- R4 The learner demonstrates a clear command of classroom techniques to teach English and literature in primary education through microteaching and teaching in a real classroom.
- R5 Students analyze and adapt the material used in the English classrooms to optimize the teaching and learning of production and receptive skills.
- R6 Students apply the knowledge of the different skills and make use of different pedagogical resources in practical sessions.
- R7 The students are able to use teacher-student classroom language and can conduct a class of ESL for either nursery or primary pupils.



## 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):

GENERAL		Weighting			
		1	2	3	4
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
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
SPECIFIC		Weighting			
		1	2	3	4
ELEX1	To listen to and understand spoken English.				X



## Year 2025/2026

**1412025 - Teaching ESL and children's literature**

legislative framework for multilingual the programmes that schools develop in curriculum of the subjects in Infanti, r Secondary School and Vocational			X
ccessess, using English as a t the language within the school linguistic			X
ethods or techniques to teach non-linguistic s a communicative vehicle for the language ic project.		X	
English as a communicative vehicle for the l linguistic Project.		X	
English through other subjects.	X		
's applied to active teaching methods.			X
in the written form in an accurate way rning situations in multicultural and	X		



ELEX1	To understand the overall meaning as well as the specific words contained in oral texts that are enunciated in standard spoken language.	x			
ELEX1	To demonstrate a knowledge of the phonetic components of the English language by identifying particular sounds and by distinguishing between phonemes that are similar.	x			
ELEX1	To produce accurate oral utterances in terms of phoneme/word pronunciation, stress and intonation that can be understood without difficulty by the listener.				x
ELEX1	To complete written or spoken exercises that are based on an understanding of phonetic and the suprasegmental features of the English language.	x			



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R2	20,00%	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.
R3	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1	30,00%	Non-final written exams: individual or group directed work.
R4, R7	40,00%	Summative final or continuous oral exam

### Observations

#### Regular assessment

- Regular assessment for this course will consist of:
- Two simulations 30%
- A written exam covering theoretical and practical content 20%
- Microteaching sessions 20%
- Storytelling with children from partner schools 30%

#### Assessment for irregular students (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:

- Storytelling video: One week before the official exam, the student will submit a video demonstrating their skills in teaching English to children through storytelling.
- Oral defence of the video: On the official exam date, the student will defend the video lesson in class to **two teachers** forming the examination board, addressing methodological issues and aspects concerning ESL/EFL didactics. (The video must be sent to the teachers the week before the official exam date)



·Written exam: After the oral defence, the student will take a written exam to demonstrate their knowledge of all the theoretical content of the subject.

### **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
M3	CASE STUDIES
M4	APPRENTICESHIP CONTRACTS
M5	WORK AT SEMINARS
M6	PROBLEM-BASED LEARNING
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. M1, M3	R1	25,00	1,00
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. M2, M10	R1, R3	45,00	1,80
Supervised monographic sessions with shared participation M7	R4	5,00	0,20
Presentation in plenary. Application of interdisciplinary knowledge M9	R4	5,00	0,20
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, M8	R2	5,00	0,20
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M9, M10	R3, R4	15,00	0,60
<b>TOTAL</b>		<b>100,00</b>	<b>4,00</b>



## 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. M10	R2, R5	25,00	1,00
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. M9	R1, R3	25,00	1,00
<b>TOTAL</b>		<b>50,00</b>	<b>2,00</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
1.TEACHING IN THE PRE-SCHOOL CLASSROOM: AN INTEGRATED PROCESS	<ul style="list-style-type: none"><li>1.1. Creating optimal conditions for children's learning: context, curiosity, care, community, creativity, relationships, rules, routines, rights, responsibilities, rewards, among others</li><li>1.2. Developing linguistic skills. Active learning methodologies in ESL/EFL.</li><li>1.3. Classroom management. Case studies</li></ul>
2. TEACHING LITERATURE	<ul style="list-style-type: none"><li>2.1. Telling steps and activities: Movers (children aged 0-2) The Three Little Pigs; Flyers (children aged 3-5) Goldilocks and the Three Bears; and Riders (children aged 6-7) Little Red Riding Hood. Developmental and Behavioral Characteristics of Children by Stages: 5 - 7 Year Olds, 8 - 10 Year Olds, 11 - 12 Year Olds.</li><li>2.2 Literature - fairy tales; short stories; others. Reading, analysis and project design.</li><li>2.3 Learning typologies and multiple-intelligences development through children's literature.</li></ul>
3. MICRO-TEACHING & LESSON STUDY	<ul style="list-style-type: none"><li>3.1. Research questions.</li><li>3.2. Learning typologies and structured observation.</li><li>3.3 Teaching methodologies; Storytelling and drama. Telling sequence. Planning research-based lessons.</li><li>3.4. Case studies. Class debate.</li><li>3.5. Macro Simulation * units 1 &amp; 2: Compulsory + Team Report.</li></ul>
4. TEACHING PRACTICE	<ul style="list-style-type: none"><li>4.1 Designing a teaching sequence + storytelling - Micro-teaching.</li><li>4.2 Teaching a real lesson in a real classroom.</li><li>4.3 Final individual report of the course based on experience - presentation of evidence.</li></ul>



## Temporary organization of learning:

Block of content	Number of sessions	Hours
1. TEACHING IN THE PRE-SCHOOL CLASSROOM: AN INTEGRATED PROCESS	15,00	30,00
2. TEACHING LITERATURE	10,00	20,00
3. MICRO-TEACHING & LESSON STUDY	5,00	10,00
4. TEACHING PRACTICE	20,00	40,00



## References

1. Angelini, M. L. (2021). *Learning Through Simulations: Ideas for Educational Practitioners*. Switzerland: Springer Nature.
  2. Farrell, T. S. (2015). *Reflective language teaching: From research to practice*. Bloomsbury Publishing.
  3. Hurd, J. & Lewis, C. (2011). *Lesson Study. Step by Step*. USA: Heinemann
  4. Read, C. (2007). *500 Activities for the Primary Classroom. Immediate Ideas and Solutions*. UK: Macmillan Publishers Limited.
  5. Richards, J. C., & Farrell, T. S. (2011). *Practice teaching: A reflective approach*. Cambridge: Cambridge University Press
- Supplementary reading:**
- Birketveit, A. & Williams, G. (2013). *Literature for the English Classroom. Theory into Practice*. Oslo: Fagbokforlaget
  - Collie, J. & Slater, S. (2011). *Literature in the Language Classroom*. UK: Cambridge University Press.
  - Drew, I. (2009). *English Teaching Strategies*. Norway: Samlaget
  - Dudley, P. (2014). *Lesson study. A Handbook*. Cambridge: Cambridge University Press. Retrieved: <http://lessonstudy.co.uk/wp-content/uploads/2012/03/new-handbook-revisedMay14.pdf>
  - Genesee, F. (2013). *Educating Second Language Children. The whole child, the whole curriculum, the whole community*. UK: Cambridge University Press.
  - Hasselgreen, A.; Drew, I. & Sorheim, B. (2012). *The Young Language Learner*. Bergen: Fagbokforlaget
  - McCafferty, S.; Jacobs, G. & Da Silva Iddings, A. (2013). *Cooperative Learning and Second Language Teaching*. Cambridge University Press.
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  - Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
  - Richards, J. & Farrell, T. (2009). *Professional Development for Language Teachers. Strategies for Teacher Learning*. Cambridge University Press.
  - Wilson, A. (2014). *Creativity in the Primary Classroom*. UK: Sage Publications.
- Webpages:**
- A 100 Greatest Books for Kids. Recuperado de <http://www.scholastic.com/100books/> [01/07/2020]
  - ESL Kids Classroom Games. Recuperado de [http://www.eslkidstuff.com/Gamescontents.htm#.VZzoll\\_tmko](http://www.eslkidstuff.com/Gamescontents.htm#.VZzoll_tmko) [01/07/2020]
  - Learning English through Literature. Recuperado de <https://www.teachingenglish.org.uk/article/learning-english-through-childrens-literature> [01/07/2020]



- Roald Dahl, Sitio Oficial. Recuperado de <https://www.roalddahl.com/> [01/07/2020]
- Teaching kids. Recuperado de <https://www.teachingenglish.org.uk/teaching-kids> [01/07/2020]
- Selección de textos por edades. A Hundred Greatest books for kids. Recuperado de <http://www.scholastic.com/100books/>