



## Information about the subject

**Degree:** Bachelor of Arts Degree in Primary School Education

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

**Code:** 1162025 **Name:** Teaching of ESL and children's literature

**Credits:** 6,00 **ECTS Year:** 4 **Semester:** 2

**Module:** Qualifying Program of Teaching English as a Second Language (TESL)

**Subject Matter:** Didactics and Literature **Type:** Elective

**Field of knowledge:** Social and legal sciences

**Department:** English Language

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

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

### Lecturer/-s:

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## Module organization

### Qualifying Program of Teaching English as a Second Language (TESL)

Subject Matter	ECTS	Subject	ECTS	Year/semester
Knowledge of English	12,00	English grammar: English morpho-syntax and semantics (advanced)	6,00	3, 4/2
		English phonetics and phonology (Advanced)	6,00	3, 4/1
Didactics and Literature	6,00	Teaching of ESL and children's literature	6,00	4/2
Oral and Written Communication	12,00	Advanced English writing	6,00	4/2
		Oral expression and Anglo-Saxon cultures	6,00	4/2

## Recommended knowledge

Although official certification is not required, it is recommended that students of this subject have a B1 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 designs a teaching sequence based on a research question and integrates storytelling in the teaching sequence.
- R3 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.



## 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
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.				X
CG3	Effectively address language learning scenarios in multicultural and multilingual contexts. Promote reading and critical analysis of texts from various scientific and cultural domains included in the school curriculum.				X
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.				X
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.				X
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.	X			
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.				X
SPECIFIC		Weighting			
		1	2	3	4
ELEX2	To interact in discussions and play a number of roles. To listen to, read and view with understanding, accuracy and critical appreciation a wide range of fiction and non-fiction texts from print, non-print and electronic sources.				X



ELEX3 To communicate clearly, structuring and organizing their speech and adapting it to different situations.				X
ELEX7 Knowing how to apply the legislative framework for multilingual education in Valencia and the programs that schools develop in the curricular areas to the curriculum of the Subjects in Infant, Primary, Lower and Higher Secondary School, and Vocational Training.				X
ELEX8 Designing educational processes, using English as a communicative vehicle for the language within the school linguistic project				X
ELEX11 Fostering the learning of English through other subjects.	X			
ELEX12 Being acquainted with Information and Communication Technology as a teaching tool in CLIL (integrated learning content and language).				X



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

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1	20,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R3	30,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R2	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R3	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R3	30,00%	Projects. Development and/or design works.

### Observations

#### Regular assessment

- 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.

## **USE OF ARTIFICIAL INTELLIGENCE (AI):**

### **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.)

### **Online teaching**

Assessed learning outcomes	Granted percentage	Assessment method
R1	20,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R2	30,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R2	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.



R3	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R3	30,00%	Projects. Development and/or design works.

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### **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 | Participatory Master Class     |
| M3 | Project-based Learning         |
| M4 | Learning Contracts             |
| M5 | Seminar Work                   |
| M7 | Cooperative/Collaborative Work |





M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M13	Seminar Work
M15	Project-based Learning
M16	Learning Contracts
M18	Cooperative/Collaborative Work
M19	Individual Tutoring
M20	Group and Individual Tutoring



## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M3, M7	R1	5,00	0,20
Theoretical Class M1	R2	10,00	0,40
Practical Class M3, M7	R2, R3	25,00	1,00
Seminar M5	R1	5,00	0,20
Tutoring M9	R2	10,00	0,40
Evaluation M10	R3	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M7	R2	30,00	1,20
Individual work M3	R2, R3	60,00	2,40
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1	10,00	0,40
Practical class (e-learning mode) M16	R2	25,00	1,00
Seminar (e-learning mode) M13	R3	5,00	0,20
Individual tutoring (e-learning mode) M19	R2, R3	15,00	0,60
Evaluation (e-learning mode) M15	R3	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M15	R2	60,00	2,40
Group Work (e-learning mode) M15	R1	5,00	0,20
Discussion Forums (e-learning mode) M15	R2	2,50	0,10
Asynchronous Tutoring (e-learning mode) M20	R2, R3	22,50	0,90
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</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 IN-CLASS final assessment of the course</li></ul>



## Temporary organization of learning:

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



## References

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  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.
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